



PE Long Term Curriculum Map

Years 1 to 11 — One Overarching Curriculum

This curriculum map brings together Physical Education provision across the whole school, from Year 1 through to Year 11, into a single overarching document. It combines what were previously separate KS1/KS2/KS3 and KS4 planning documents.

The curriculum is organised into six half-termly units that recur every year: Invasion Games, Dance/Gymnastics, Swimming (Health Related Fitness at KS4, once pool access is no longer available), Net and Wall Games, Athletics/Orienteering, and Striking and Fielding Games. This recurring structure allows skills and knowledge in each strand to be revisited and built upon year after year.

In addition to the six half-termly units, each year group has a set of ongoing, cross-cutting knowledge and skills — covering rules, safety, health and fitness knowledge, and reflection skills — that are embedded throughout the year rather than tied to one unit.

The National Curriculum aims for pupils to develop competence to excel in a broad range of physical activities, to be physically active for sustained periods of time, to engage in competitive sports and activities, and to lead healthy, active lives.

At Key Stage 4, pupils tackle increasingly complex and demanding physical activities, developing tactics and strategies to overcome opponents, improving technique and performance, taking part in outdoor and adventurous activities, and evaluating their own performance to achieve their personal best.

The skills and knowledge set out in this map become progressively more demanding as pupils move through the school: from simple, adult-supported movement and space awareness in Year 1, through developing control, tactics and teamwork across KS2, to increasingly independent, opposed and competitive application of skills at KS3, and finally to advanced, consistent performance under pressure at KS4.

Note: at the start of Key Stage 3 (Year 7), the assessment language resets to describe skills performed 'in isolation' or 'unopposed' — this reflects a new assessment model for the key stage (isolated → opposed → competitive), not a reduction in expectation compared to the end of Key Stage 2.

Year 1 (KS1)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
- I can move with control and care in a space. - I can throw and kick an object in different ways. - I can intercept and retrieve and object. - I can find my way around a simple course. - I can take part in a team game.	- Link two short movements phrases in dance and gymnastics. - Repeat sequence and copy a partner. - Selects appropriate movements for different dance ideas. - I can roll, curl, travel, balance in different ways. - Practice moving expressively. - I can jump and land safely and with good technique. - I can show control and co-ordination when traveling and remaining still. - I can make up a short dance moving to music. - I can copy and perform my own dance moves. - I can move to music in different directions. - I sideways and backwards. - I can use different parts of my body in combinations in dance.	- Return to standing position from star float on back. - Push glide on front. - Know the rules and routines that keep them safe in the water.	- I can hit a ball with a bat or racket. - Understand the idea of aiming. - I can take part in a team game.	- Jump over rope 10cm high. - Take part in a relay race. - I can take part in a team game.	- Understand the idea if hitting into space. - I can throw, bounce, and catch with both hands. - I can take part in a team game. - Throw an object overarm. - Understand the idea if hitting into space.

Ongoing / Cross-Cutting Knowledge and Skills

- I can describe basic rules.
- 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.

Year 2 (KS1)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
● Move fluently within space and avoid collisions. ● I can decide the best space to be in and hit during a game. ● I can use one tactic in a game. ● Know the difference between defence and attack and demonstrate both. ● Know how to score in games and which direction the team is playing. ● Show spatial awareness. ● Recognises spaces and uses it.	● Have an appropriate starting position and controlled finishing position. ● Choose movements to make their own patterns. ● Practise and repeat movements. ● I can change rhythm, speed, level, and direction in my dance. ● I can dance with control and co-ordination. ● I can make a sequence by linking sections together. ● I can use dance to show a mood, theme or feeling. ● Perform a short dance showing expression, speed, and direction in a controlled manner. ● Move expressively and clearly, remember, and repeat a simple dance. ● Describe how their dance makes them feel. ● Watch others movement carefully. ● I can copy and remember actions. ● I can talk about what is different from what I did and what someone else did. ● Copy what they see and say why it is good. ● Choose one aspect of a sequence to improve. ● I can plan and perform a sequence of movements. ● I can improve my sequence based on feedback. ● I can think of more than one way to create a sequence which follows 'rules'.	● Swim 5 metres.	● Adjust own movement and patterns after watching others. ● I can use throwing, hitting, kicking and /or rolling in a game.	● Take off and land controlled on both/ either feet remaining balanced throughout. ● Recognise there are different styles of running and jumping. ● Demonstrate 5 different jumps with controlled landing and take offs. ● Run and jump over rope 10cm high. ● Throw a range of objects into a target area.	● Recognise there are different styles of throwing. ● Tracks ball to retrieve, hit, kick. ● Consistently track, intercept, and catch an object. ● Show accuracy when throwing, hitting and catching an object to a partner or into a container.

