



MPPS Physical Education Curriculum Narrative and Long-Term Plan

This document shares the Physical Education (PE) curriculum narrative from EYFS to Year 6, as well as a more in-depth look at how each unit builds up on prior learning and concepts.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

At Mount Pleasant Primary School, we use Primary PE Passport to plan structured and sequential PE curriculum, ensuring breadth of coverage across school, meeting National Curriculum and Early Years Framework requirements as a minimum.

Physical Education Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Fine Motor Skills	Stability 1	Locomotion 1	A Day on the Farm	Dance -Toys	Gymnastics- Travelling, stopping making shapes
Reception	Fundamental Movement Skills 1	Dance - Jungle	Gym – Rocking and Rolling	Dance - Seasons	Stability 2 (static and dynamic balance)	Target Games 1
Year 1	Basic Gymnastics skills 1	Dance Animals	Invasion Games Skills 2	Yoga	Basic Gymnastic Skills Pathways: small and long	Dance - Toys
	Fundamental Movement Skills 2	Locomotion 2	Net & Wall Game Skills 2	Invasion Game Skills 3	Target Games 2	Athletics 2
Year 2	Dance – Pirates	Basic Gymnastics Skills	Basic Gymnastics Skills 2	Gymnastics – Pathways: straight, zigzag and curving	Yoga	Gymnastics- stretching curling and arching
	Net and Wall Game Skills 2	Invasion Games Skills 3	Target Games 3	Striking and Field Games	Athletics 2	Fundamental Movement Skills 3
KS2						
Year 3	Athletics	Basic Gymnastics Skills 1	Health Related Fitness	Dodgeball	Dance – Dance Around the World	Basic Gymnastic Skills 2
	Tag Rugby	Hockey	Basketball	Flag football	OAA	Rounders
Year 4	Dance – Romans	Health Related Fitness	Basic Gymnastics Skills 1	Dodgeball	Dance – The Vikings	Gymnastic Rolling & Travelling Low
	Tag Rugby	Football	Hockey	Rounders 2	Athletics 1	Tennis
Year 5	Dance – The Egyptians	Gymnastics – Matching, mirroring and contrast	Dodgeball	Basketball	Badminton	Hockey
Non swimmers	Swimming Dance	Swimming Dance	Swimming Health Related Fitness	Swimming Health Related Fitness	Swimming Tag Rugby	Swimming Football 2
Year 6	Dance – The Victorians	The Haka	Athletics	Gymnastics – Counter balance & counter tension	Badminton	Gymnastics – Group Sequencing
	Invasion Games Skills 4	Basketball	Rounders	Hockey	Cricket	Dodgeball

Year 7 at Moor end Academy

Football, Badminton, Basketball	Rugby, Leadership	Handball, Basketball, Football	Health & Fitness	Badminton, Trampoline	Trampoline, Rugby	Cricket, Athletics
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Early Years Framework and National Curriculum

EYFS	ELG: Gross Motor Skills <ul style="list-style-type: none"> Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	
National Curriculum	Key Stage 1 <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	Key Stage 2 <ul style="list-style-type: none"> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression of Skills of key areas: Dance, Gymnastics, Games, Athletics, Outdoor Adventurous Activity, Evaluation, Health and Fitness

Dance	
EYFS	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus.
Year 1	Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to a range of stimuli
Year 2	Copies and explores basic movements with clear control. Varies levels and speed in sequence. Can vary the size of their body shapes. Add a change of direction to a sequence. Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.
Year 3	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.
Year 4	with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work
Year 5	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
Year 6	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work
Gymnastics	
EYFS	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance.
Year 1	Copies and explores basic movements with some control and coordination. Can perform different body shapes. Performs at different levels Can perform 2 footed jump Can use equipment safely. Balances with some control Can link 2-3 simple movements.
Year 2	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence

Year 3	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc
Year 4	Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.
Year 5	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.
Year 6	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.
Games	
EYFS	Move freely using suitable spaces and speed or direction to avoid obstacles. Throw over and under arm in a general direction. Catch a variety of sized balls when bounced or thrown Strike a ball (self bowled) in a general direction.
Year 1	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control. Beginning to develop hand-eye coordination Participates in simple games.
Year 2	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending.
Year 3	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others during game situations. Uses skills with coordination and control. Develops own rules for new games. Makes imaginative pathways using the equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.
Year 4	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games.

	Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.
Year 5	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.
Year 6	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
Athletics	
EYFS	
Year 1	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.
Year 2	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. preparation for shot put and javelin Can use equipment safely.
Year 3	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.
Year 4	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control
Year 5	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Year 6	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Outdoor Adventurous Activity	
EYFS	

Year 1	
Year 2	
Year 3	Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Year 4	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Year 5	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Year 6	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Evaluation	
EYFS	
Year 1	
Year 2	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.
Year 3	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.
Year 4	
Year 5	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.
Year 6	
Health and Fitness	
EYFS	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.
Year 1	
Year 2	Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle.
Year 3	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.

Year 4	
Year 5	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.
Year 6	