



### PE Long Term Curriculum Map

| Year Group | Autumn 1<br><br>Invasion  | Autumn 2<br><br>Dance/ Gymnastics  | Spring 1<br><br>Swimming  | Spring 2<br><br>Net and wall  | Summer 1<br><br>Athletics/<br>Orienteering  | Summer 2<br><br>Striking and<br>Fielding   |
|------------|---|--|---|---|---|--|
| 1          | <p>I can move with control and care in a space.</p> <p>I can throw and kick an object in different ways.</p> <p>I can intercept and retrieve and object.</p> <p>I can find my way around a simple course</p> <p>I can take part in a team game.</p> | <p>Link two short movements phrases in dance and gymnastics</p> <p>Repeat sequence and copy a partner.</p> <p>Selects appropriate movements for different dance ideas.</p> <p>I can roll, curl, travel, balance in different ways</p> <p>Practice moving expressively.</p> | <p>Return to standing position from star float on back.</p> <p>Push glide on front.</p> <p>Know the rules and routines that keep them safe in the water</p> | <p>I can hit a ball with a bat or racket</p> <p>Understand the idea of aiming.</p> <p>I can take part in a team game.</p> | <p>Jump over rope 10cm high</p> <p>Take part in a relay race.</p> <p>I can take part in a team game</p> | <p>Understand the idea if hitting into space.</p> <p>I can throw, bounce, and catch with both hands</p> <p>I can take part in a team game.</p> <p>Throw an object overarm.</p> <p>Understand the idea if hitting into space.</p> |

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|  |   | <p>I can jump and land safely and with good technique.</p> <p>I can show control and co-ordination when traveling and remaining still.</p> <p>I can make up a short dance moving to music</p> <p>I can copy and perform my own dance moves.</p> <p>I can move to music in different directions. I.e sideways and backwards.</p> <p>I can use different parts of my body in combinations in dance</p> |  |  |  |  |
|  | Ongoing   |  |  |  |  |  |
|  | <p>I can describe basic rules.</p> <p>I can use equipment safely.</p> <p>I can repeat actions, sequences, and skills.</p> <p>I can copy actions</p> <p>Describe and say what they did and like about their performance.</p> |  |  |  |  |  |

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|   | <p>Recognise they have been energetic.</p> <p>Know where the heart is and to be aware of own breathing and the changes during exercise.</p> <p>Name the external parts of the body.</p> <p>Aware of the need for safety when using PE equipment.</p> <p>Understands that some foods are bad for them.</p>  |  |                |   |  |   |
| 2 | <p>Move fluently within space and avoid collisions.</p> <p>I can decide the best space to be in and hit during a game</p> <p>I can use one tactic in a game.</p> <p>Know the difference between defence and attack and demonstrate both.</p> <p>Know how to score in games and which direction the team is playing.</p> <p>Show spatial awareness.</p> <p>Recognises spaces and uses it.</p> | <p>Have an appropriate starting position and controlled finishing position.</p> <p>Choose movements to make their own patterns.</p> <p>Practise and repeat movements.</p> <p>I can change rhythm, speed, level, and direction in my dance.</p> <p>I can dance with control and co-ordination.</p> <p>I can make a sequence by linking sections together.</p> | Swim 5 metres. | <p>Adjust own movement and patterns after watching others.</p> <p>I can use throwing, hitting, kicking and /or rolling in a game.</p> | <p>Take off and land controlled on both/ either feet remaining balanced throughout.</p> <p>Recognise there are different styles of running and jumping.</p> <p>Demonstrate 5 different jumps with controlled landing and take offs.</p> <p>Run and jump over rope 10cm high.</p> | <p>Recognise there are different styles of throwing.</p> <p>Tracks ball to retrieve, hit, kick.</p> <p>Consistently track, intercept, and catch an object.</p> <p>Show accuracy when throwing, hitting and catching an object to a partner or into a container.</p> |

