



Physical Education Curriculum Builder Workbook



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If you are reading this, you're probably a teacher or educator who has been given the role of physical education subject lead in your school. This role can be completely overwhelming, especially if you have not taken on a leadership role before or if you aren't a PE specialist.

On your enormous to-do list, there are many things including creating a PE curriculum plan, choosing useful schemes of work, and signposting teachers to easy to use but effective resources, as well as facilitating CPD for you and your staff.

Let's start by getting the foundations for the subject in place by creating the physical education curriculum plan, do you know where to start?

- ⊗ You may never have had to plan a PE curriculum before.
- ⊗ Maybe you have looked at the PE curriculum of other schools and you're not sure about what would work for your school, staff and children.
- ⊗ You might not feel confident enough to plan a curriculum that will not only benefit all your children, but that's easily delivered by your staff too.
- ⊗ Perhaps you're unsure how to structure the curriculum to include a wide variety of activities while still making sure the basic fundamental skills are covered.

This curriculum builder workbook is designed to help you to plan a progressive, child-centred long-term plan for physical education in your primary school.

We take you through 5 simple steps to build that overall school approach, before breaking that down into year groups, and practically planning your curriculum. We will help you to share it with your colleagues so that they can teach their own PE lessons following a well-structured plan that links and builds on progress that children have made each academic year.

Physical education is one of the few subjects children are able to develop not just specific skills and capabilities for that subject; but also improve broader academic achievement, and personal skills such as teamwork, resilience and a growth mindset.

By planning a PE curriculum that is focused on the needs of the children, we can ensure that every child is:

- ✔ Given the knowledge and skills to develop competence in a broad range of physical activities.
- ✔ Physically active for sustained periods of time.
- ✔ Given the opportunity to engage in competitive sports and activities.
- ✔ Leading a healthy, active life.



Did you know that in 2017, a meta study of 10,000 children across 11 countries showed that the best results are gained when combining high quality PE with 30 minutes of activity throughout the day! It showed that attainment could be boosted by an additional year, that focus and behaviour improved by an additional 15 minutes per class, and that children were happier and healthier, overall.

(Ref: Alvarez-Bueno, Celia; Universidad de Castilla-La Mancha et al, Pediatrics, 2017)

The imoves team are proud to have collectively worked with thousands of schools for over 10 years to support amazing and inspirational teachers just like you in their teaching of physical education.

We always recommend adopting a whole-school approach to the health, wellbeing and physical literacy of every child, so they leave school enjoying activity and with the capability and confidence to be active, whether that's in a traditional sport or other forms of activity.

So, don't worry, we are here to help you by providing lots of tools for you and your staff to plan and deliver high-quality PE lessons that will have a positive impact on all children's learning, progress, attainment, health and wellbeing.

Using the curriculum builder

Follow the 5 steps where you'll find simple and tangible tools to help you build your PE curriculum.

What are the 5 steps?

Step 1 – Creating a whole school intent

Step 2 – Year group intent

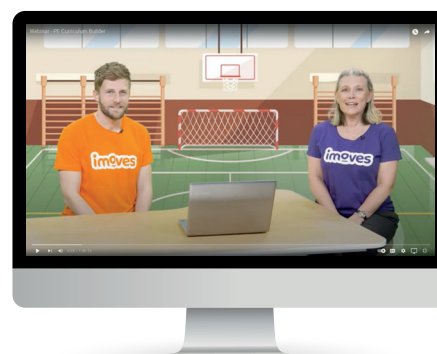
Step 3 – Planning to meet your intent

Step 4 – Sharing the curriculum plan with staff

Step 5 – Assessment and measuring the impact of the PE curriculum plan

At the back of the workbook, you will find the PE curriculum builder template which sets out the elements you will need to build your whole school plan.

And a curriculum map to enable you to communicate to colleagues what should be taught when, in the knowledge they will be following a progressive plan which builds through the school.



Step 1 – Creating a whole school intent

When planning your PE curriculum, you should be clear on what you want to have achieved for your children when they leave your school, and what the journey looks like.

Developing a simple statement which outlines what you want to achieve helps you articulate to all colleagues and children what to expect.

Here is an example of a statement:

Our children will experience high quality physical education, physical activity and school sport that will inspire them to participate in physical activity for the rest of their lives. We aim to shape our children into healthy, social, and active young people.

