



Whipton Barton Federation Physical Education Long Term Curriculum Map

Physical Education (PE) at Whipton Barton Federation gives children the knowledge and understanding in order to become competent, confident and motivated in PE for the rest of their life. Children are naturally physically active and in our Reception classes; the children continually develop their fundamental movement skills through both their independent learning and weekly taught PE sessions. Carefully planned independent physical challenges, for example, using bikes, skipping ropes and obstacle courses help children to develop skills such as balancing and jumping. The outdoor learning environment provides an excellent space for children to practise theses skills so that as they move onto the next phase of their schooling, they are prepared to master them.



The Key Stage One and Key Stage Two curriculum is planned progressively to allow children to build on and develop previously learnt skills enhancing these further. In Key Stage 2, all children can lead a warm up or cool down in their PE lessons. A variety of sports are taught across KS2 as well as healthy eating, nutrition and wellbeing sessions. Physical Development opportunities in Early Years make positive contributions to children's development. Sports Coaches, Clubs and Specialist Teachers (Premier Sports, Exeter Chiefs and Exeter City) work with staff at Whipton Barton Federation to provide CPD opportunities and ensure teaching is high quality and of value.



Children's achievements in Physical Education both inside and outside of the Primary are celebrated during Friday's Celebration Assembly and rewarded using Headteacher's Prizes and Dojo Points, whilst sharing successes on the Federation's social media. Children actively seek to share their achievements and relish the opportunity to explain to the whole school what they had to do.





All children have opportunities to attend PE events throughout the year and represent Whipton Barton Federation at PE competitions. We believe that nothing should be a barrier to physical education with having the capacity to be adapted.

There are frequent times during the week where children are physically active including, Early Morning Learning, Active Maths and English lessons, assemblies, break times and lunchtimes and after school clubs.

Due to our demographic, children at Whipton Barton Federation swim in Year 3, Year 4 and Year 5. Children who have not been successful in swimming 25 meters at the end of Year 5 attend top up sessions in Year 6.





Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Children are naturally physically active and our children continually develop their fundamental movement skills through their independent learning and, in Reception, through their weekly PE lessons. Carefully planned independent physical challenges, for example, holding yoga poses, using skipping ropes and obstacle courses, help children to develop agility, balance and coordination, individually and with others. In the Summer term they have regular biking sessions with Whizz Kids which is the first stage towards to learning to ride a bike. The outdoor learning environment provides an excellent space for children to practise these skills so that as they move onto the next phase of their schooling, they are prepared to master them.					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Real P.E – Personal Fundamental Movement Skill Coordination – footwork Static balance – one leg Learning Focus I can work on simple tasks by myself. I can follow instructions and practise safely. Gymnastics Hold a balance whilst walking along a straight line. Jump for height.	Real P.E – Social Fundamental Movement Skill Dynamic Balance to Agility – Jumping and landing Static balance – seated Learning Focus I can work sensibly with others, taking turns and sharing. Tag Rugby Throw a small ball underarm, using the correct technique. Catching a small ball developing hand-eye co-ordination.	Real P.E - Cognitive Fundamental Movement Skill Dynamic Balance - On a Line Static balance - stance Learning Focus I can name some things I am good at. I can understand and follow simple rules. Dance Establish sequences of actions and skills, which have a clear beginning, middle and ending.	Real P.E - Creative Fundamental Movement Skill Coordination - Ball Skills Counter Balance - With a partner Learning Focus I can explore and describe different movements. Multi Skills: Throwing and Catching Throw and catch a range of equipment developing hand-eye co-ordination. Participate in team games, developing simple tactics for	Real P.E – Physical Fundamental Movement Skill Coordination – Sending and Receiving Agility – Reaction / Response Learning Focus I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control. Multi-Skills: Striking and Fielding Throw a small ball	Real P.E – Health and Fitness Fundamental Movement Skill Agility – Ball Chasing Static balance – floor work Learning Focus I am aware why exercise is important for good health. Athletics Jump for distance. Develop basic movements including running, jumping, balance, agility and
	Link skills and actions in different ways to suit different activities.	Participate in team games, developing simple tactics for	Describe and comment on performance.	attacking and defending.	underarm, using the correct technique.	co-ordination.