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|  |  | <p>I can use dance to show a mood, theme or feeling.</p> <p>Perform a short dance showing expression, speed, and direction in a controlled manner.</p> <p>Move expressively and clearly, remember, and repeat a simple dance.</p> <p>Describe how their dance makes them feel.</p> <p>Watch others movement carefully.</p> <p>I can copy and remember actions.</p> <p>I can talk about what is different from what I did and what someone else did.</p> <p>Copy what they see and say why it is good.</p> <p>Choose one aspect of a sequence to improve.</p> |  |  | <p>Throw a range of objects into a target area.</p> |  |
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|  |  | <p>I can plan and perform a sequence of movements</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence which follows 'rules'.</p> |  |  |  |  |
|  | Ongoing  |   |  |  |  |  |
|  | <p>Know why the heart beats faster.</p> <p>Know they need to warm up and cool down.</p> <p>Know why it is important to be active.</p> <p>Recognise the physical demands of the task.</p> <p>State if their body is cool, warm or hot.</p> <p>Identify different ways in which the body works.</p> <p>Explain some rules to another person.</p> <p>Identify risks when moving.      The need for food to be active.</p> <p>Uses skills in different ways for different games.</p> |   |  |  |  |  |

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|                      | <p>Adapt skills in response to opponent.</p> <p>Describe what they did to solve a problem</p> <p>Describe their own role in activities.</p> <p>Follow a simple marked trail.</p> <p>Know what clothing is appropriate for task and weather.</p>  |   |   |  |  |  |
|                      | <b>Autumn 1</b><br><br><b>Invasion</b>   | <b>Autumn 2</b><br><br><b>Dance/ Gymnastics</b>   | <b>Spring 1</b><br><br><b>Swimming</b>  | <b>Spring 2</b><br><br><b>Net and wall</b>     | <b>Summer 1</b><br><br><b>Athletics/<br/>Orienteering</b>  | <b>Summer 2</b><br><br><b>Striking and<br/>Fielding</b>  |
| <b>K<br/>P<br/>I</b> | <p>Use possession and control skills and make progress towards goal.</p> <p>React and make it difficult for opponent. React in a way to assist partner.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>Select tactics apt for the situation.</p> <p>Pass and dribble ball keeping control.</p> | <p>I can improvise freely and translate ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group.</p> <p>I can repeat, remember and perform phrases.</p> <p>Explore ideas based in theme.</p> <p>Change level direction and pace during dance.</p> <p>Move to a variety of stimuli, ie beat, rhythm and words.</p> | <p>I can Swim on my back.</p> <p>I can Swim 15 metres.</p> <p>Swim on front with co-ordination and smooth action.</p> <p>Know and explain rules and routines that keep you safe in water.</p> | <p>Explore different ways if sending ball.</p> | <p>I can run fast, medium and slow speeds, changing speed and direction.</p> <p>Sustain running for 2 minutes.</p> <p>I can take part in a relay, remembering when to run and what to do.</p> <p>Understand the difference between running and jogging.</p> <p>Select the appropriate style of</p> | <p>I can throw and catch with control.</p> <p>Bowl underarm and throw accurately when playing games.</p> <p>Strike a ball with intent.</p> |

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|  | <p>Demonstrate the difference between helping a partner and playing against someone.</p> <p>Constantly intercept and stop an object.</p> <p>Use ball skills to keep possession and control. Dribble a ball round skittles.</p> | <p>Use dance to illustrate another subject, ie art.</p> |  |  | <p>throwing, running and jumping for the task.</p> |  |
| <p>Ongoing</p>   |  |   |  |  |  |  |
| <p>Use descriptive language.</p> <p>Work co-operatively.</p> <p>I know and use rules fairly.</p> <p>Carry out warm up activities and identify when the body is warm and stretched.<br/>Link breathing, heartbeat, and temperature.</p> <p>Discuss the difference between tension and relaxation.</p> <p>Observe their heart rate slowing and when at rest.</p> <p>Know what protection to use in the sun.</p> <p>Record if their body is cold, warm or hot.</p> <p>Understand the purpose of the activity.</p> <p>Describe in simple terms how they warm up and cool down.</p> <p>Identify what they need to practice.</p> |  |   |  |  |  |  |