- ⊗ We intend to build the skills, knowledge and confidence of our children for activity and sport.
- ⊗ We will allow our children to learn about themselves, the importance of a healthy, active lifestyle, self-expression and concepts such as fair play and respect.
- ⊗ We will develop a range of important cognitive skills, such as decision making and analysis, and social skills such as teamwork and communication.
- ⊗ We will support our children to develop their character including their resilience, confidence and independence – and knowing how to keep physically and mentally healthy.

In developing this statement for your school, it's useful to ask yourself the following questions:

What are your intentions for physical education, physical activity and sport in your whole school?

(Answer)

What physical, social, cognitive and emotional skills do your children need?

(Answer)

What do you want the children to be able to do in PE, physical activity and sport?

(Answer)

What do you want your children to say about PE, physical activity and sport?

(Answer)

What do you want your children to have learnt through PE, physical activity and sport by the time they leave your school?

(Answer)

What skills, qualities and attributes do you want your children to learn and develop?

(Answer)

Now use your answers to create your whole school intent or your vision for the experiences and outcomes for PE, physical activity and sport in your school.

Notes

Turn to page 14 to write down your whole school intent

Step 2 – Year group intent

Once there is a clear intention of what you would like children to experience and learn through PE, this vision should be broken down into smaller steps to make it more achievable.

These smaller steps take the form of an intention for each year group. What do we want children to learn and experience in each year on their 'whole school' journey? This will also give clarification to teachers as to why they have been asked to teach certain skills and activities for their class once they receive the curriculum map for PE.

These will form building blocks that allow your intentions to become reality through implementing a progressive curriculum that is bespoke for your children. Knowing the expectations for each age group will help with delivery of lessons and assessment of activities.

Here are the expectations and considerations for PE for each age group:

Ages 4-5

Children will learn how to follow rules, whether instructional or simple rules for a game. They will join in and overcome any apprehension and be supported to do so. Children will start to learn how to perform fundamental movement skills which underpin everything to come in their school life. Children will learn to move with balance and control at a variety of paces. They should become good at finding space and avoiding objects and other children. They will start to learn how to interact with equipment and be able to perform basic sending skills such as rolling and throwing. We want children to be excited to 'play' in PE and be physically active. Most importantly children should enjoy taking part in PE.

Considerations for planning:

The learning journey will start with a focus on children being able to confidently attempt and eventually master a wide range of fundamental movement skills. These physical skills form the building blocks which children require to access the next stages in their learning.

Being able to successfully perform these physical movement skills will build confidence and desire for the children to take part in activities beyond structured learning, such as playing games at break and lunch times and being willing to take part in more challenging activities both in and out of school.

What are my intentions for PE for 4–5-year-olds? Here is an example:

Children will be introduced to a variety of activities which will be a positive and enjoyable experience. They will start to build their fundamental movement skills and learn how to work in their own safe space. They will be given opportunities to be active throughout the school day as part of classroom activities.

[Now turn to the curriculum builder on page 14 to write your intent for ages 4-5.](#)

Ages 5-6

We want children to be able to listen to and follow instructions to basic games. They should also develop their movement skills further, becoming better at running and changing direction. Object control should become better and more controlled with increased accuracy when throwing towards a target.

Children are confident to explore their own ideas and compliment other children on ideas that they like. They should be improving their balance on different body parts and on different surfaces.

Children should be happy to work individually or as a team and understand basic principles of teamwork.

Considerations for planning:

We would like our children to further develop their hand-eye coordination by using a range of different equipment. This will involve a degree of guided learning but also a lot of trial and error so children can see what works for them and find a way to successfully control the objects.

The combination of stabilisation and locomotion will allow the children to build up basic gymnastic sequences with more control and fluency. The development of these combined movement skills can then be transferred into a dance context where children will create actions and movements to music. In hit and run games, children are forced to think more about how they use their object control to successfully hit a moving ball in the desired direction – and furthermore to think about where they should hit the ball to be successful in the game or challenge.

Children will continually strive to improve their own ability and performance. This will mean they will have to show a level of resilience and not give up or become upset if they don't always improve on their best.

What are my intentions for PE for 5–6-year-olds? Here is an example:

Children will be encouraged to improve their control and coordination and develop their movement skills. They will be given opportunities to be active throughout the school day as part of classroom activities.