- Know why the heart beats faster.
- Know they need to warm up and cool down.
- Know why it is important to be active.
- Recognise the physical demands of the task State if their body is cool, warm or hot.
- Identify different ways in which the body works.
- Explain some rules to another person.
- 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.

Year 3 (KS2)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
● Use possession and control skills and make progress towards goal. ● React and make it difficult for opponent. ● React in a way to assist partner. ● I am aware of space and use it to support team-mates and to cause problems for the opposition. ● Select tactics apt for the situation. ● Pass and dribble ball keeping control. ● Demonstrate the difference between helping a partner and playing against someone. ● Constantly intercept and stop an object. ● Use ball skills to keep possession and control. ● Dribble a ball round skittles.	● I can improvise freely and translate ideas from a stimulus into movement. ● I can share and create phrases with a partner and small group. ● I can repeat, remember and perform phrases. ● Explore ideas based in theme. ● Change level direction and pace during dance. ● Move to a variety of stimuli, ie beat, rhythm and words. ● Use dance to illustrate another subject, ie art.	● I can Swim on my back. ● I can Swim 15 metres. ● Swim on front with co-ordination and smooth action. ● Know and explain rules and routines that keep you safe in water.	● Explore different ways if sending ball.	● I can run fast, medium and slow speeds, changing speed and direction. ● Sustain running for 2 minutes. ● I can take part in a relay, remembering when to run and what to do. ● Understand the difference between running and jogging. ● Select the appropriate style of throwing, running and jumping for the task.	● I can throw and catch with control. ● Bowl underarm and throw accurately when playing games. ● Strike a ball with intent.

Ongoing / Cross-Cutting Knowledge and Skills

- 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.

Year 4 (KS2)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
- I can keep possession of the ball. - I can vary tactics and adapt skills depending on what is happening in a game. - I can recognise space in their games and use it to their advantage. - Receive ball in control and keep possession. - Pass and dribble a ball keeping control and possession. - Hit a ball with purpose and in intended direction. - Identify good players and why they are good. - Co-operate and make constructive contribution to refine work in small groups. - Identify what they do to beat competition. - Work with the team. - Select position to receive ball. - Make difficulties for opponents by using variation of speed, direction and height. - Use space constructively.	- Combine actions in sequences that involve changes in speed and direction. - Create longer sequences. - Improve appearances of sequences by varying direction, levels and pathways. - Sequence movements in logical order. - Identify when 2 performances have the same elements and compare. - Vary dance phrases. - Identify and understand the processes involved in improving performance. - I can include a range of shapes. - I can work with a partner to create, repeat and improve a sequence with at least three phases. - Maintain fluency and control when performing difficult combinations. - I can take the lead when working with a partner or group. - I can use dance to communicate an idea. - Vary direction and speed in dance. - Use a range of ideas from different cultures. - Identify characteristics of person, animal, object to be portrayed. - Communicate the feeling of a character.	- Describe why swimming helps keep them fit and healthy. - Swim 50 metres. (Aspirational target as National expectation is 25m by yr 6). - Use 3 different strokes Control breathing when swimming. - Be aware of survival techniques.	- I can hit a ball accurately with control. - Keep a rally going. - Select which skill to use to make it difficult for an opponent.	- Aim for a realistic target to improve height or distance. - Describe the difference in running, jumping, and throwing styles. - Take weight with different parts of the body. - I can include change of speed and direction. - I can jump in different ways and over a bar. - I can run over a long distance. - I can sprint over a short distance. - Transfer weight from one foot to the other.	- I can catch one handed. - I can throw and catch accurately. - Use different bowling methods and with variation. - I can throw in different ways. - I can hit a target. - Vary the speed and direction of the ball. - Gauge when to run after hitting the ball.

Ongoing / Cross-Cutting Knowledge and Skills

- Show an understanding of warming up and cooling down by selecting appropriate activities.
- Identify strategies to improve stamina.
- Know strength and suppleness are important parts of fitness.