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		attacking and defending.			Catching a small ball developing hand-eye co-ordination.	
					Participate in team games, developing simple tactics for attacking and defending.	
			Real P.E – Cognitive	Real P.E – Creative	Real P.E – Physical	Real P.E – Health and
	Real P.E – Personal	David D.E. Caratad	Fundamental	<u>Fundamental</u>	Fundamental	Fitness
	Fundamental	Real P.E – Social <u>Fundamental</u>	Movement Skill	<u>Movement Skill</u>	Movement Skill	<u>Fundamental</u>
	<u>Movement Skill</u> Coordination –	Movement Skill	Dynamic Balance – On	Coordination – Ball Skills	Coordination – Sending	<u>Movement Skill</u>
	footwork	Dynamic Balance to	a Line		and Receiving	Agility – Ball Chasing
	10014401K	Agility – Jumping and		Counter Balance –		
	Static balance – one	landing	Static balance –	With a partner	Agility – Reaction /	Static balance – floor
	leg		stance	La amaia a Falana	Response	work
	9	Static balance –	La avraina a Fa a va	<u>Learning Focus</u> I can select and link		La auraira au Fa au ia
	<u>Learning Focus</u>	seated	<u>Learning Focus</u> With help, I can	movements together	<u>Learning Focus</u>	<u>Learning Focus</u> I use equipment
	I try several times if at		recognise similarities	to fit a theme.	I can perform a sequence of	appropriately and
	first I don't succeed	<u>Learning Focus</u>	and differences in		movements with some	move and land safely.
Year 2	and ask for help when	I can help, praise and	performances.	I can begin to	changes in level,	mere and land salely.
	appropriate.	encourage others in	,	compare my	direction or speed.	I can say how my body
	Tara Burahy	their learning.	I can explain why	movements and skills		feels before, during
	Tag Rugby Throw a small ball	Gymnastics	someone is working	with those of others.	I can perform a range	and after exercise.
	underarm, using the	Jump for distance	well or performing well.		of skills with some	
	correct technique.	controlling the landing.		Dance	control and	
	·	9	Multi Skills: Throwing		consistency.	Multi-Skills: Striking and
	Catching a small ball	Jump for height with a	and Catching Throw and catch a	Compare his/her	,	Fielding Throw a small ball
	developing hand-eye	controlled landing.	range of equipment	performance with	Athletics	underarm, using the
	co-ordination.		developing hand-eye	others.	Jump for distance.	correct technique.
	D. Italian I. I.		co-ordination.		,	3033
	Participate in team			Structure sequences of	Develop basic	Catching a small ball
	games, developing simple tactics for		Participate in team	actions and skills in	movements including	developing hand-eye
	simple faciles for		games, developing	different orders to	running, jumping,	co-ordination.





attacking and defending.		simple tactics for attacking and defending.	improve performance (speed/direction/level/	balance, agility and co-ordination.	Participate in team
			etc).		games, developing simple tactics for attacking and defending.
Real P.E – Personal Fundamental Movement Skill Coordination – footwork Static balance – one leg Learning Focus I have begun to challenge myself. I know where I am with my learning. Netball Run at speed over a distance. (Acquiring and developing skills)	Real P.E – Social Fundamental Movement Skill Dynamic Balance to Agility – Jumping and landing Static balance – seated Learning Focus I am happy to show and tell others about my ideas. I show patience and support to others by listening carefully to them about their work.	Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.	Real P.E - Cognitive Fundamental Movement Skill Dynamic Balance - On a Line Coordination - Ball Skills Learning Focus I have begun to identify areas for improvement. I can explain what I am doing well. Swimming To swim competently, confidently and	Real P.E - Creative Fundamental Movement Skill Coordination - Sending and Receiving Counter Balance - With a partner Learning Focus I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. Tennis Perform a side stepping gallop.	Real P.E - Physical Fundamental Movement Skill Agility - Reaction / Response Static balance - floor work Learning Focus I can select and apply a range of skills with good control and consistency. I can perform and repeat longer sequences with clear shapes and controlled movement.





Use running, jumping, throwing and catching in isolation and in combination.

Vary skills, actions and ideas and link these in different ways to suit different activities.
(Applying skills and using tactics)

Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)

Compare and contrast his/her performance with others. (Evaluating and improving performance)

Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)

Gymnastics

Describe the differences between different body parts. (Healthy bodies)

Create a 'steps to success' approach to achieving success.
(Healthy mind)

Balance on one foot. (Acquiring and developing skills)

Climb a set of wall bars (or similar). (Acquiring and developing skills)

Vary skills, actions and ideas and link these in different ways to suit different activities.
(Applying skills and using tactics)

Compare and contrast his/her performance with others. (Evaluating and improving performance) Run at speed over a distance. (Acquiring and developing skills)

Use running, jumping, throwing and catching in isolation and in combination.

Vary skills, actions and ideas and link these in different ways to suit different activities.

(Applying skills and using tactics)

Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)

Compare and contrast his/her performance with others. (Evaluating and improving performance)

Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)

proficiently over a distance of at least 25 metres.

