

King's Court First School – KS1 & KS2 Physical Education Curriculum Map 2026-2027

PE	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts																																																																																		
Intent Know 'Know what' (declarative knowledge) Show 'Know how' (procedural knowledge) Grow 'Know why' (conditional knowledge) T – Together we build positive relationships with PE E - Educate the whole child A- Active throughout our lesson M – Move well and with confidence	Ages 3-7 Curriculum Map <table><tr><th>Year</th><th>Focus</th><th colspan="3">Scheme of Work Concepts/Physical Domain</th><th>Physical Literacy</th></tr><tr><td>3</td><td>Discovering Movement</td><td>Establish self and others in the environment</td><td>Apply skills in games (Cooperating & Defying)</td><td>Working together with others (Cooperating)</td><td>Mastering skills (Defying)</td></tr><tr><td colspan="6">Locomotor, Object Control, Balance & Stability</td></tr><tr><td>4</td><td>Exploring Movement</td><td>A simple lunge (Cooperating & Defying)</td><td>The lunge in games (Cooperating & Defying)</td><td>Messages in the lunge (Defying)</td><td>Mastering the lunge</td></tr><tr><td colspan="6">Communication, Movement, and Physical Literacy</td></tr><tr><td>5</td><td>Preparing Movement</td><td>The lunge in games (Cooperating & Defying)</td><td>Messages in the lunge (Defying)</td><td>Mastering the lunge</td><td>Mastering the lunge</td></tr><tr><td colspan="6">Communication, Movement, and Physical Literacy</td></tr></table> 3 4 5 3 4 5 Key Stage 2 (ages 7-11) Curriculum Map <table><tr><th>Age</th><th>Focus</th><th colspan="8">Scheme of Work Concepts/Physical Domain</th></tr><tr><td>7</td><td>Discovering Movement</td><td>Establish self and others in the environment</td><td>Apply skills in games (Cooperating & Defying)</td><td>Working together with others (Cooperating)</td><td>Mastering skills (Defying)</td><td>Mastering skills (Defying)</td><td>Mastering skills (Defying)</td><td>Mastering skills (Defying)</td><td>Mastering skills (Defying)</td></tr><tr><td>8</td><td>Exploring Movement</td><td>A simple lunge (Cooperating & Defying)</td><td>The lunge in games (Cooperating & Defying)</td><td>Messages in the lunge (Defying)</td><td>Mastering the lunge</td><td>Mastering the lunge</td><td>Mastering the lunge</td><td>Mastering the lunge</td><td>Mastering the lunge</td></tr><tr><td>9</td><td>Preparing Movement</td><td>The lunge in games (Cooperating & Defying)</td><td>Messages in the lunge (Defying)</td><td>Mastering the lunge</td><td>Mastering the lunge</td><td>Mastering the lunge</td><td>Mastering the lunge</td><td>Mastering the lunge</td><td>Mastering the lunge</td></tr></table> 7 8 9					Year	Focus	Scheme of Work Concepts/Physical Domain			Physical Literacy	3	Discovering Movement	Establish self and others in the environment	Apply skills in games (Cooperating & Defying)	Working together with others (Cooperating)	Mastering skills (Defying)	Locomotor, Object Control, Balance & Stability						4	Exploring Movement	A simple lunge (Cooperating & Defying)	The lunge in games (Cooperating & Defying)	Messages in the lunge (Defying)	Mastering the lunge	Communication, Movement, and Physical Literacy						5	Preparing Movement	The lunge in games (Cooperating & Defying)	Messages in the lunge (Defying)	Mastering the lunge	Mastering the lunge	Communication, Movement, and Physical Literacy						Age	Focus	Scheme of Work Concepts/Physical Domain								7	Discovering Movement	Establish self and others in the environment	Apply skills in games (Cooperating & Defying)	Working together with others (Cooperating)	Mastering skills (Defying)	Mastering skills (Defying)	Mastering skills (Defying)	Mastering skills (Defying)	Mastering skills (Defying)	8	Exploring Movement	A simple lunge (Cooperating & Defying)	The lunge in games (Cooperating & Defying)	Messages in the lunge (Defying)	Mastering the lunge	Mastering the lunge	Mastering the lunge	Mastering the lunge	Mastering the lunge	9	Preparing Movement	The lunge in games (Cooperating & Defying)	Messages in the lunge (Defying)	Mastering the lunge	Mastering the lunge	Mastering the lunge	Mastering the lunge	Mastering the lunge	Mastering the lunge
