



PE Curriculum

Long Term Plan 2026-27

Curriculum Structure:

The PE curriculum at Gordon Children's Academy is designed to develop pupils' physical competence, confidence and understanding progressively from EYFS to Year 6. Pupils revisit and build upon fundamental movement skills, applying them across a broad range of sports and physical activities.

Term	EYFS	Years 1–6
Autumn 1	Hand/eye coordination	Basketball / Netball
Autumn 2	Foot/eye coordination	Football / Rugby
Spring 1	Gymnastics / Dance	Gymnastics / Dance
Spring 2	Ball skills / coordination	Handball / Hockey
Summer 1	Striking & fielding	Cricket / Rounders
Summer 2	Athletics	Athletics

Swimming: Year 5 – Autumn terms; Year 4 – Spring terms.

Sports Progression

Activity	Progression from EYFS to Year 6
Football	Basic ball control → passing and receiving → dribbling and movement → defending and shooting → tactical play → confident game performance and leadership.
Netball	Throwing and catching → footwork and movement → passing and shooting → marking and positioning → tactical play → officiating and strategic game play.
Basketball	Ball control → passing and dribbling → shooting → defending → movement under pressure → tactical game play and leadership.
Rugby	Movement and ball handling → tag rugby → passing and support → defensive positioning → tactical play → advanced touch/contact skills where appropriate.
Dance	Basic actions and shapes → rhythm and pathways → choreography → dynamics and formations → expressive performance → refined choreography and performance.
Gymnastics	Shapes and balances → travelling and jumps → rolls and sequences → apparatus and partner work → inversions and advanced movements → fluent, creative routines.
Hockey	Stick control and dribbling → passing and receiving → defending → shooting → tactical positioning → advanced skills, tactics and officiating.

Handball	Throwing and catching → movement and passing → shooting → defending → fast breaks and tactical decisions → structured attacking and defensive play.
Cricket	Basic throwing, catching and striking → fielding → overarm throwing → striking moving balls → tactical play → advanced game application.
Rounders	Basic throwing, catching and striking → fielding → movement and accuracy → tactical striking and fielding → competitive game play.
Athletics	Fundamental running, jumping and throwing → improved technique → power and coordination → event-specific technique → performance refinement and race strategy.

Swimming

Swimming is delivered through dedicated blocks:

- Year 5: Autumn 1 and Autumn 2.
- Year 4: Spring 1 and Spring 2.

Pupils work towards the National Curriculum expectation of swimming competently, confidently and proficiently over at least 25 metres, alongside developing safe self-rescue skills.

Substantive Threads

The PE curriculum is built around a series of progressive threads that run from EYFS to Year 6.

Fundamental Movement	Pupils develop coordination, balance, agility, control, strength and movement fluency before applying these skills within increasingly complex activities.
Invasion Games	Across basketball, netball, football, rugby, handball and hockey, pupils progressively develop: • Passing and receiving. • Dribbling and moving with the ball. • Creating and using space. • Attacking and defending. • Decision-making and tactical awareness. • Application of rules. • Teamwork, leadership and officiating.

Gymnastics and Dance	Pupils develop: • Balance, flexibility, strength and control. • Movement quality and coordination. • Sequences, routines and transitions. • Levels, pathways and dynamics. • Choreographic devices and creativity. • Performance, evaluation and refinement.
Striking and Fielding	Through cricket and rounders, pupils develop: • Throwing and catching. • Striking technique. • Fielding and retrieving. • Movement and positioning. • Tactical decision-making. • Applying skills within competitive situations.

Athletics	Pupils progressively develop: • Running technique and speed. • Jumping technique and distance. • Throwing technique and power. • Relay skills and changeovers. • Personal bests and performance improvement. • Understanding of technique and race strategy.
Knowledge, Rules and Leadership	Throughout the curriculum, pupils develop their understanding of: • Rules and safe participation. • Fair play and sportsmanship. • Tactical decision-making. • Self and peer assessment. • Leadership and officiating. • Reflection and personal improvement.