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|                            | <p>Use information to improve own performance.</p> <p>Identify what things they found difficult and how they made it difficult for an opponent.</p>   |  |   |  |  |   |
| <p>4<br/>K<br/>P<br/>I</p> | <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills depending on what is happening in a game.</p> <p>I can recognise space in their games and use it to their advantage.</p> <p>Receive ball in control and keep possession.</p> <p>Pass and dribble a ball keeping control and possession.</p> <p>Hit a ball with purpose and in intended direction.</p> <p>Identify good players and why they are good.</p> <p>Co-operate and make constructive contribution to refine work in small groups.</p> | <p>Combine actions in sequences that involve changes in speed and direction.</p> <p>Create longer sequences.</p> <p>Improve appearances of sequences by varying direction, levels and pathways.</p> <p>Sequence movements in logical order.</p> <p>Identify when 2 performances have the same elements and compare.</p> <p>Vary dance phrases.</p> <p>Identify and understand the processes involved in improving performance.</p> <p>I can include a range of shapes.</p> | <p>Describe why swimming helps keep them fit and healthy.</p> <p>Swim 50 metres.</p> <p>Use 3 different strokes</p> <p>Control breathing when swimming.</p> <p>Be aware of survival techniques.</p> | <p>I can hit a ball accurately with control.</p> <p>Keep a rally going.</p> <p>Select which skill to use to make it difficult for an opponent.</p> | <p>Aim for a realistic target to improve height or distance.</p> <p>Describe the difference in running, jumping, and throwing styles.</p> <p>Take weight with different parts of the body.</p> <p>I can include change of speed and direction.</p> <p>I can jump in different ways and over a bar.</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> | <p>I can catch one handed.</p> <p>I can throw and catch accurately.</p> <p>Use different bowling methods and with variation.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>Vary the speed and direction of the ball.</p> <p>Gauge when to run after hitting the ball.</p> |



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|  | <p>Identify what they do to beat competition</p> <p>Work with the team</p> <p>Select position to receive ball.<br/>Make difficulties for opponents by using variation of speed, direction and height.<br/>Use space constructively.</p>                          | <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>Maintain fluency and control when performing difficult combinations.</p> <p>I can take the lead when working with a partner or group.<br/>I can use dance to communicate an idea.<br/>Vary direction and speed in dance.</p> <p>Use a range of ideas from different cultures.</p> <p>Identify characteristics of person, animal, object to be portrayed.</p> <p>Communicate the feeling of a character.</p> |  |  | <p>Transfer weight from one foot to the other.</p> |  |
|  | <p>Ongoing</p>   |  |  |  |  |  |
|  | <p>Show an understanding of warming up and cooling down by selecting appropriate activities.<br/>Identify strategies to improve stamina.<br/>Know strength and suppleness are important parts of fitness.</p> <p>Know how to improve own health and fitness.</p> |  |  |  |  |  |

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|                  | <p>Know a varied diet is required to remain healthy.</p> <p>Ask for help with a specific element.</p> <p>Know the body is supported by a skeleton and muscles.</p> <p>Understand the purpose of the heart.</p> <p>Evaluate options.</p> <p>Use own assessment to modify work.</p> <p>Know the need for hygiene.</p> <p>Use rules and keep playing without dispute.</p> |  |  |   |  |  |
| 5<br>K<br>P<br>I | <p>Direct a ball away from opposition.<br/>Use tactics.</p> <p>Suggest improvements in speed and direction.</p> <p>Identify the reason they won or lost.</p> <p>Play ball to make it difficult for the opponent.</p> <p>Show consistency and control in games.</p>   | <p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment.<br/>My dance shows clarity, fluency, accuracy, and consistency.</p> <p>Show an awareness of the music's rhythm when improvising.<br/>Perform movement patterns effectively with a partner.</p> | <p>Breathe so swimming pattern is uninterrupted.</p> <p>Swim 100 metres.</p> <p>Perform survival techniques.</p> | <p>I can use forehand and backhand with a racket.</p> <p>Make shots on either side of the body.</p> | <p>I am controlled when taking off and landing.</p> <p>I can combine running and jumping.</p> <p>Run in an appropriate speed for the distance.</p> | <p>I can field.</p> <p>Use different types of shots/ stroke.</p> |