To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

To perform safe selfrescue in different water-based situations. (Acquiring and developing skills)

Understand that determination and perseverance are needed to overcome a challenge. (Healthy mind)

Set more challenging goals and evaluate his/her achievements. (Healthy mind)

Describe the differences between different body parts. (Healthy bodies)

Identify that exercise helps our lungs and heart and improves coordination. (Healthy bodies)

Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense. (Healthy bodies)

Athletics

Run at speed over a distance. (Acquiring and developing skills)

Vary skills, actions and ideas and link these in different ways to suit different activities.
(Applying skills and using tactics)

Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)





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Year 4	Real P.E – Personal Fundamental Movement Skill Coordination – footwork Static balance – one leg Learning Focus I have begun to challenge myself. I know where I am with my learning. Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for	Real P.E - Social Fundamental Movement Skill Dynamic Balance to Agility - Jumping and landing Static balance - seated Learning Focus I am happy to show and tell others about my ideas. I show patience and support to others by listening carefully to them about their work. Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres.	Real P.E - Cognitive Fundamental Movement Skill Dynamic Balance - On a Line Coordination - Ball Skills Learning Focus I have begun to identify areas for improvement. I can explain what I am doing well. Gymnastics Complete a forward roll and land on the feet. (Acquiring and developing skills) Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.	Real P.E - Creative Fundamental Movement Skill Coordination - Sending and Receiving Counter Balance - With a partner Learning Focus I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. Tag Rugby Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics) Use running, jumping, throwing and catching in isolation and in	Real P.E - Physical Fundamental Movement Skill Agility - Reaction / Response Static balance - floor work Learning Focus I can select and apply a range of skills with good control and consistency. Athletics Run at speed over a distance. (Acquiring and developing skills) Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics) Vary his/her responses to tactics, strategies	Real P.E – Health and Fitness Fundamental Movement Skill Agility – Ball Chasing Static balance – stance Learning Focus I can explain why we need to warm up and cool down. I can describe how and why my body changes during and after exercise. Cricket Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics) Use running, jumping, throwing and catching
	example, front crawl, backstroke and breaststroke]	To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	(Evaluating and improving performance)	in isolation and in combination. Comment on skills and techniques applied in his/her own and others' work and use this	to tactics, strategies and sequences used. (Applying skills and using tactics)	throwing and catching in isolation and in combination. Comment on skills and techniques applied in his/her own and others'





	To perform safe self-	To perform safe self-		understanding to		work and use this
	rescue in different	rescue in different		improve performance.		understanding to
	water-based situations.	water-based situations.		(Evaluating and		improve performance.
				improving		(Evaluating and
				performance)		improving
						performance)
	Real P.E – Cognitive	Real P.E – Creative	Real P.E – Social	Real P.E – Physical	Seeding and in a	Real P.E – Personal
	<u>Fundamental</u>	<u>Fundamental</u>	Fundamental	<u>Fundamental</u>	Swimming	<u>Fundamental</u>
	<u>Movement Skill</u>	<u>Movement Skill</u>	Movement Skill	Movement Skill	*	<u>Movement Skill</u>
	Coordination – Ball Skills	Static balance –	Dynamic Balance – On	Dynamic Balance to	To swim competently,	Coordination – Sending
		seated	a Line	Agility – Jumping and	confidently and	and Receiving
	Agility – Reaction /		d Line		proficiently over a	
	Response	Static Balance – floor	Counter Balance –	Landing	distance of at least 25	Agility – Ball Chasing
		work	With a partner.	Static Balance – one	metres.	
	<u>Learning Focus</u>		Willia parifici.	leg		<u>Learning Focus</u>
	I can use my	<u>Learning Focus</u>	<u>Learning Focus</u>	log	To use a range of	I can persevere with a
	awareness of space	I can change tactics,	I can organise roles	Learning Focus	strokes effectively [for	task and improve my
	and others to make	rules or tasks to make	and responsibilities and	I can link actions	example, front crawl,	performance through
	good decisions.	activities more fun or	can guide a small	together so that they	backstroke and	regular practice.
Year 5		more challenging.	group through a task.	flow.		
	I can understand ways		groop madgir a rask.		breaststroke]	I cope well and react
	to judge	I can develop	I cooperate well with	I can perform a variety		positively when things
	performances.	sequences that express	others and give helpful	of movements and skills	To perform safe self-	become difficult.
		my own ideas.	feedback.	with good body	rescue in different	
	Dance Showdown			tension.	water-based situations.	Swimming
	Explain how	Dance Showdown	Gymnastics			
	confidence can affect	Explain how	Perform a sequence of	Basketball	Cricket	To swim competently,
	performance.	confidence can affect	one footed leaps.	Participate in	Participate in	confidently and
		performance.	<u>'</u>	recognised activities	recognised activities	proficiently over a
	Gallop with a fluid	المناط المناط المناط	Identify different levels	and games with skill	and games with skill	distance of at least 25
	motion.	Gallop with a fluid	of performance and	and precision showing	and precision showing	metres.
	Dougla was at a second as a second	motion.	use subject specific	creativity with tactics	creativity with tactics	
	Perform a sequence of	Dorform a coguence of	vocabulary.	and strategy.	and strategy.	To use a range of
	one footed leaps.	Perform a sequence of	·	<u></u>		strokes effectively [for
		one footed leaps.				andres enectively [10]