- Know how to improve own health and fitness.
- Know a varied diet is required to remain healthy.
- Ask for help with a specific element.
- Know the body is supported by a skeleton and muscles.
- Understand the purpose of the heart.
- Evaluate options.
- Use own assessment to modify work.
- Know the need for hygiene.
- Use rules and keep playing without dispute.

Year 5 (KS2)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
● Direct a ball away from opposition. ● Use tactics. ● Suggest improvements in speed and direction. ● Identify the reason they won or lost. ● Play ball to make it difficult for the opponent. ● Show consistency and control in games. ● I can choose a tactic for defence and attacking. ● I can use a few techniques to pass, dribble and shoot. ● Change direction and speed when dribbling a ball. ● I can gain possession by working as a team. ● I can pass in different ways. ● Accept defeat appropriately.	● I can compose my own dances in a creative way. ● I can perform to an accompaniment. ● My dance shows clarity, fluency, accuracy, and consistency. ● Show an awareness of the music's rhythm when improvising. ● Perform movement patterns effectively with a partner. ● Develop a dance using different styles and cultures. ● I can make complex extended sequences. ● I can combine action, balance and shape. ● I can perform consistently to different audiences. ● Perform actions with agility, fluency, clarity and consistency. ● Make contrasting shapes when working with a partner. ● Combine actions and maintain performance when working with a partner. ● Offer constructive ideas when working with a partner. ● Show an understanding of social, historical and cultural contexts of dance. ● Have a clear idea about what they have achieved. ● Recognise the importance of planning. ● Recognise the importance of thinking as the work through a task. ● Identify aspects of a performance they have	● Breathe so swimming pattern is uninterrupted. ● Swim 100 metres. ● Perform survival techniques.	● I can use forehand and backhand with a racket. ● Make shots on either side of the body.	● I am controlled when taking off and landing. ● I can combine running and jumping. ● Run in an appropriate speed for the distance. ● Develop appropriate throwing styles for object to be thrown.	● I can field. ● Use different types of shots/ stroke.

	performed consistently and accurately. ● Observe shape and balance on apparatus. ● Increase the length of a sequence. ● With a partner create sequence using floor, mat and apparatus. ● Combine actions in sequence that involve changes in speed level and direction and clarity of shape. ● Choose and develop material to create dance. ● Understand patterns and forms in specific dance styles. ● Know strength and suppleness and key parts in gymnastic performance. ● Devise routines that prepare their body for gymnastic lesson. ● Know different dance styles place different demands on the body.				
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Ongoing / Cross-Cutting Knowledge and Skills

- Show an appropriate response to weather conditions.
- Keep to the rules of the game.
- Suggest how the rules could be changed to improve a game.
- Select the appropriate skill.
- Understand the excitement at completing a challenge.
- Know how to prepare physically.
- Take more responsibility for own warm up.
- Give a good explanation of how warming up affects the body.
- 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.

Year 6 (KS2)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
- I can make a team and communicate a plan. - I can lead others in a game situation. - I can apply a range of tactics for both attack and defence and adapt them during a game. - I can read the game and make quick decisions about when to pass, dribble, or shoot. - I can evaluate my own and others' performance, suggesting specific improvements.	- I can combine my own work with that of others. - I can link sequences to specific timings. - I can develop sequences in a specific style. - I can choose my own music and style. - I can perform complex sequences with fluency, control and expression in front of an audience. - I can lead a small group in creating and refining a dance or gymnastics sequence. - I can evaluate a performance against a set of criteria and suggest specific improvements.	- I can plan with others taking account of safety and danger. - I can swim confidently using at least three different strokes over an extended distance. - I can perform a personal survival sequence, including treading water and swimming in clothes. - I can explain how to help a struggling swimmer safely without entering deep water.	- I can umpire. - I can select and apply the most effective tactics to outwit an opponent in a net or wall game. - I can maintain a rally using a range of shots with accuracy and control. - I can officiate a game confidently, applying the rules fairly and consistently.	- I can demonstrate stamina. - I can set a personal target for a track or field event and work towards achieving it. - I can accurately time, measure and record performances in a range of athletic events. - I can plan and follow an orienteering course independently, making decisions about route choice.	- I can play to agreed rules. - I can apply a range of tactics as a batter, bowler and fielder to outwit the opposition. - I can captain a team, making tactical decisions and motivating others during a game. - I can evaluate a team's performance and suggest specific areas for improvement.