Now turn to the curriculum builder on page 14 to write your intent for ages 5-6.

Ages 6-7

Children will be able to listen to and follow instructions to basic games and be getting better at playing and managing small games on their own. Awareness whilst moving around an area will be getting better, in order to avoid opponents. Object control should become better and more controlled allowing children to hit a ball with a bat, with the ball then travelling in the desired direction. Children are confident to explore and create their own ideas and give feedback to other children on what was good and suggestions for improvement.

Children should be more confident to climb, balance and jump from objects in a gymnastics context. Children will further develop hand-eye coordination by using a range of different equipment. This will involve a degree of guided learning but also a lot of trial and error so children can see what works for them and find a way to successfully control the objects.

Considerations for planning:

The combination of stabilisation and locomotion will allow the children to build up basic gymnastic sequences with more control and fluency. The development of these combined movement skills can then be transferred into a dance context where children will create actions and movements to music. In hit and run games, children are forced to think more about how they use their object control to successfully hit a moving ball in the desired direction – and furthermore to think about where they should hit the ball to be successful in the game or challenge.

Children will continually try to improve their own ability and performance. This will mean they will have to show a level of resilience and not give up or become upset if they don't always improve on their best.

What are my intentions for PE for 6–7-year-olds? Here is an example:

Children will be given many opportunities to develop hand-eye coordination using lots of different pieces of equipment and to follow instructions in simple games. They will be given opportunities to be active throughout the school day as part of classroom activities.

Now turn to the curriculum builder on page 14 to write your intent for ages 6-7.

Ages 7-8

Children are getting introduced to a wider range of games, which now include more specific types such as invasion, net and wall and striking and fielding. They are able to work and communicate in small teams and play an active part in helping their team to participate and succeed. They are more accepting of losing in competitive situations and control their emotions better and learn from the experience.

Children are able to articulate the effects that exercise has on their body, and why those changes occur. They are trying to manage their emotions better with more maturity, and accepting when things don't go their way.

Considerations for planning:

By this stage in their physical education, children should have gained a wide range of movement skills which can be used in combination to play a wide variety of games. In all these variations, children will have to work out how best to be successful in attacking and defending play and contribute towards their team. The rules of each game should still be simple enough to allow for maximum participation and engagement. Games should become more complex so that children learn to follow a set of sporting type rules.

Games will remain as small sided as feasibly possible to allow each child to be involved as much as possible. Small-sided games will benefit physical, thinking and social skills as they will have more physical interactions with the equipment of the game, they will have to think about how they can best contribute to their team effort and equally they will have to communicate this with others.

Children should be encouraged to have an intrinsic determination to improve their own best – and strive to always improve.

What are my intentions for PE for 7–8-year-olds? Here is an example:

Children will be given opportunities to play a wide variety of small-sided games and work in small groups to enable them to practise their skills in a broad range of situations. They will be given opportunities to be active throughout the school day as part of classroom activities.

[Now turn to the curriculum builder on page 14 to write your intent for ages 7-8.](#)

Ages 8-9

Children can play games more independently and are becoming better at managing their own learning. They can work better in larger groups than previously and are able to communicate within that group to get their ideas across.

Skills are becoming more refined in all areas of PE and are now thinking more tactically about how to improve their own performance to be more successful. They will start to find weaknesses in the opposition team that they can try to exploit.

Considerations for planning:

By this stage in their physical education, children should have gained a wide range of movement skills which can be used in combination to play a wide variety of games.

In all these variations, children will have to work out how best to be successful in attacking and defending play and contribute towards their team. The rules of each game should still be simple enough to allow for maximum participation and engagement. Games should become more complex so that children learn to follow a set of sporting type rules.

Games will remain as small sided as feasibly possible to allow each child to be involved as much as possible. Small-sided games will benefit physical, thinking and social skills as they will have more physical interactions with the equipment of the game, they will have to think about how they can best contribute to their team effort and equally they will have to communicate this with others.

Children should be encouraged to have an intrinsic determination to improve their own best – and strive to always improve.

What are my intentions for PE for 8–9-year-olds? Here is an example:

Children will be encouraged to be more independent whilst still working as part of a small group or team. They will be given opportunities to be active throughout the school day as part of classroom activities.

Now turn to the curriculum builder on page 14 to write your intent for ages 8-9.

