

PE Long Term Curriculum Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion	Dance/ Gymnastics	Swimming	Net and wall	Athletics	Striking and Fielding
1 K P I	<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>				
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On going throughout the year :

I can decide the best space to be in and hit during a game

I can use equipment safely.

I can repeat actions, sequences, and skills.

I can copy actions

Describe and say what they did and like about their performance.

Recognise they have been energetic.

Know where the heart is and to be aware of own breathing and the changes during exercise.

Name the external parts of the body.

Aware of the need for safety when using PE equipment.

Understands that some foods are bad for them





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<p>2 KPI</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>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> <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,</p>			<p>controlled landing and take offs.</p> <p>Run and jump over rope 10cm high.</p> <p>Throw a range of objects into a target area.</p>	<p>Show accuracy when throwing, hitting and catching an object to a partner or into a container.</p>
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		<p>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>				
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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>				
<p>Ongoing throughout the year:</p> <p>Know why the heart beats faster.</p> <p>Know they need to warm up and cool down. 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>						

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Identify risks when moving. The need for food to be active.

Uses skills in different ways for different games.

Adapt skills in response to opponent.

Describe what they did to solve a problem

Describe their own role in activities.

Follow a simple marked trail.

Know what clothing is appropriate for task and weather.



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<p>3</p> <p>K</p> <p>P</p> <p>I</p>	<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 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 Swim on my back.</p> <p>I can Swim 15 metres.</p> <p>Swim on front with co-ordination and smooth action.</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. I can take part in a relay, remembering</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>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>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>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>Use dance to illustrate another subject, ie art.</p>	<p>Know and explain rules and routines that keep you safe in water.</p>		<p>when to run and what to do.</p> <p>Understand the difference between running and jogging.</p> <p>Select the appropriate style of throwing, running and jumping for the task.</p>	
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Ongoing throughout the year:

Use descriptive language.

Work co-operatively.

I know and use rules fairly.

Carry out warm up activities and identify when the body is warm and stretched.

Link breathing, heartbeat, and temperature.

Discuss the difference between tension and relaxation.

Observe their heart rate slowing and when at rest.

Know what protection to use in the sun.

Record if their body is cold, warm or hot.

Understand the purpose of the activity.

Describe in simple terms how they warm up and cool down.

Identify what they need to practice. Use information to improve own performance.

Identify what things they found difficult and how they made it difficult for an opponent.





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<p>4 K P 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>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. Sequence movements in logical order.</p> <p>Identify when 2 performances have the same elements and compare.</p> <p>Vary dance phrases.</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 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>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>Identify what they do to beat competition</p> <p>Work with the team</p> <p>Select position to receive ball. Make difficulties for opponents by using variation of speed, direction and height.</p>	<p>Identify and understand the processes involved in improving performance.</p> <p>I can include a range of shapes.</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. I can use dance to communicate an idea.</p>			<p>I can sprint over a short distance.</p> <p>Transfer weight from one foot to the other.</p>	
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	<p>Use space constructively.</p>	<p>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>Show an understanding of warming up and cooling down by selecting appropriate activities. Identify strategies to improve stamina.</p> <p>Know strength and suppleness are important parts of fitness.</p> <p>Know how to improve own health and fitness.</p> <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>						

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Evaluate options.

Use own assessment to modify work.

Know the need for hygiene.

Use rules and keep playing without dispute.



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<p>5 K P I</p>	<p>Direct a ball away from opposition.</p> <p>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>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy, and consistency.</p> <p>Show an awareness of the music's rhythm when improvising.</p>	<p>Breath 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>Develop appropriate throwing styles for object to be thrown.</p>	<p>I can field.</p> <p>Use different types of shots/ stroke.</p>
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	<p>Show consistency and control in games.</p> <p>I can choose a tactic for defence and attacking.</p> <p>I can use a few techniques to pass, dribble and shoot.</p> <p>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>Perform movement patterns effectively with a partner.</p> <p>Develop a dance using different styles and cultures.</p> <p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p> <p>Perform actions with agility, fluency, clarity and consistency.</p> <p>Make contrasting shapes when working with a partner.</p>				
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		<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>Have a clear idea about what they have achieved.</p> <p>Recognise the importance of planning. Recognise the importance of thinking as the work through a task.</p>				
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		<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.</p> <p>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>Show an appropriate response to weather conditions.</p> <p>Keep to the rules of Suggest how the rules could be changed to improve a game.</p> <p>Select the appropriate skill. 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>						

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Know how warming up helps improve their game.