Progression Overview

EYFS

The EYFS curriculum establishes the foundations for physical development through:

- Hand/eye and foot/eye coordination.
- Balance, agility and spatial awareness.
- Fundamental movement patterns.
- Ball handling, throwing, catching and striking.
- Gymnastics and dance through movement, rhythm and expression.
- Safe participation, turn-taking and cooperation.
- Introduction to running, jumping and throwing through athletics.

Year 1

Focus: Fundamental skills, confidence and safe participation.

Pupils develop basic throwing, catching, passing, dribbling, striking, running, jumping and balancing skills. They begin to understand simple rules, space and teamwork and apply skills within small-sided games and simple performances.

Year 2

Focus: Control, accuracy and movement.

Pupils improve the consistency and accuracy of fundamental skills. They begin to move into space, defend an opponent, change direction and apply simple tactics. Gymnastics and dance sequences become more developed and pupils begin to evaluate their own performance.

Year 3

Focus: Technique and application.

Pupils develop more refined techniques and begin applying skills under increasing pressure. They develop an understanding of attacking and defending principles, positioning and movement off the ball. Sequences and performances become more complex.

Year 4

Focus: Decision-making and tactical awareness.

Pupils apply skills confidently within competitive situations. They develop tactical understanding, use space effectively, make decisions under pressure and begin to take greater responsibility for rules and officiating. Performance in gymnastics and dance becomes more controlled and expressive.

Year 5

Focus: Performance, strategy and independence.

Pupils refine technical skills and apply them consistently in realistic game situations. They develop tactical awareness, leadership and decision-making, while beginning to self-officiate and evaluate performance. Swimming develops confidence, competence and safe self-rescue.

Year 6

Focus: Mastery, leadership and independence.

Pupils demonstrate refined technical ability and tactical understanding across a range of activities. They make effective decisions under pressure, lead activities, officiate fairly and evaluate their own and others' performance. They leave primary school as confident, knowledgeable and independent participants in physical activity.

PE Lesson Structure

Lessons should follow a consistent structure that supports retrieval, modelling, practice and application.

Stage	Purpose	Approx. Time
Starter / Warm-up	Physical preparation and retrieval of prior learning	5 mins
Introduction	Teacher explanation, demonstration and modelling of new learning	5 mins
Guided Practice	Isolated practice of the new skill	10 mins
Progression / Mini-Plenary	Review, feedback and increased challenge	10 mins
Games-Based Application	Apply the learning in a game or competitive situation	10 mins
Plenary	Review learning, questioning and reflection	5 mins

The emphasis should be on high levels of activity, purposeful practice and application of skills in authentic game or performance situations.

Wet Weather Provision

Where outdoor PE cannot take place, teachers should use the following alternative activities:

Term	Class 1	Class 2
1	Bench Ball	Dodgeball
2	Danish Longball	Crab Football
3	Gymnastics / Dance	Gymnastics / Dance
4	Dodgeball	Bench Ball
5	Caterpillar Cricket	Capture the Flag
6	Capture the Flag	Caterpillar Cricket

National Curriculum Alignment

EYFS – Physical Development

Pupils develop gross and fine motor skills, balance, coordination, spatial awareness, strength, movement and confidence through structured and guided physical activity.

KS1

Pupils:

- Develop fundamental movement skills including running, jumping, throwing and catching.
- Develop balance, agility and coordination.
- Participate in team games and develop simple attacking and defending tactics.
- Perform dances using simple movement patterns.
- Develop confidence and enjoyment in physical activity.

KS2

Pupils:

- Use running, jumping, throwing and catching skills in isolation and combination.
- Play competitive games and apply attacking and defending principles.

- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Compare performances and demonstrate improvement.
- Develop understanding of tactics, rules, teamwork and leadership.

Swimming

Pupils work towards swimming competently, confidently and proficiently over at least 25 metres and developing safe self-rescue skills.

End of Key Stage Outcome

By the end of Year 6, pupils should be able to perform confidently and competently across a range of physical activities, apply appropriate techniques and tactics, understand and follow rules, work effectively with others, demonstrate sportsmanship and leadership, and recognise how they can improve their own physical performance.