Ages 9-10

Children are starting to play games that look more like 'sport' but still with adapted rules to ensure that each child is engaged and able to access and influence the game. They are starting to use and understand more specific language and techniques that are unique to certain games. They are willing and able to take on more physically and mentally demanding challenges and able to solve problems individually or in groups or teams. Children are starting to show more maturity and honesty in relation to fair play and sportsmanship.

Considerations for planning:

Games are starting to look more like specific 'sports' but should still be very much focused on small-sided games with adapted rules to ensure maximum enjoyment, learning and skill development.

There will now be an increased focus on skills and techniques that are more specific to certain sports and there will be a greater emphasis on analysing performance in order to improve. Children should be suggesting tactical improvements for their team and feel confident enough to voice these.

Opportunities to lead should be present in most lessons, with children leading warm-ups, taking a coaching role or leading their team in a competitive situation.

Larger group routines can be created in gymnastic and dance contexts, with more able children set challenges to help choreograph their group. The process of creating, discussing, reviewing and refining should be evident in most areas of PE in order to improve. As well as showing an intrinsic desire to better one-self, children should be able to set themselves realistic goals and work towards them.

Children should leave primary school with a desire to continue to take part in PE and sport for the rest of their lives having developed all of the physical, social and thinking skills required to be successful and enjoy participation.

What are my intentions for PE for 9–10-year-olds? Here is an example:

Children will be encouraged to use more specific language and take on more challenges including leading and coaching others. They will be given opportunities to be active throughout the school day as part of classroom activities.

Now turn to the curriculum builder on page 14 to write your intent for ages 9-10.

Ages 10-11

Children have a good understanding of a vast array of physical skills and are thinking about the best way to apply them. They are becoming confident leaders who actively seek opportunities to lead small groups and teams for warm ups, activities and games.

When given stimuli, they can create in groups long sequences of movements and actions which represent the theme and music. They can analyse performances in creative areas such as dance and gymnastics and offer constructive feedback.

In game settings they can discuss and create tactics to improve performance in both attacking and defensive play. Children can now articulate why physical activity is essential in keeping physically and mentally healthy.

We want children to actively seek opportunities to help each other, whether that's as part of a team or helping another individual.

Children enjoy being physically active and accepting of challenges. They are looking forward to further opportunities at secondary school after being inspired through their primary school experiences.

Considerations for planning:

Games are starting to look more like specific 'sports' but should still be very much focused on small-sided games with adapted rules to ensure maximum enjoyment, learning and skill development.

There will now be an increased focus on skills and techniques that are more specific to certain sports and there will be a greater emphasis on analysing performance in order to improve. Children should be suggesting tactical improvements for their team and feel confident enough to voice these.

Opportunities to lead should be present in most lessons, with children leading warm-ups, taking a coaching role or leading their team in a competitive situation.

Larger group routines can be created in gymnastic and dance contexts, with more able children set challenges to help choreograph their group. The process of creating, discussing, reviewing and refining should be evident in most areas of PE in order to improve. As well as showing an intrinsic desire to better one-self, children should be able to set themselves realistic goals and work towards them. Children should leave primary school with a desire to continue to take part in PE and sport for the rest of their lives having developed all of the physical, social and thinking skills required to be successful and enjoy participation.

What are my intentions for PE for 10–11-year-olds? Here is an example:

Children will be encouraged to create longer sequences of movements, focus on technique and take on more challenges including leading and coaching others. They will be given opportunities to be active throughout the school day as part of classroom activities.

Now turn to the curriculum builder on page 14 to write your intent for ages 10-11.



Step 3 – Planning to meet your intent

Now that we are clear on what we want the children in our school to achieve, we need to consider how we can make this a reality and plan their journey. The plan should be tailored for the children in your school and consider a range of factors such as the demographic of the children, their backgrounds, prior experiences, and development.

There are other factors which need to be carefully identified and considered, such as the facilities you have available, what time of year is most appropriate to teach certain skills and what activities will be used to best achieve the learning outcomes.

The planned curriculum map should be based on skills rather than plotting activities or “sports” over a year, in order to ensure that children are learning and developing their physical, social and emotional skills.

The progression of skills should also provide a valuable insight into what children should have learned, developed and embedded in previous years. This is very important in planning appropriately challenging and accessible lessons and gives teachers a clear indication of assessment criteria and expectations that can be used to assess learning and progress.