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|  | <p>I can choose a tactic for defence and attacking.</p> <p>I can use a few techniques to pass, dribble and shoot.<br/>Change direction and speed when dribbling a ball.</p> <p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>Accept defeat appropriately.</p> | <p>Develop a dance using different styles and cultures.</p> <p>I can make complex extended sequences.<br/>I can combine action, balance and shape.<br/>I can perform consistently to different audiences.<br/>Perform actions with agility, fluency, clarity and consistency.<br/>Make contrasting shapes when working with a partner.</p> <p>Combine actions and maintain performance when working with a partner.</p> <p>Offer constructive ideas when working with a partner.</p> <p>Show an understanding of social, historical and cultural contexts of dance.</p> |  |  | <p>Develop appropriate throwing styles for object to be thrown.</p> |  |
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|  |  | <p>Have a clear idea about what they have achieved.</p> <p>Recognise the importance of planning.<br/>Recognise the importance of thinking as the work through a task.</p> <p>Identify aspects of a performance they have performed consistently and accurately.</p> <p>Observe shape and balance on apparatus.</p> <p>Increase the length of a sequence.</p> <p>With a partner create sequence using floor, mat and apparatus.<br/>Combine actions in sequence that involve changes in speed level and direction and clarity of shape.</p> <p>Choose and develop material to create dance.</p> |  |  |  |  |
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|  |  | <p>Understand patterns and forms in specific dance styles.</p> <p>Know strength and suppleness and key parts in gymnastic performance.</p> <p>Devise routines that prepare their body for gymnastic lesson.</p> <p>Know different dance styles place different demands on the body.</p> |  |  |  |  |
| <p>Ongoing</p>   |  |   |  |  |  |  |
| <p>Show an appropriate response to weather conditions.</p> <p>Keep to the rules of the game.</p> <p>Suggest how the rules could be changed to improve a game.</p> <p>Select the appropriate skill.</p> <p>Understand the excitement at completing a challenge.</p> <p>Know how to prepare physically.</p> <p>Take more responsibility for own warm up.</p> <p>Give a good explanation of how warming up affects the body.</p> <p>Know how warming up helps improve their game.</p> |  |   |  |  |  |  |

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|                  | <p>Know why sport is good for health.</p> <p>Evaluate risks</p> <p>Explain the need for a balanced diet.</p> <p>Show an awareness of what constitutes a balanced diet.</p> <p>Explain the importance of exercise for good health.</p> |  |  |                      |                                   |                                    |
| 6<br>K<br>P<br>I | <p>I can make a team and communicate a plan.</p> <p>I can lead others in a game situation.</p>  | <p>I can combine my own work with that of others.</p> <p>I can link sequences to specific timings.</p> <p>I can develop sequences in a specific style.</p> <p>I can choose my own music and style.</p> | <p>I can plan with others taking account of safety and danger.</p> | <p>I can umpire.</p> | <p>I can demonstrate stamina.</p> | <p>I can play to agreed rules.</p> |
|                  | Ongoing   |  |  |                      |                                   |                                    |
|                  | I can explain rules.  |  |  |                      |                                   |                                    |

| KS3                |   |   |                                    |  |   |   |
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|                    | Autumn 1  | Autumn 2  | Spring 1                           | Spring 2                               | Summer 1  | Summer 2  |
|                    | <b>Autumn 1</b><br><b>Invasion</b>  | <b>Autumn 2</b><br><b>Dance/<br/>Gymnastics</b> | <b>Spring 1</b><br><b>Swimming</b> | <b>Spring 2</b><br><b>Net and wall</b> | <b>Summer 1</b><br><b>Athletics/<br/>Orienteering</b> | <b>Summer 2</b><br><b>Striking and<br/>Fielding</b> |
| Knowledge<br>KS3/4 | <p>Ongoing</p> <p>Develop the knowledge and competence to excel in a range of team and individual sports.</p> <p>Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Develop knowledge of outdoor and adventurous activities</p> <p>Develop knowledge of how to analyse performances.</p> <p>Develop knowledge of how to take part in competitive sports and activities outside of school</p> <p>Demonstrate a basic understanding of the importance of physical activity on overall health</p> <p>Demonstrate ability to exercise and use PE equipment safely.</p> <p>Demonstrate an understanding around the need to warm up and cool down</p> <p>Demonstrate an understanding of different components of fitness</p> |   |                                    |  |   |   |

