



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 these 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.



everything

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	<p>Real P.E – Personal Fundamental Movement Skill Coordination – footwork</p> <p>Static balance – one leg</p> <p><u>Learning Focus</u> I can work on simple tasks by myself.</p> <p>I can follow instructions and practise safely.</p> <p>Gymnastics Hold a balance whilst walking along a straight line.</p> <p>Jump for height.</p> <p>Link skills and actions in different ways to suit different activities.</p>	<p>Real P.E – Social Fundamental Movement Skill Dynamic Balance to Agility – Jumping and landing</p> <p>Static balance – seated</p> <p><u>Learning Focus</u> I can work sensibly with others, taking turns and sharing.</p> <p>Tag Rugby Throw a small ball underarm, using the correct technique.</p> <p>Catching a small ball developing hand-eye co-ordination.</p> <p>Participate in team games, developing simple tactics for</p>	<p>Real P.E – Cognitive Fundamental Movement Skill Dynamic Balance – On a Line</p> <p>Static balance – stance</p> <p><u>Learning Focus</u> I can name some things I am good at.</p> <p>I can understand and follow simple rules.</p> <p>Dance Establish sequences of actions and skills, which have a clear beginning, middle and ending.</p> <p>Describe and comment on performance.</p>	<p>Real P.E – Creative Fundamental Movement Skill Coordination – Ball Skills</p> <p>Counter Balance – With a partner</p> <p><u>Learning Focus</u> I can explore and describe different movements.</p> <p>Multi Skills: Throwing and Catching Throw and catch a range of equipment developing hand-eye co-ordination.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Real P.E – Physical Fundamental Movement Skill Coordination – Sending and Receiving</p> <p>Agility – Reaction / Response</p> <p><u>Learning Focus</u> I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or movement with some control.</p> <p>Multi-Skills: Striking and Fielding Throw a small ball underarm, using the correct technique.</p>	<p>Real P.E – Health and Fitness Fundamental Movement Skill Agility – Ball Chasing</p> <p>Static balance – floor work</p> <p><u>Learning Focus</u> I am aware why exercise is important for good health.</p> <p>Athletics Jump for distance.</p> <p>Develop basic movements including running, jumping, balance, agility and co-ordination.</p>



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



	attacking and defending.		simple tactics for attacking and defending.	improve performance (speed/direction/level/ etc).	balance, agility and co-ordination.	Participate in team games, developing simple tactics for attacking and defending.
Year 3	<p>Real P.E – Personal Fundamental Movement Skill Coordination – footwork</p> <p>Static balance – one leg</p> <p><u>Learning Focus</u> I have begun to challenge myself.</p> <p>I know where I am with my learning.</p> <p>Netball Run at speed over a distance. (Acquiring and developing skills)</p>	<p>Real P.E – Social Fundamental Movement Skill Dynamic Balance to Agility – Jumping and landing</p> <p>Static balance – seated</p> <p><u>Learning Focus</u> I am happy to show and tell others about my ideas.</p> <p>I show patience and support to others by listening carefully to them about their work.</p>	<p>Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p> <p>Cricket</p>	<p>Real P.E – Cognitive Fundamental Movement Skill Dynamic Balance – On a Line</p> <p>Coordination – Ball Skills</p> <p><u>Learning Focus</u> I have begun to identify areas for improvement.</p> <p>I can explain what I am doing well.</p> <p>Swimming To swim competently, confidently and</p>	<p>Real P.E – Creative Fundamental Movement Skill Coordination – Sending and Receiving</p> <p>Counter Balance – With a partner</p> <p><u>Learning Focus</u> I can respond differently to a variety of tasks.</p> <p>I can make up my own rules and versions of activities.</p> <p>Tennis Perform a side stepping gallop.</p>	<p>Real P.E – Physical Fundamental Movement Skill Agility – Reaction / Response</p> <p>Static balance – floor work</p> <p><u>Learning Focus</u> I can select and apply a range of skills with good control and consistency.</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p>