This is an example of the progression of skills for gymnastics for all age groups:

		At the following ages, children should be taught to, and be able to:						
Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement skills	Strength and Flexibility	Make my body tense, relaxed, curled and stretched in different ways.	Make my body tense, relaxed, curled and stretched in different positions including Dish, Arch etc.	Show some control of basic movements.	Work with increasing control and strength and improving flexibility.	Work with control, strength and fluidity and improving flexibility.	Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility.	Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility.
	Basic skills	Roll, travel, balance and jump in different ways.	Rolling, travelling, balancing and jumping in different ways with control.	Rolling, travelling, balancing and jumping in specific movements with control.	Rolling, travelling, balancing and jumping in specific movements with increased control and precision.	Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction.	Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction including a range of shapes.	Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes.
	Using equipment	Climb on and off the equipment with support from the teacher.	Climb on the equipment and off it with support in the first instance leading on to being independent.	Climb on and perform movements on equipment safely.	Mount, dismount and perform movements on equipment safely.	Mount, dismount and perform movements on equipment safely with increasing control and balance.	Mount, dismount and perform more complex movements on equipment safely with control and balance.	Mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance.
Choreography skills	Sequences	Copy sequences and repeat them.	Plan and show a sequence of movements.	Create a sequence of movements which follow a set of rules.	Create some linking and transition movements to a specific theme.	Combine movements and shapes to create new patterns.	Create more complex and extended sequences.	Link sequences and perform to specific timings.
	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable linking movements for those feelings.	Create linking movements to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds in the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds in the music.
Team work and reviewing	Working with others	Copy teacher actions and demonstrations in the first instance.	Cooperate with a partner.	Work independently and with a partner to create a sequence.	Work with a partner to create, repeat and improve a sequence.	Adapt sequences to suit different abilities within a partnership.	Work with a partner to create, repeat and improve a sequence.	Work with a partner to create, repeat and improve a sequence.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Talk about my movements and actions and the movements and actions of others and describe them to other people.	Make a suggestion on how to improve my gymnastics sequence and sequences of others.	Compare and contrast gymnastic sequences, commenting on similarities and differences.	Make suggestions on how to improve my own performance and performances of others.		
	Communication							Communicate appropriately and effectively in accordance with expectations for their age.
	Confidence and self-esteem							Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and ability.

You'll find more tools and resources, including a full 'progression of skills' document for all areas of PE on the imoves platform.
Create your free account at imoves.com/pe

Units of work need to build from a more detailed progression of skills for each of the key areas. This provides the basis for each lesson and the progression of lessons through that area. imoves provides a set of more detailed progression of skills and you will find every lesson is based on this progression of skills.

A curriculum map shows the activities planned in a logical and sequential order which builds on prior learning. In the early years of schooling, it is essential that children start to master the fundamental skills of movement before the introduction to more complex skills which might involve multiple pieces of equipment or rules as they move through your school.

The curriculum map will inform teaching colleagues what they are teaching and when, it maps out how to deliver or implement an amazing PE experience.

Now you can start to think about WHAT and HOW you need to teach the children to achieve your intention. You will need to consider what order is appropriate, making sure learning is consolidated along the way too.

You'll find a blank curriculum map on page 15, but if you'd like to create your own, simply follow the instructions below:



- ⊗ Create a grid type format to show the ages of the children in your school.
- ⊗ Give an indication of time, such as terms or half terms.
- ⊗ Understand what units of work would match with your intentions for each year group.
- ⊗ Ensure children experience a variety of different activities, whilst selecting units of work that will support children's physical, social, emotional and thinking skills.

Build your curriculum map so that colleagues can easily find the lesson plans they need.