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| <p>Skills year 7</p> | <p>Demonstrate basic skills in a range of team and individual sports in isolation/unopposed.</p> <p>Demonstrate very basic strategies for attack and defence in a range of team and individual sports.</p> <p>Demonstrate very basic use of key rules in a range of sports.</p> <p>Demonstrate basic analysing and evaluating skills in a small range of sports.</p> | <p>Demonstrate simple dance sequences.</p> <p>Study and consider at least 3 different forms of dance</p> <p>Demonstrate simple dance sequences in a small number of dance genre.</p> <p>Demonstrate basic analysing and evaluating skills in a small range of dance steps</p> <p>Demonstrate basic analysing and evaluating skills in dance</p> <p>Use everyday language to explain performances.</p> | <p>Demonstrate a good understanding in a range of basic theoretical sporting topics.</p> <p>Develop swimming stroke</p> <p>Develop swimming stamina</p> <p>Demonstrate ability to exercise and use swimming pool safely</p> <p>Demonstrate a understanding around the dangers of open water</p> | <p>Demonstrate basic skills in a range of team and individual sports in isolation/unopposed.</p> <p>Demonstrate very basic strategies for attack and defence in a range of team and individual sports.</p> <p>Demonstrate very basic use of key rules in a range of sports.</p> | <p>Demonstrate basic skills in a small range of athletic areas</p> <p>Demonstrate very basic use of key rules in a range of sports.</p> <p>Demonstrate basic problem solving skills and basic athletic skill in a small number of events</p> <p>Demonstrate basic analysing and evaluating skills in a small range of events.</p> <p>Demonstrate basic problem solving skills and orienteering skills using a compass.</p> <p>Demonstrate the ability to design a simple orienteering course with support</p> | <p>Demonstrate basic skills in a range of team and individual sports in isolation/unopposed.</p> <p>Demonstrate very basic strategies for attack and defence in a range of team and individual sports.</p> <p>Demonstrate very basic use of key rules in a range of sports.</p> |
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|                  |  |  |   |  | Demonstrate a good understanding in a range of basic theoretical sporting topics.           |   |
| Skills<br>Year 8 | <p>Demonstrate basic skills in a range of team and individual sports in small opposed drill practices.</p> <p>Demonstrate a range strategies showing some success for attack and defence in a range of team and individual sports.</p> <p>Demonstrate basic use of key rules in a range of sports.</p> <p>Team working - working effectively within a small group.</p> | <p>Demonstrate more complex dance sequences.</p> <p>Study and consider at least 5 different forms of dance</p> <p>Demonstrate dance sequences in a small number of dance styles.</p> <p>Demonstrate analysis and evaluating skills in a small range of dance steps</p> <p>Use everyday language to explain performances.</p> | <p>Demonstrate a good understanding in a range of basic theoretical sporting topics.</p> <p>Develop further swimming strokes</p> <p>Develop swimming stamina</p> <p>Develop diving skill</p> <p>Develop Water survival skills</p> <p>Demonstrate ability to exercise and use swimming pool safely</p> <p>Demonstrate a understanding around the dangers of open water</p> | <p>Demonstrate basic skills in a range of team and individual net and wall activities</p> <p>Demonstrate a range strategies showing some success for attack and defence in a range of team and individual sports.</p> <p>Demonstrate basic use of key rules in a range of sports.</p> <p>Team working - working effectively within a small group.</p> <p>Demonstrate good analysing and evaluating skills.</p> | <p>Demonstrate advanced problem solving skills and orienteering skills using a compass.</p> | <p>Demonstrate basic skills in a range of striking and fielding team and individual sports in small opposed drill practices.</p> <p>Demonstrate a range strategies showing success for attack and defence in a range of striking and fielding team and individual sports.</p> <p>Demonstrate basic use of key rules in a range of sports.</p> <p>Team working - working</p> |

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|           |  |  |  | Use basic technical terms to explain performances. |   | effectively within a small group. |
| Practical | Football, Basketball, Netball, Rugby, Hand Ball, Gymnastics, Swimming, Cross-Country, Badminton & Health Related fitness |  |  |  | Badminton, Tennis, cricket, Rounder's and Athletics |                                   |