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EYFS PE	Galactic Explorers (on-going story)		Super Student School (on-going story)		Going to the Zoo (individual)																																																																																		
	In each unit of work within the EYFS curriculum, the children will develop holistically with the Know, Show and Grow learning objectives. The Know and Grow learning objectives may focus on the concepts seen below:																																																																																						
Discovering Movement Physical Discovering Movement	Unit 1: Discovering Movement Physical Domain Locomotor Movements 1. Walking, Jogging & Running 2. Forwards, Backwards & Sideways 3. Changing Direction 4. Skipping & Galloping 5. Jumping 6. Hopping & Leaping 7. Dodging 8. Crawling, Creeping & Slithering 9. Exploring Space	Discovering Movement Preparation for PE 1. Be Safe, Be Respectful, Have Fun 2. Active Listening 3. Communication 4. Safety in PE 5. Creativity 6. Teamwork 7. Effort 8. Fun 8. Unit Summary	Unit 2: Discovering Movement Physical Domain Balance & Stability 1. Feet 2. Front, Back & Side 3. Feet, Hands & Knees 4. Taking off & Landing 5. Staying Still & Moving 6. Stretching 7. Jumping & Hopping 8. Levels 9. Shapes	Discovering Movement Friendship 1. Friends 2. Kindness 3. Talking Respectfully 4. Listening 5. Sharing and Taking Turns 6. Working Together 7. Helping Others 8. Trust 9. Fun	Unit 3: Discovering Movement Physical Domain Object Control 1. Holding & Gripping 2. Picking Up & Putting Down 3. Placing & Aiming 4. Lifting & Carrying 5. Arranging & Assembling 6. Rolling & Bouncing 7. Throwing 8. Dribbling 9. Striking	Discovering Movement Movement patterns 1. Different Speeds 2. Hopping 3. Bending & Stretching 4. Static Balances 5. Rolling & Trapping 6. Throwing & Catching 7. Forwards & Backwards 8. Moving in a Sequence 9. Performing a Sequence																																																																																	
Early Learning Goals:	Physical Development																																																																																						
Year 1	A Pirates Life for Me (on-going story)		The Enchanted Forest (on-going story)		Going to the Zoo II (individual)																																																																																		
Year 2	The Good Knights (on-going story)		Dino Island (on-going story)		Going to the Zoo III (individual)																																																																																		
KS1 PE	In each unit of work within the KS1 curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. The below may make up the Know and Show learning objectives of the lesson. These include, but are not limited to, the skills and techniques listed below:																																																																																						
Key Stage 1 Exploring & Practicing Movement	Expressive Movements 1. Big & Small Movements 2. Body Shapes 3. Travelling & Pathway 4. Rhythm 5. Stillness 6. Levels 7. Gestures & Expressions 8. Routines 9. Sharing & Showing Ideas		Fundamental Movements 1. Control with my Body 2. Control with an Object 3. Reacting 4. Aiming 5. Exploring Obstacles 6. Striking 7. Rally 8. Dribbling 9. Bouncing	Fundamental Movements 1. Running 2. Jumping 3. Throwing 4. Catching 5. Kicking 6. Skipping 7. Hopping 8. Travelling 9. Rolling	Application of Movement in Practice 1. Passing with Hands 2. Passing with Feet 3. Receiving 4. Shooting 5. Moving with Objects 6. Attacking 7. Defending 8. Winning 9. Losing																																																																																		