Ongoing / Cross-Cutting Knowledge and Skills

- I can explain rules.
- Show an appropriate response to weather conditions.
- Act as sports lead for an activity /Keep to the rules of the game.
- Suggest how the rules could be changed to improve a game.
- Select the appropriate skill.
- Completing a challenge.
- Know how to prepare physically.
- Take responsibility for own warm up.
- Give a clear explanation of how warming up affects the body.
- 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 understanding of what constitutes a balanced diet.
- Explain the importance of exercise for good health.

Year 7 (KS3)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
● Demonstrate basic skills in a range of team and individual sports in isolation/ unopposed. ● Demonstrate very basic strategies for attack and defence in a range of team and individual sports. ● Demonstrate very basic use of key rules in a range of sports. ● Demonstrate basic analysing and evaluating skills in a small range of sports.	● Demonstrate simple dance sequences. ● Study and consider at least 3 different forms of dance. ● Demonstrate simple dance sequences in a small number of dance genre. ● Demonstrate basic analysing and evaluating skills in a small range of dance steps. ● Demonstrate basic analysing and evaluating skills in dance. ● Use everyday language to explain performances.	● Demonstrate a good understanding in a range of basic theoretical sporting topics. ● Develop swimming stroke. ● Develop swimming stamina. ● Demonstrate ability to exercise and use swimming pool safely. ● Demonstrate a understanding around the dangers of open water.	● Demonstrate basic skills in a range of team and individual sports in isolation/ unopposed. ● Demonstrate very basic strategies for attack and defence in a range of team and individual sports. ● Demonstrate very basic use of key rules in a range of sports.	● Demonstrate basic skills in a small range of athletic areas. ● Demonstrate very basic use of key rules in a range of sports. ● Demonstrate basic problem solving skills and basic athletic skill in a small number of events. ● Demonstrate basic analysing and evaluating skills in a small range of events. ● Demonstrate basic problem solving skills and orienteering skills using a compass. ● Demonstrate the ability to design a simple orienteering course with support. ● Demonstrate a good understanding in a range of basic theoretical sporting topics.	● Demonstrate basic skills in a range of team and individual sports in isolation/ unopposed. ● Demonstrate very basic strategies for attack and defence in a range of team and individual sports. ● Demonstrate very basic use of key rules in a range of sports.

Ongoing / Cross-Cutting Knowledge and Skills

- Ongoing.
- Develop the knowledge and competence to excel in a range of team and individual sports.
- Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop knowledge of outdoor and adventurous activities.
- Develop knowledge of how to analyse performances.
- Develop knowledge of how to take part in competitive sports and activities outside of school.
- Demonstrate a basic understanding of the importance of physical activity on overall health.
- Demonstrate ability to exercise and use PE equipment safely.
- Demonstrate an understanding around the need to warm up and cool down.
- Demonstrate an understanding of different components of fitness.

Year 8 (KS3)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
● Demonstrate basic skills in a range of team and individual sports in small opposed drill practices. ● Demonstrate a range strategies showing some success for attack and defence in a range of team and individual sports. ● Demonstrate basic use of key rules in a range of sports. ● Team working -working effectively within a small group.	● Demonstrate more complex dance sequences. ● Study and consider at least 5 different forms of dance. ● Demonstrate dance sequences in a small number of dance styles. ● Demonstrate analysis and evaluating skills in a small range of dance steps. ● Use everyday language to explain performances.	● Demonstrate a good understanding in a range of basic theoretical sporting topics. ● Develop further swimming strokes. ● Develop swimming stamina. ● Develop diving skill. ● Develop Water survival skills. ● Demonstrate ability to exercise and use swimming pool safely. ● Demonstrate a understanding around the dangers of open water.	● Demonstrate basic skills in a range of team and individual net and wall activities. ● Demonstrate a range strategies showing some success for attack and defence in a range of team and individual sports. ● Demonstrate basic use of key rules in a range of sports. ● Team working -working effectively within a small group. ● Demonstrate good analysing and evaluating skills. ● Use basic technical terms to explain performances.	● Demonstrate advanced problem solving skills and orienteering skills using a compass. ● Demonstrate the ability to design an orienteering course with a partner.	● Demonstrate basic skills in a range of striking and fielding team and individual sports in small opposed drill practices. ● Demonstrate a range strategies showing success for attack and defence in a range of striking and fielding team and individual sports. ● Demonstrate basic use of key rules in a range of sports. ● Team working -working effectively within a small group.