Know why sport is good for health.

Evaluate risks

Explain the need for a balanced diet.

Show an awareness of what constitutes a balanced diet.

Explain the importance of exercise for good health.



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<p>6 K P I</p>	<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 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>
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		<p>I can develop sequences in a specific style.</p> <p>I can choose my own music and style.</p>				
	I can explain rules.					
	KEY STAGE 3					
Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion	Dance/ Gymnastics	Swimming	Net and wall	Athletics	Striking and Fielding
	<p>I can use tactics and skill to perform well</p>	<p>Applies simple fundamental movement skills in an activity.</p> <p>Outlines what is good and bad about a performance.</p> <p>Communicates what is good about a</p>	<p>I can develop the different strokes to improve my performance</p> <p>I can develop my stamina to swim further or faster</p>	<p>I can take different roles effectively</p> <p>Leading small activities with peers</p>	<p>Works cooperatively with others during lessons.</p> <p>Communicates what is good about a performance to others.</p> <ul style="list-style-type: none"> • Can warm up with others in a small group • Sets out and uses equipment safely 	<p>Uses fundamental simple skills such as throwing, catching, running with some control and success.</p> <ul style="list-style-type: none"> • Demonstrates a skill/movement when assisted or through instruction. • Performs simple skills in isolation with some

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		<p>performance to others.</p> <p>Organises equipment and communicates instructions to others.</p> <p>Takes risks and learns from mistakes.</p> <p>Follows simple rules/instructions in physical activity.</p>			<ul style="list-style-type: none"> • Can follow simple rules in an activity. 	control and accuracy.
<p>Completes short periods of exercise and can sustain effort in an activity without getting tired.</p> <p>Describes the effects of exercise/warm up on the body.</p> <p>Identifies some of the major muscles of the body.</p> <p>Performs a warm up independently Dresses appropriately for the activity and environment Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning Listens to and follows instructions from others</p>						
Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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	Invasion	Dance/ Gymnastics	Swimming	Net and wall	Athletics	Striking and Fielding
Y e a r 8 K P I	Can use tactics and strategies to overcome opponents in direct competition through team and individual games some of the time – In sports such as football, hockey, rugby	Can perform dances using a range of dance styles and forms	Can use different strokes whilst swimming to compete in competition with others	Can use tactics and strategies to overcome opponents in direct competition through team and individual games some of the time – In sports such as badminton, Tennis cricket, Rounders	Able to identify how performances and techniques can be improved	Can catch and throw with some accuracy Able to demonstrate a range of skill/movement
	<p>Can analyse performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Continue with sustaining effort</p> <p>Able to warm up effectively</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>					

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Year 9	Autumn 1 Invasion	Autumn 2 Dance/ Gymnastics	Spring 1 Swimming	Spring 2 Net and wall	Summer 1 Athletics	Summer 2 Striking and Fielding
	Can use tactics and strategies to overcome opponents in direct competition through team and individual games – In sports such as football, hockey, rugby	Can perform dances using advanced dance techniques within a range of dance styles and forms	Can use different strokes and techniques whilst swimming to compete in competition with others	Can use tactics and strategies to overcome opponents in direct competition through team and individual games – In sports such as badminton, Tennis cricket, Rounders	Can develop techniques and improve performance in competitive sports	Can catch and throw with accuracy Able to demonstrate a skill/movement independently
	<p>Can analyse performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Continue with sustaining effort</p> <p>Able to warm up effectively</p> <p>Dresses appropriately for the activity and environment</p> <p>Demonstrates a positive approach to learning</p> <p>Has confidence to participate in physical activity</p> <p>Takes responsibility for their own learning</p> <p>Listens to and follows instructions from others</p>					