Here is an example of a traditional PE curriculum map based on two hours of PE per week - this focuses on the older model of using sports focused schemes of work:

	Autumn Term 1 7 weeks - 14 lessons		Autumn Term 2 7 weeks - 14 lessons		Spring Term 1 7 weeks - 14 lessons		Spring Term 2 7 weeks - 14 lessons		Summer Term 1 7 weeks - 14 lessons		Summer Term 2 7 weeks - 14 lessons	
Ages 4-5	Fundamentals 1	Pilates	Gymnastics	Fundamentals 2	Fundamentals 3	Fundamentals 4	Dance		Fundamentals 5	Fundamentals 6	Dance	
Ages 5-6	Fundamentals 1	Fundamentals 2	Dance		Gymnastics	Pilates	Fundamentals 3	Fundamentals 4	Beanstalk Adventures 1	Beanstalk Adventures 2	Dance	Yoga
Ages 6-7	Fundamentals 1	Fundamentals 2	Gymnastics	Yoga	Fundamentals 3	Pilates	Dance		Fundamentals 4	Fundamentals 5	Cheerleading	Dance
Ages 7-8	Invasions Games 1	Invasions Games 2	Dance	Pilates	Gymnastics	Swimming	Sports Taster (football)	OAA	Net and Wall 1	Net and Wall 2	Athletics 1	Athletics 2
Ages 8-9	Invasions Games 1	Invasions Games 2	Pilates	Dance	Sport taster (martial arts)	Gymnastics	OAA	Sport taster (basketball)	Striking and Fielding 1	Striking and Fielding 2	Athletics 1	Athletics 2
Ages 9-10	Invasions Games 1	Invasions Games 2	Pilates	Sport Taster (Boot Camp)	Gymnastics	Dance	Sports taster (hockey)	OAA	Net and Wall 1	Net and Wall 2	Athletics 1	Athletics 2
Ages 10-11	Invasions Games 1	Invasions Games 2	Dance	Pilates	Sport taster (climbing)	Gymnastics	OAA	Sport taster (rugby)	Athletics 1	Athletics 2	Striking and Fielding 1	Striking and Fielding 2

However, times have changed and PE lessons are now seen as an opportunity for children to learn and develop personal skills alongside physical skills. This has led to the development of more holistic, 'whole-child' programmes that have moved away from the more traditional 'sports' focused schemes of work.

Here's an example of the imoves approach - it provides a new, more innovative curriculum that uses an holistic approach to develop the whole child:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	lexercise Health, Fitness and strength	imove Agility, motor skills and coordination	ipractise Resilience and persistence	icomunicate Social skills and cooperation	ithink Reasoning, tactics and problem solving	icreate Creativity and adaptation
Year 1	lexercise Health, Fitness and strength	imove Agility, motor skills and coordination	ipractise Resilience and persistence	icomunicate Social skills and cooperation	ithink Reasoning, tactics and problem solving	icreate Creativity and adaptation
Year 2	lexercise Health, Fitness and strength	imove Agility, motor skills and coordination	ipractise Resilience and persistence	icomunicate Social skills and cooperation	ithink Reasoning, tactics and problem solving	icreate Creativity and adaptation
Year 3	imove Agility, motor skills and coordination	ipractise Resilience and persistence	icomunicate Social skills and cooperation	icreate Creativity and adaptation	ithink Reasoning, tactics and problem solving	lexercise Health, Fitness and strength
Year 4	imove Agility, motor skills and coordination	ipractise Resilience and persistence	icomunicate Social skills and cooperation	icreate Creativity and adaptation	ithink Reasoning, tactics and problem solving	lexercise Health, Fitness and strength
Year 5	ipractise Resilience and persistence	icomunicate Social skills and cooperation	icreate Creativity and adaptation	ithink Reasoning, tactics and problem solving	lexercise Health, Fitness and strength	imove Agility, motor skills and coordination
Year 6	ipractise Resilience and persistence	icomunicate Social skills and cooperation	icreate Creativity and adaptation	ithink Reasoning, tactics and problem solving	lexercise Health, Fitness and strength	imove Agility, motor skills and coordination

What units of work should I be looking at?

Start with the fundamental skills you're aiming to build throughout a child's time at your primary school, things like throwing, catching and dribbling a ball, then look at introducing taster sessions in a variety of sports and activities which build on those fundamental skills. This may be in PE lessons if time permits, but could also be in lunchtime or after-school clubs.

Now turn to the curriculum builder on page 14 to add your units of work.



On the imoves platform, you'll find a structured PE programme with planning, videos, music and other supporting resources.

Set up a free trial at imoves.com/pe

Developing your learning journey...

A learning journey is a lovely way to create a visual representation for colleagues and children to see where they are up to in their journey, and where they will go next. This is a reflection of the curriculum map which can be displayed in a PE teaching space such as the school hall, or in classrooms, for children to look at.