	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p> <p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)</p>	<p>Gymnastics Describe the differences between different body parts. (Healthy bodies)</p> <p>Create a 'steps to success' approach to achieving success. (Healthy mind)</p> <p>Balance on one foot. (Acquiring and developing skills)</p> <p>Climb a set of wall bars (or similar). (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p>	<p>Run at speed over a distance. (Acquiring and developing skills)</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p> <p>Compare and contrast his/her performance with others. (Evaluating and improving performance)</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)</p>	<p>proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p>(Acquiring and developing skills)</p> <p>Understand that determination and perseverance are needed to overcome a challenge. (Healthy mind)</p> <p>Set more challenging goals and evaluate his/her achievements. (Healthy mind)</p> <p>Describe the differences between different body parts. (Healthy bodies)</p> <p>Identify that exercise helps our lungs and heart and improves co-ordination. (Healthy bodies)</p> <p>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)</p>	<p>Athletics Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>
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Year 4	<p>Real P.E – Personal <u>Fundamental Movement Skill</u> Coordination – footwork</p> <p>Static balance – one leg</p> <p><u>Learning Focus</u> I have begun to challenge myself.</p> <p>I know where I am with my learning.</p> <p>Swimming</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>Real P.E – Social <u>Fundamental Movement Skill</u> Dynamic Balance to Agility – Jumping and landing</p> <p>Static balance – seated</p> <p><u>Learning Focus</u> I am happy to show and tell others about my ideas.</p> <p>I show patience and support to others by listening carefully to them about their work.</p> <p>Swimming</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>Real P.E – Cognitive <u>Fundamental Movement Skill</u> Dynamic Balance – On a Line</p> <p>Coordination – Ball Skills</p> <p><u>Learning Focus</u> I have begun to identify areas for improvement.</p> <p>I can explain what I am doing well.</p> <p>Gymnastics Complete a forward roll and land on the feet. (Acquiring and developing skills)</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)</p>	<p>Real P.E – Creative <u>Fundamental Movement Skill</u> Coordination – Sending and Receiving</p> <p>Counter Balance – With a partner</p> <p><u>Learning Focus</u> I can respond differently to a variety of tasks.</p> <p>I can make up my own rules and versions of activities.</p> <p>Tag Rugby Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Comment on skills and techniques applied in his/her own and others' work and use this</p>	<p>Real P.E – Physical <u>Fundamental Movement Skill</u> Agility – Reaction / Response</p> <p>Static balance – floor work</p> <p><u>Learning Focus</u> I can select and apply a range of skills with good control and consistency.</p> <p>Athletics Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>	<p>Real P.E – Health and Fitness <u>Fundamental Movement Skill</u> Agility – Ball Chasing</p> <p>Static balance – stance</p> <p><u>Learning Focus</u> I can explain why we need to warm up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>Cricket Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Comment on skills and techniques applied in his/her own and others'</p>



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



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



	<p>I can use my awareness of space and others to make good decisions.</p> <p>I can understand ways to judge performances.</p> <p>Gymnastics Analyse, modify and refine skills and techniques and how these are applied.</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p>	<p><u>Learning Focus</u> I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>I can develop sequences that express my own ideas.</p> <p>Badminton Analyse, modify and refine skills and techniques and how these are applied.</p> <p>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.</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</p> <p>Use running, jumping, throwing and catching</p>	<p><u>Learning Focus</u> I can organise roles and responsibilities and can guide a small group through a task.</p> <p>I cooperate well with others and give helpful feedback.</p> <p>Dodgeball/Benchball/ Handball Analyse, modify and refine skills and techniques and how these are applied.</p> <p>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.</p> <p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</p>	<p><u>Learning Focus</u> I can link actions together so that they flow.</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>Cricket / Rounders Strike a ball with a range of bats for accuracy and distance.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>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.</p>	<p><u>Learning Focus</u> I can record and monitor how hard I am working.</p> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can describe the basic fitness components.</p> <p>Cricket / Rounders Strike a ball with a range of bats for accuracy and distance.</p> <p>Analyse, modify and refine skills and techniques and how these are applied.</p> <p>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.</p>	<p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p> <p>Athletics Run at speed over a distance. (Acquiring and developing skills)</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)</p> <p>Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)</p>
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		<p>in isolation and in combination.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p>		<p>Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p>	
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