



Stokes Wood Primary School

PE – Curriculum Map 2025-2026



Curriculum Overview

This curriculum map outlines the progression of PE from Nursery to Year 6, structured term-by-term to ensure developmental appropriateness and breadth of experience. Each unit is supported by a detailed Medium-Term Plan (MTP), which includes learning objectives aligned with the National Curriculum, key vocabulary, assessment guidance, and differentiation strategies. Equipment lists and links to personal development themes are also embedded. The curriculum provides a balanced programme covering fundamental movement, gymnastics, dance, games, athletics, and outdoor adventurous activities (OAA), ensuring pupils experience a wide range of physical challenges.

Assessment & Monitoring

Assessment in PE is continuous and purposeful. Teachers use formative strategies such as observation, questioning, peer and self-assessment, and skill checklists to monitor progress. Summative assessment is conducted through end-of-unit performance tasks. Monitoring includes pupil voice, staff collaboration, and tracking against age-related expectations to ensure consistency and high standards.

Inclusion & Adaptation

Our curriculum is inclusive by design. Tasks are adapted for pupils with SEND through differentiated activities and modified equipment, supported by adult facilitation where needed. EAL learners benefit from visual cues, simplified instructions, and peer modelling. Mixed ability teaching is supported through tiered challenges and scaffolded activities, ensuring all pupils can access and succeed in PE.

National Curriculum Alignment

The PE curriculum is fully aligned with the National Curriculum for Physical Education in England. It ensures that pupils:

- Develop competence in a broad range of physical activities
- Are physically active for sustained periods
- Engage in competitive sports and activities
- Understand the importance of leading healthy, active lives

Coverage of statutory content for Key Stages 1 and 2—including games, dance, gymnastics, athletics, and OAA—is clearly mapped and sequenced.

Long-Term Vision

By the end of Year 6, pupils will be confident and competent in a range of physical activities. They will understand the role of physical activity in maintaining health and wellbeing and demonstrate leadership, teamwork, and sportsmanship. The curriculum prepares pupils for secondary PE and encourages lifelong engagement in physical activity.

Enrichment Opportunities

Pupils benefit from a range of enrichment opportunities that extend learning beyond the classroom. These include Sports Day, inter-school competitions, Daily Mile initiatives, active breaks, morning and after-school clubs, and partnerships with local sports coaches and organisations. These experiences promote enjoyment, participation, and community engagement.

Glossary of Key Terms

- **Fundamental Movement Skills:** Basic movements such as running, jumping, throwing, and catching.
- **Net & Wall Games:** Sports where players send an object over a net (e.g., tennis, volleyball).
- **OAA (Outdoor Adventurous Activities):** Activities involving problem-solving, navigation, and teamwork in outdoor settings.
- **Striking & Fielding:** Games where players strike a ball and attempt to score runs while others field (e.g., cricket, rounders)

Implementation

PE is delivered through a sequenced programme that ensures all pupils access a broad and balanced range of physical activities. Lessons are taught weekly by class teachers and/or specialists, following MTPs that include clear objectives, vocabulary, assessment points, and inclusive strategies. Lessons typically include a warm-up, skill development, application (e.g., games or routines), and reflection. Staff are supported through CPD, shared planning, and access to high-quality resources. The curriculum is enriched through extracurricular clubs, competitions, and initiatives such as the Daily Mile.

Impact

The impact of our PE curriculum is seen in the confidence, competence, and enthusiasm pupils show in lessons and beyond. Teachers track progress in physical skills, tactical understanding, and personal development through regular assessment. Pupil voice and staff feedback inform ongoing improvements. Monitoring through observations, planning reviews, and learning walks ensures consistency and high expectations. Pupils leave Year 6 with a strong foundation in physical literacy and a positive attitude towards physical activity.