It also encourages children and teachers to have discussions around learning in PE, why it is important, and why it's not just about 'sport'!

Here is an example of an imoves Early Years learning journey:

PE Learning Journey Ages 4 - 5

<h2 style="color: #4a4a8a;">iexercise</h2> <p>Health and Fitness Autumn 1</p> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #4a4a8a; color: white; padding: 5px; width: 45%;"> <p>Personal Learning Objectives</p> <ul style="list-style-type: none"> - I know the simple effects of exercise and the importance of Healthy Foods. I know the importance of physical exercise and healthy eating for good health. </div> <div style="background-color: #4a4a8a; color: white; padding: 5px; width: 45%;"> <p>Skill Outcomes</p> <ul style="list-style-type: none"> - To develop core strength to sit on the floor with control and ease for increased periods of time and to balance momentarily on a combination of body parts. </div> </div> <div style="background-color: #4a4a8a; color: white; padding: 5px; margin-top: 10px;"> <p>Activities Include:</p> <ul style="list-style-type: none"> - Animals that hop and jump - Healthy eating bunnies - Sea creatures - Jelly fish jump </div>	<h2 style="color: #4a4a8a;">ipractise</h2> <p>Resilience and Persistence Spring 1</p> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #f08080; color: white; padding: 5px; width: 45%;"> <p>Personal Learning Objectives</p> <ul style="list-style-type: none"> - I can follow instructions and engage in activities with some help. I can be an independent learner, and say when I do or don't need help. I can try new activities safely. </div> <div style="background-color: #f08080; color: white; padding: 5px; width: 45%;"> <p>Skill Outcomes</p> <ul style="list-style-type: none"> - To develop travelling movement skills such as running, jumping, hopping, skipping. - Demonstrate strength, balance and coordination when travelling. - Negotiate space and obstacles safely, with consideration for themselves and others. </div> </div> <div style="background-color: #f08080; color: white; padding: 5px; margin-top: 10px;"> <p>Activities Include:</p> <ul style="list-style-type: none"> - Deck agility - Snake on the deck - Captain's coming - Hopping and skipping </div>	<h2 style="color: #4a4a8a;">ithink</h2> <p>Reasoning and Solving Summer 1</p> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #ffcc99; color: white; padding: 5px; width: 45%;"> <p>Personal Learning Objectives</p> <ul style="list-style-type: none"> - I think about what I can do well. I understand and follow simple rules. I can think of different ways to do something. </div> <div style="background-color: #ffcc99; color: white; padding: 5px; width: 45%;"> <p>Skill Outcomes</p> <ul style="list-style-type: none"> - To develop hand-eye coordination with increased confidence when working with equipment. - To develop and refine different ways to control and send a ball. </div> </div> <div style="background-color: #ffcc99; color: white; padding: 5px; margin-top: 10px;"> <p>Activities Include:</p> <ul style="list-style-type: none"> - Dinosaur Island - Disco dinosaurs - Dinosaur egg rescue - Brontosaurus relay </div>
<h2 style="color: #4a4a8a;">imove</h2> <p>Agility and Coordination Autumn 2</p> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #add8e6; color: white; padding: 5px; width: 45%;"> <p>Personal Learning Objectives</p> <ul style="list-style-type: none"> - I move confidently in a variety of ways, with control and I am aware of my own space. </div> <div style="background-color: #add8e6; color: white; padding: 5px; width: 45%;"> <p>Skill Outcomes</p> <ul style="list-style-type: none"> - To move in a variety of different ways and to develop spatial awareness by working in a space bubble. </div> </div> <div style="background-color: #add8e6; color: white; padding: 5px; margin-top: 10px;"> <p>Activities Include:</p> <ul style="list-style-type: none"> - Moving monkeys - Animal wales - Animal alphabet - Cheeky monkeys </div>	<h2 style="color: #4a4a8a;">icommunicate</h2> <p>Social Skills and Teamwork Spring 2</p> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #ffb6c1; color: white; padding: 5px; width: 45%;"> <p>Personal Learning Objectives</p> <ul style="list-style-type: none"> - I can talk in a familiar group, offering ideas, taking turns and working co-operatively. I can ask for help. I can use recently introduced vocabulary. I can express my own ideas. </div> <div style="background-color: #ffb6c1; color: white; padding: 5px; width: 45%;"> <p>Skill Outcomes</p> <ul style="list-style-type: none"> - To develop skills of running, dodging and pivoting. - To develop and refine a range of ball skills: throwing and rolling to others. - To develop core strength and balance when being still and whilst moving. </div> </div> <div style="background-color: #ffb6c1; color: white; padding: 5px; margin-top: 10px;"> <p>Activities Include:</p> <ul style="list-style-type: none"> - Running and dodging - Ball roll and throw - Target throwing - Tightrope balance </div>	<h2 style="color: #4a4a8a;">icreate</h2> <p>Creativity and Adaptation Summer 2</p> <div style="display: flex; justify-content: space-between;"> <div style="background-color: #c8e6c9; color: white; padding: 5px; width: 45%;"> <p>Personal Learning Objectives</p> <ul style="list-style-type: none"> - I create and explore moves based on what I have seen. I copy movements and talk about what I like or dislike. I offer my own ideas for movements. </div> <div style="background-color: #c8e6c9; color: white; padding: 5px; width: 45%;"> <p>Skill Outcomes</p> <ul style="list-style-type: none"> - To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. </div> </div> <div style="background-color: #c8e6c9; color: white; padding: 5px; margin-top: 10px;"> <p>Activities Include:</p> <ul style="list-style-type: none"> - Alien adventures - Planets around the sun - Falling planets - Bouncing craters </div>