Ongoing / Cross-Cutting Knowledge and Skills

- Ongoing.
- Develop the knowledge and competence to excel in a range of team and individual sports.
- Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop knowledge of outdoor and adventurous activities.
- Develop knowledge of how to analyse performances.
- Develop knowledge of how to take part in competitive sports and activities outside of school.
- Demonstrate a basic understanding of the importance of physical activity on overall health.
- Demonstrate ability to exercise and use PE equipment safely.
- Demonstrate an understanding around the need to warm up and cool down.
- Demonstrate an understanding of different components of fitness.

Year 9 (KS3)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Swimming</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
● Demonstrate more advanced skills in a range of Invasion based team and individual sports in opposed drill practices and transfer these to competitive situations. ● Demonstrate a range more advanced strategies for attack and defence in a range of team and individual sports. ● Demonstrate in depth use of key rules in a range of sports. ● Use advanced technical terms to explain how to make improvements in performance in a range of sports for self and others. ● Team working -working effectively within a team. ● Demonstrate an excellent understanding in a range of advanced theoretical sporting topics. ● Demonstrate a good understanding in a range of theoretical sporting topics.	● Demonstrate advanced dance knowledge and creativity in a range of dance styles. ● Perform own dance routine in a small group. ● Demonstrate in-depth analysis and evaluation skills. ● Plan and perform a warm-up to a class with a partner. ● Plan and perform a cool-down to a class with a partner.	● FITNESS and swimming. ● Develop further swimming strokes. ● Develop swimming stamina. ● Develop diving skill. ● Develop Water survival skills. ● Demonstrate ability to exercise and use swimming pool safely. ● Demonstrate a understanding around the dangers of open water. ● Demonstrate an in-depth understanding of the importance of physical activity on overall health. ● Demonstrate competence in a range of fitness tests and understand which component of fitness is being tested. ● Demonstrate a thorough understanding of health and safety issues in PE and follow these explicitly at all times teaching others of their importance.	● Demonstrate strong skills in a range of team and individual net and wall activities. ● Demonstrate a range strategies showing high level skill success in attack and defence in a range of team and individual sports. ● Demonstrate strong understanding of key rules in a range of sports. ● Team working -working effectively within a small group. ● Demonstrate good analysing and evaluating skills. ● Use basic technical terms to explain performances.	● Demonstrate more advanced skills across a wider range of athletic events, including running, jumping and throwing. ● Demonstrate in-depth use of key rules and technical requirements in a range of athletic events. ● Demonstrate advanced problem-solving and independent orienteering skills, navigating a course using a map and compass with minimal support. ● Demonstrate the ability to design and lead an orienteering course independently. ● Use advanced technical terms to analyse and evaluate performance in a range of athletic events, suggesting improvements for self and others. ● Demonstrate an excellent understanding of pacing, strategy and decision-making across sprint, middle-distance and endurance events.	● Demonstrate more advanced skills in a range of striking and fielding team and individual sports in opposed drill practices and transfer these to competitive situations. ● Demonstrate a range more advanced strategies for attack and defence in a range of team and individual sports. ● Demonstrate in depth use of key rules in a range of sports. ● Use advanced technical terms to explain how to make improvements in performance in a range of sports for self and others. ● Team working -working effectively within a team. ● Demonstrate an excellent understanding in a range of advanced theoretical sporting topics. ● Demonstrate a good understanding in a range of theoretical sporting topics.

Ongoing / Cross-Cutting Knowledge and Skills

- Ongoing.
- Develop the knowledge and competence to excel in a range of team and individual sports.
- Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop knowledge of outdoor and adventurous activities.
- Develop knowledge of how to analyse performances.
- Develop knowledge of how to take part in competitive sports and activities outside of school.
- Demonstrate a basic understanding of the importance of physical activity on overall health.
- Demonstrate ability to exercise and use PE equipment safely.
- Demonstrate an understanding around the need to warm up and cool down.
- Demonstrate an understanding of different components of fitness.