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	Identify different levels		Gallop with a fluid	Use running, jumping,	Use running, jumping,	example, front crawl,
	of performance and	Identify different levels	motion.	throwing and catching	throwing and catching	backstroke and
	use subject specific	of performance and		in isolation and in	in isolation and in	breaststroke]
	vocabulary.	use subject specific	Explain how	combination.	combination.	Diodsisiiokoj
		vocabulary.	confidence can affect			To perform safe self-
			performance.	Comment on skills and	Comment on skills and	rescue in different
				techniques applied in	techniques applied in	water-based situations.
				his/her own and others'	his/her own and others'	water-based situations.
				work and use this	work and use this	
				understanding to	understanding to	
				improve performance.	improve performance.	
				(Evaluating and	(Evaluating and	
				improving	improving	
				performance)	performance)	
				When performing in an	When performing in an	
				activity, draw upon	activity, draw upon	
				previous knowledge	previous knowledge	
				and experiences of	and experiences of	
				tactics, strategies and	tactics, strategies and	
				composition.	composition.	
				Composition.	composition.	
				Develop interest in	Develop interest in	
				participating in sports	participating in sports	
				activities and events at	activities and events at	
				a competitive level.	a competitive level.	
	Real P.E – Cognitive	Real P.E – Creative	Real P.E – Social	Real P.E – Physical	Real P.E – Health and	Real P.E – Personal
	<u>Fundamental</u>	<u>Fundamental</u>	<u>Fundamental</u>	<u>Fundamental</u>	Fitness	<u>Fundamental</u>
	<u>Movement Skill</u> Coordination – Ball Skills	Movement Skill	Movement Skill	Movement Skill	<u>Fundamental</u>	Movement Skill Coordination – Sending
Year 6	Coordination – Ball Skills	Static balance – seated	Dynamic Balance – On a Line	Dynamic Balance to	<u>Movement Skill</u> Static Balance –	and Receiving
	Agility – Reaction /	sedied	d Line	Agility – Jumping and Landing	Stance	and Receiving
	Response	Static Balance – floor	Counter Balance –	Lariang	Sidile	Agility – Ball Chasing
	KOSPOLISE	work	With a partner.	Static Balance – one	Coordination -	, gilly ball criasing
	<u>Learning Focus</u>	***************************************	Third painter.	leg	footwork	<u>Learning Focus</u>





I can use my awareness of space and others to make good decisions.

I can understand ways to judge performances.

Gymnastics

Analyse, modify and refine skills and techniques and how these are applied.

Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.

Learning Focus
I can change tactics,
rules or tasks to make
activities more fun or
more challenging.

I can develop sequences that express my own ideas.

Badminton

Analyse, modify and refine skills and techniques and how these are applied.

When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.

Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.

Use running, jumping, throwing and catching

Learning Focus
I can organise roles
and responsibilities and
can guide a small
aroup through a task.

I cooperate well with others and give helpful feedback.

Dodgeball/Benchball/ Handball

Analyse, modify and refine skills and techniques and how these are applied.

When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.

Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.

Learning Focus
I can link actions
together so that they
flow.

I can perform a variety of movements and skills with good body tension.

Cricket / Rounders
Strike a ball with a range of bats for accuracy and distance.

Analyse, modify and refine skills and techniques and how these are applied.

When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.

Learning Focus
I can record and
monitor how hard I am
working.

I can explain how often and how long I should exercise to be healthy.

I can describe the basic fitness components.

Cricket / Rounders
Strike a ball with a
range of bats for
accuracy and
distance.

Analyse, modify and refine skills and techniques and how these are applied.

When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.

I can persevere with a task and improve my performance through regular practice.

I cope well and react positively when things become difficult.

Athletics

Run at speed over a distance. (Acquiring and developing skills)

Vary skills, actions and ideas and link these in different ways to suit different activities.
(Applying skills and using tactics)

Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)





	·	
in isolation and in	Use running, jumping,	
combination.	throwing and catching in isolation and in	Participate in
Develop interest in	combination.	recognised activities
participating in sports		and games with skill
activities and events at a competitive level.	Develop interest in participating in sports	and precision showing creativity with tactics
d compeniive level.	activities and events at	and strategy.
	a competitive level.	
		Use running, jumping,
		throwing and catching in isolation and in
		combination.
		Develop interest in
		participating in sports activities and events at
		a competitive level.