Is it just about the PE lesson itself?

No, the best results come from children being active as much as possible throughout the school day and not just for 2 hours during PE. Children who are active every day are more focused, behave better and are emotionally better equipped.

Don't forget to plan to create opportunities for activity as well as the PE lessons:

- Daily mile
- Brain breaks
- Morning 'Wake up, Shake up' activities
- Cross-curricular active lessons
- Activities that link with the health and wellbeing curriculum.

We recommend setting every class a target for how many times they will be active every day. This should be as important as teaching the PE lesson itself, especially if the school really wants to live up to the intent it has set itself.

Step 4 – Sharing the curriculum plan.

Once the plan is completed, this needs to be shared with colleagues. It is essential they understand why physical education is important and how they should use the curriculum map and the supporting lessons you want them to use to deliver high quality PE.

- Start by presenting the elements of the curriculum builder at a staff meeting to introduce it to colleagues so they all receive the same message and guidance on the school's approach to physical education and activity. This will help them to understand the whole school's intent as well as their role in delivering that for their year group.
- Use a PowerPoint presentation or handout in your staff meeting to explain the curriculum map and the rationale behind it.

Step 5 - Assessment and measuring the impact of the PE curriculum plan

The PE assessments should link with the progression of skills for each year group and your skills progressions from the assessment criteria and learning outcomes for each lesson.

Using this linked approach, each lesson plan, progression of skills document, and assessment tool should tie in together so the information can be easily tracked. This makes it very easy to understand what is being taught and assessed in each lesson and how that fits into the bigger picture and the learning journey.

Whether you want to build your own scheme of work or buy a ready-made one, the lessons should follow the progression of skills and enable you to assess against those skills.

Each lesson plan should make it easy for your teachers to know what lesson outcomes they're looking to achieve, the skills they're looking to develop, and provide useful questions for the teacher to ask as well as the structure of the lesson itself.

As long as progress is being monitored over the course of lessons, and taking into account how busy every teacher is, ask staff to assess at the start and end of every unit of work, not every lesson. This will provide them with an opportunity to formally evidence progress. This can then build the picture of how the children are developing and whether some aspects of the lessons should be repeated to embed learning.



Good luck with building your PE curriculum.

To find out more about how imoves can support your PE delivery, head over to imoves.com/pe

Physical Education Curriculum Builder

Whole school intent is to...					
Intent for 4-5-year group		Intent for 5-6-year group		Intent for 6-7-year group	
Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?
What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?
Intent for 7-8-year group		Intent for 8-9-year group		Intent for 9-10-year group	
Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?
What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?
Intent for 10-11-year group		Intent for 10-11-year group		Intent for 10-11-year group	
Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?	Which Units of Work will cover those intentions within PE lessons?
What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?	What can we do outside the PE lesson?

Choose from the Units of Work to create your Curriculum Map:

Age	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4-5						
5-6						
6-7						
7-8						
8-9						
9-10						
10-11						