Year 10 (KS4)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Health Related Fitness</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
• Demonstrates control of basic skills (passing, dribbling, shooting, tackling) under pressure. • Uses space effectively in attack and defence, showing awareness of positioning. • Applies tactical understanding by selecting appropriate options (e.g., when to pass, shoot, or hold possession). • Shows effective communication and teamwork to support others in both attack and defence. Executes defensive strategies such as marking, intercepting, and pressuring opponents. • Demonstrates decision-making by adapting play based on the opposition and game situation. Plays within the rules, showing respect for opponents, teammates, and officials. • Reflects on performance, identifying strengths and areas for improvement to enhance future play. • Demonstrates fitness and effort levels appropriate to the demands of the game. • Adapts skills and tactics to different invasion games and game contexts.	• Performs basic skills and movements with accuracy and control. • Shows fluency and coordination when linking movements together. • Demonstrates creativity by including a variety of actions, shapes, and levels in routines. • Uses timing effectively to move in unison with music or a partner. • Adapts movement to suit different themes, tasks, or apparatus. • Performs sequences with balance, stability, and clear body tension. • Works collaboratively to create and refine group routines. • Shows awareness of performance quality, including expression and presentation. • Follows safe practice when performing and supporting others. • Reflects on performance to identify strengths and areas for development.	• Demonstrates understanding of the main components of health-related fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition). Participates in a range of fitness activities with effort and commitment. • Performs exercises and techniques with correct form to ensure safety and effectiveness. • Shows awareness of the benefits of regular physical activity for health and wellbeing. • Monitors own performance using basic methods such as time, repetitions, or distance. • Sets simple fitness goals and works towards them with determination. • Demonstrates basic understanding of warm-up and cool-down principles. • Selects appropriate exercises to improve different components of fitness. • Follows instructions and safety guidelines when using equipment or completing activities. • Reflects on personal fitness levels, identifying strengths and areas for improvement.	• Demonstrates control of basic skills such as serving, hitting, volleying, and returning under pressure. • Uses accurate placement and direction to keep the ball in play and challenge opponents. • Shows awareness of court positioning in attack and defence. • Anticipates opponents' actions to intercept or return the ball effectively. • Uses tactics to construct points, including varying speed, spin, and shot selection. • Maintains consistency during rallies, demonstrating endurance and focus. • Communicates and collaborates effectively during doubles or team formats. • Adapts movement and technique to different situations and opponents. • Follows the rules and demonstrates fair play, respecting opponents and officials. • Reflects on personal performance, identifying strengths and areas for improvement.	• Demonstrates correct technique in a range of track and field events (running, jumping, throwing). • Maintains appropriate pace and effort in running events, including sprint and endurance distances. • Shows accuracy and control in throwing and jumping events. • Demonstrates effective pacing, strategy, and decision-making during races or orienteering courses. • Navigates an orienteering course using a map and compass with increasing independence. • Applies appropriate warm-up and cool-down routines for different events. • Demonstrates consistency and effort in practice and performance. • Adapts techniques and strategies to different events, terrains, or conditions. • Follows rules, safety guidelines, and fair play principles during events. • Reflects on personal performance, identifying strengths and areas for improvement.	• Demonstrates control of basic skills such as batting, bowling, throwing, catching, and fielding. • Applies correct techniques to direct the ball effectively and maintain accuracy. • Shows awareness of positioning in attack and defence to support teammates. • Anticipates opponents' actions and responds appropriately during play. • Uses basic tactics to construct innings, rotate strike, and prevent scoring. • Maintains consistency, focus, and effort throughout practice and games. • Communicates effectively with teammates to organise play and support decision-making. • Adapts techniques and tactics to different game situations and opponents. • Follows rules, safety guidelines, and demonstrates fair play during games. • Reflects on personal performance to identify strengths and areas for improvement.

Ongoing / Cross-Cutting Knowledge and Skills

- Ongoing.
- Develop the knowledge and competence to excel in a range of team and individual sports.
- Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop knowledge of outdoor and adventurous activities.
- Develop knowledge of how to analyse performances.

- Develop knowledge of how to take part in competitive sports and activities outside of school.
- Demonstrate a basic understanding of the importance of physical activity on overall health.
- Demonstrate ability to exercise and use PE equipment safely.
- Demonstrate an understanding around the need to warm up and cool down.
- Demonstrate an understanding of different components of fitness.