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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Fundamental Movements <i>Exploring basic motor skills such as running, jumping, hopping, and skipping through play</i>	Gymnastics <i>Body awareness, safe movement, and exploring shapes and space</i>	Balance ability <i>Developing core strength, stability, and coordination through playful challenges</i>	Dance <i>Expressive movement, rhythm, and creativity linked to stories or music</i>	Team Games <i>Turn-taking, cooperation, and understanding simple group activities</i>	Sports Day / Parachute Game <i>Enjoyment, teamwork, and celebration of movement through inclusive, fun activities</i>
Reception	Fundamental Movements <i>Developing basic motor skills including running, jumping, hopping, and skipping</i>	Gymnastics <i>Exploring body shapes, movement, and safe use of space and equipment</i>	Balance ability <i>Building core strength, stability, and coordination through playful challenges</i>	Dance <i>Expressive movement, rhythm, and creativity linked to stories or music</i>	Team Games <i>Cooperation, turn-taking, and understanding simple rules in group play</i>	Sports Day / Parachute Games <i>Celebration of movement, teamwork, and enjoyment through inclusive activities</i>
Year 1	ABC's <i>Developing core movement skills and physical confidence</i>	Dance <i>Creativity, rhythm, and expressive movement linked to themes or music</i>	Outwitting an opponent <i>Introduction to tactical thinking, movement strategies, and simple decision-making</i>	Net & Wall <i>Basic rallying, coordination, and spatial awareness</i>	Striking & Fielding <i>Introduction to striking, catching, and teamwork in simple games</i>	Athletics <i>Running, jumping, and throwing using simple techniques with an emphasis on effort and safe landings.</i>
	Object Tracking <i>Visual coordination, reaction time, and movement anticipation</i>	Parachute Games <i>Cooperation, listening skills, and group coordination</i>	Gymnastics – Floor <i>Body control, balance, and basic movement sequences</i>	Small Sided Games <i>Teamwork, rule understanding, and applying basic game strategies</i>	Sending & receiving using feet <i>Dribbling, passing, and movement in simple game contexts</i>	Sending & receiving using Implement <i>Equipment handling, control, and accuracy in movement tasks</i>
Year 2	ABC's <i>Building core movement skills and physical literacy foundations</i>	Parachute Games <i>Cooperation, listening skills, and group coordination</i>	Outwitting an opponent <i>Tactical thinking, movement strategies, and decision-making</i>	Net & Wall <i>Basic rallying, positioning, and anticipation in net-based games</i>	Striking & Fielding <i>Introduction to striking techniques, teamwork, and spatial awareness</i>	Athletics <i>Improve technique by running with better posture, jumping for distance, and throwing overarm with control and power.</i>
	Object Tracking <i>Visual coordination, reaction time, and movement anticipation</i>	Dance <i>Creativity, rhythm, and expressive movement linked to themes or music</i>	Gymnastics – Floor <i>Body control, balance, and basic movement patterns</i>	Small Sided Games <i>Teamwork, rule understanding, and applying basic game strategies</i>	Sending & receiving using feet <i>Dribbling, passing, and movement in simple game contexts</i>	Sending & receiving using Implement <i>Equipment handling, control, and accuracy in movement tasks</i>
Year 3 KE/SB-SA	Object Tracking <i>Visual coordination, reaction time, and movement anticipation</i>	Striking & Fielding <i>Basic striking skills, teamwork, and spatial awareness</i>	Dance <i>Rhythm, creativity, and expressive movement linked to themes</i>	Gymnastics <i>Body control, balance, and basic movement sequences</i>	Athletics <i>Running, jumping, and throwing with emphasis on technique and effort</i>	Sending & receiving (feet) <i>Dribbling, passing, and control in simple game contexts</i>
	Tag Games <i>Agility, evasion, and movement in dynamic play</i>	ABC's <i>Fundamental movement skills and physical literacy foundations</i>	Target Games <i>Aim, precision, and problem-solving through adapted games</i>	OAA <i>Cooperation, basic navigation, and problem-solving in outdoor settings</i>	Sending & receiving (Implement) <i>Introduction to equipment use, control, and accuracy</i>	Net & Wall <i>Basic rallying, positioning, and anticipation in net-based games</i>
Year 4 KF-NR/ES	Tag Games <i>Agility, evasion, and spatial awareness in dynamic play</i>	ABC's	Dance	OAA <i>Teamwork, map-making, problem-solving, compass</i>	Athletics <i>Running, jumping, and throwing with a focus on</i>	Striking & Fielding



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		Fundamental movement skills and physical literacy foundations	Creativity, rhythm, and expressive movement linked to themes or music	skills, and orienteering participation	coordination and personal challenge	Timing, spatial awareness, and fielding strategies in team games
	Sending & Receiving (feet) <i>Dribbling, passing, and movement in small-sided games</i>	Gymnastics <i>Balance, strength, and sequencing of controlled movements</i>	Target Games <i>Precision, aim, and problem-solving through adapted games</i>	Sending & receiving using (hands) <i>Catching, throwing, and control in cooperative and competitive contexts</i>	Sending & receiving using Implement <i>Control, accuracy, and tactical awareness using equipment in game play</i>	Net & Wall <i>Rallying, positioning, and anticipation in simple net-based games</i>
Year 5 SS/TL	Net & Wall – Tennis <i>Tactical awareness, spatial understanding, and reaction time</i>	Sending and Receiving (Feet) <i>Ball control, coordination and movement in game scenarios</i>	Sending & receiving (Hands) <i>Hand eye coordination, control and tactical play</i>	Target Games (Precision and Strategy) <i>Sending and receiving</i>	Striking & Fielding <i>Coordination, timing and tactical field placement</i>	Athletics <i>(Coordination and Fitness)</i>
	Tag Rugby <i>Teamwork, invasion strategies and decision making under pressure</i>	Gymnastics <i>Balance, body control and sequencing of movement</i>	Dance <i>(Creativity, expression, rhythm through movement)</i>	OAA <i>(Teamwork, communication, map skills and resilience)</i>	Swimming <i>Water confidence, stroke development and safety awareness</i>	Swimming <i>Water confidence, stroke development and safety awareness</i>
Year 6 JOS/DB	Sending & receiving (feet) <i>Control, agility, and tactical movement in invasion scenarios</i>	Striking and Fielding <i>Timing, teamwork, and tactical fielding strategies</i>	Sending & receiving (Hands) <i>Hand eye coordination, control and tactical play</i>	OAA <i>Leadership, problem-solving, navigation, and collaboration</i>	Net & Wall <i>Anticipation, positioning, and tactical exchanges</i>	Athletics <i>Coordination, fitness, personal bests, and goal setting</i>
	Swimming <i>Water confidence, stroke technique, and safety awareness</i>	Swimming <i>Endurance, breathing control, stroke refinement, and technique consolidation</i>	Gymnastics <i>Strength, flexibility, and complex movement sequences</i>	Dance <i>Expression, creativity, and performance through movement</i>	Target Games <i>Precision, decision-making, and control under pressure</i>	Sending & receiving using Implement <i>Accuracy, coordination, and strategic play using equipment</i>

Please note, that the subject outlined in this overview may change depending on the availability of equipment and space. Any adjustments will be reviewed on a half-termly basis and agreed upon collaboratively by the PE staff to ensure continuity and quality of provision.