

Physical Education – P.E

St Thomas and St Anne's CE Primary
School



Long Term Rolling Programme

2025 - 2026

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is a change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum has been developed using the Chris Quigley 'Essentials Curriculum'.

Our Long, medium and short-term planning are supported by resources based on the Chris Quigley milestones. We also use the Merton scheme along with other resources for sport specific skills (LTA, F.A, Swim England)

We plan for 2 x weekly lesson of 60 minutes to allow for 2 hours of activity each week.

Our rolling programme has been adopted to cater for our mixed-age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year.

Decisions regarding which sports and skills the children will follow have been based on outcomes of a curriculum review and also because of missed learning in previous years due to the COVID-19 pandemic.

We ensure that children are building on previously learning by referring to progression grids (see below) as well as our milestones for P.E (see below).

There is only one threshold concept (key areas of learning that the children revisit in each unit of work) for P.E which is:



Whole School PE Curriculum Map 2025/2026

Highlighted yellow – planned by sports coach

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	Locomotion: Walking and Jumping		Ball Skills Hands 1 Balance ability		Gymnastics: High, Low, Over, Under		Balance ability		Dance Nursery Rhymes Cricket		Games For Understanding	
Year 1 & 2	Rackets Bats and Balls	OAA: Team Building Miss George	Ball Skills Feet 1	Ball skills leading into target games.	Gymnastics	Games Leading into invasion games	Tag Rugby Games	Gymnastics Wide, Narrow, Curled	Dance	Cricket	Health and Wellbeing	Athletics
Year 3 & 4	Net and wall Padel	Invasion: Hockey	Invasion: Football	Invasion: Dodgeball	Gymnastics	Swimming 10 weeks	Invasion: Tag Rugby	Swimming 10 weeks Then OAA team building	Athletics	Cricket	Striking & Fielding Rounders	Dance (Grace)
Year 5 & 6	Net and wall Padel	Invasion: Netball	Invasion: Football reading the game STFCI	Invasion Hockey	Gymnastics	OAA: Orienteering	Tag Rugby	Invasion Dodgeball/ benchball	Tri-gold	Cricket	Athletics	Dance (Grace)

PE National Curriculum Aims

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

Fir Class Nursery and Reception

Example for 1st half term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week6
Session 1	Movement 1	Stability 1	Body awareness 2	Object control 3	Movement 4	Stability 4
Session 2	Object control 1	Movement 2	Stability 2	Body awareness 3	Object control 4	Movement 5
Session 3	Body awareness 1	Object control 2	Movement 3	Stability 3	Body awareness 4	Object control 5

3 x 35 minute sessions weekly developing fundamental movements – movement, stability, body awareness and object control.

Lesson to comprise of the following sections

- One warm up card 7 minutes
- One fundamentals card 20 minute
- One cool down card 8 minutes

P.E Progression of skills – Chris Quigley

Threshold Concept Key Skills		Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
	Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
	Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills.

		<ul style="list-style-type: none"> • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
	Swimming	Not applicable	<ul style="list-style-type: none"> • Use one basic stroke, breathing correctly. • Control leg movements. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. <p>Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <ul style="list-style-type: none"> • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
	Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. Focusing on fundamental movements. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
	Outdoor and adventurous activities	<ul style="list-style-type: none"> • Not applicable. 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team.

			<ul style="list-style-type: none">• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.• Remain aware of changing conditions and change plans if necessary.	<ul style="list-style-type: none">• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.• Remain positive even in the most challenging circumstances, rallying others if need be.• Use a range of devices in order to orientate themselves.• Quickly assess changing conditions and adapt plans to ensure safety comes first.
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