Year 11 (KS4)

Autumn 1 <i>Invasion Games</i>	Autumn 2 <i>Dance/Gymnastics</i>	Spring 1 <i>Health Related Fitness</i>	Spring 2 <i>Net and Wall Games</i>	Summer 1 <i>Athletics/Orienteering</i>	Summer 2 <i>Striking and Fielding Games</i>
● Performs advanced technical skills consistently and under high pressure in competitive situations. ● Creates and exploits space through movement, timing, and tactical awareness. ● Demonstrates a wide range of attacking and defensive strategies, adjusting play to suit the game context. ● Anticipates opponents' movements and makes proactive decisions to gain an advantage. ● Communicates leadership within the team, organising and motivating others effectively Reads the game well, showing the ability to predict and respond to changing situations quickly. ● Applies complex tactical concepts (e.g., pressing, switching play, transitional play) with understanding. ● Demonstrates resilience and emotional control, maintaining performance under pressure. ● Analyses performance critically, offering constructive feedback to self and others Transfers skills and tactical knowledge effectively between different invasion games and formats.	● Performs complex skills and movement combinations with precision, control, and consistency. ● Shows fluency and seamless transitions when linking advanced movements in longer sequences. ● Demonstrates originality and creativity by developing choreography that communicates intent or theme. ● Uses timing, rhythm, and dynamics with accuracy to enhance performance quality. ● Adapts and refines movement to suit different styles, performance spaces, and group contexts. ● Maintains balance, extension, and body tension consistently throughout challenging routines. ● Takes a leadership role when collaborating, contributing ideas and helping refine group choreography. ● Performs with projection, expression, and confidence, engaging the audience effectively. ● Applies safe and responsible practice independently, supporting others when necessary. ● Analyses and evaluates performance in detail, setting targets to improve technical and expressive qualities.	● Demonstrates detailed understanding of all components of health-related fitness and their relevance to overall wellbeing Designs and implements personal fitness programs to target specific components effectively. ● Performs exercises and techniques consistently with high quality and correct form under varying conditions. ● Applies principles of training (progressive overload, specificity, reversibility, and variation) to improve fitness. ● Monitors and evaluates performance using a range of methods, including heart rate, repetitions, distance, and time. ● Sets challenging, measurable fitness goals and develops strategies to achieve them. ● Applies advanced warm-up and cool-down techniques to enhance performance and prevent injury. ● Selects and adapts exercises creatively to suit individual needs, goals, or changing circumstances. ● Demonstrates responsibility and safe practice in all fitness activities, including leadership and support of others. ● Analyses and reflects critically on fitness development, making informed adjustments to improve performance and health outcomes.	● Performs a wide range of technical skills consistently and accurately under pressure. ● Uses advanced shot selection, spin, pace, and placement to outwit opponents. ● Demonstrates strategic awareness, adjusting positioning and tactics throughout play. ● Anticipates and reads opponents' actions to gain a competitive advantage Constructs points effectively using combination of tactics, deception, and variation. ● Maintains high levels of consistency, endurance, and focus throughout extended rallies or matches. ● Communicates and leads effectively in doubles or team situations, providing support and feedback. ● Adapts techniques and tactics creatively to different opponents, game formats, and situations. ● Applies rules and fair play principles consistently, showing respect for all participants and officials. ● Analyses performance critically, identifying detailed strategies for improvement and implementing adjustments.	● Performs advanced techniques consistently and efficiently across a range of track and field events. ● Demonstrates tactical awareness and applies pacing strategies effectively in sprint, middle-distance, and endurance events. ● Shows precision and power in jumping and throwing events, adapting technique for optimal performance Reads terrain and environmental conditions to make informed decisions in orienteering and cross-country events. ● Navigates complex orienteering courses independently, using map and compass accurately under time pressure. ● Plans and implements personalised warm-up and cool-down routines to maximise performance and prevent injury. ● Maintains high levels of effort, focus, and consistency across multiple events or challenges. ● Adapts techniques and strategies creatively to different competitions, surfaces, and weather conditions. ● Applies rules, safety, and fair play principles consistently, demonstrating leadership and responsibility. ● Analyses performance critically, using data and observation to set challenging targets and improve outcomes.	● Performs a wide range of technical skills consistently and accurately under pressure. ● Applies advanced techniques in batting, bowling, throwing, catching, and fielding to gain a tactical advantage. ● Demonstrates strategic awareness, adjusting positioning and tactics throughout the game. ● Anticipates and reads opponents' actions to make proactive decisions Constructs innings and bowling plans effectively, using variation, placement, and timing to influence the game. ● Maintains high levels of consistency, concentration, and effort across extended matches. ● Communicates and leads effectively within the team, providing guidance and support to teammates. ● Adapts techniques and tactics creatively to different game formats, conditions, and opposition. ● Applies rules, safety, and fair play principles consistently, showing responsibility and leadership. ● Analyses performance critically, identifying detailed strategies for improvement and implementing adjustments.

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