KS1 Knowledge Map Reference	Exploring the Know, Show & Grow model through Ofsted's '3 Pillars of Progression' in the PE curriculum Know 'Know what' (declarative knowledge) Show 'Know how' (procedural knowledge) Grow 'Know why' (conditional knowledge) Motor Competence Know what: safe and successful movement looks like in specific activities/sports. Know how: 'perform' safe and effective movement. Know when and why: certain movements are effective, why competence is important and when skills can be transferred. Rules, strategies & tactics Know what: the rules, conventions, negotiations, strategies and tactics are for participation in specific activities/sports. Know how: 'perform' the rules, conventions, strategies and tactics in an activity/sport. Know when and why: we apply rules, conventions, tactics and strategies in activities/sports and consider how concepts might support effective participation. Healthy Participation Know what: health and fitness mean in context, including the factors affecting participation. Know how: to confidently and competently 'participate' in a range of activities/sports. Know when and why: we participate in physical activity, why motivation and confidence impacts engagement and when the concepts might apply/transfer beyond PE. 5 ambitious outcomes of high-quality physical education for every child: 1. Lead a healthy and active life. 2. Approach competition with confidence. 3. Perform in a broad range of physical activities. 4. Resilient to challenges in physical activity, sport and wider life. 5. Seek enjoyment and fulfilment through movement.																																																																																						
KS2 Knowledge Map Reference	Know (Cognitive) In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn and apply learning through the cognitive domain. This declarative knowledge will make up the Know learning objective of the lesson. Children will look to develop their knowledge within specific physical activities and concepts that are important in PE and beyond. Activity Specific Knowledge Children will develop their activity specific knowledge. This might include skills, techniques, terminology, rules, tactics and compositional ideas. Application of Concept to PE and Beyond Children will have an opportunity to explore a concept that is important in PE and their wider lives. They will develop their understanding of a concept by applying it to their lesson, wider PE and their life beyond PE. Show (Physical) In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. These may make up the Show learning objective of the lesson. The lesson and activity plans will identify the learning through the physical domain using the icons seen in the boxes below. Fundamental Movement Skills/Movement Patterns The building blocks behind all movement. They underpin activity specific skills e.g. lunge. For the purposes of clarity, these will include locomotion, balance, and static postures. Activity Specific Skills These are skills that are utilised within the specific sport or activity e.g. a lunge in badminton when performing a net shot is different to general lunging. Application of Movement in Practice Movement or skill is applied successfully in a practice situation e.g. effective lunge when performing a net shot in badminton.																																																																																						

Year 3 	Theme: Gym & Dance Overall Concept: Creativity in PE	Invasion Games Fun Competition I	Striking & Fielding/Swimming Interpersonal Skills	OAA /Swimming Exercise My Body	Movement Skills/Athletics/Swimming Exercise My Body	Net & Wall/Swimming Resilience
Healthy Achievers & Confident Creators	1. Curiosity 2. Exploration 3. Imagination 4. Open Mindedness 5. Ideas 6. Create	1. Winning 2. Losing 3. Attacking 4. Defending 5. Tactics 6. Movement	1. Self-Confidence 2. Accepting Feedback 3. Self-discipline 4. Distractions 5. Emotions 6. Reflection	1. Heart Rate 2. Breathing Rate 3. Body Temperature 4. Muscles 5. Warming Up 6. Cooling Down	1. Physical Health 2. Mental Health 3. Social Health 4. Mindfulness 5. Dopamine 6. Fitness	1. Resilience 2. Persistence 3. Embracing Failure 4. Positivity 5. Little Improvements 6. Learn from Others
Year 4	Theme: Gym & Dance Swimming Overall Concept: Resilience	Invasion Games/ Swimming Creativity in PE	Striking & Fielding Fun Competition I	OAA Interpersonal Skills	Movement Skills/Athletics /Swimming Exercise My Body	Net & Wall /Swimming Exercise My Body
Healthy Achievers & Confident Creators	1. Resilience 2. Persistence 3. Embracing Failure 4. Positivity 5. Little Improvements 6. Learn from Others	1. Curiosity 2. Exploration 3. Imagination 4. Open Mindedness 5. Ideas 6. Create	1. Winning 2. Losing 3. Attacking 4. Defending 5. Tactics 6. Movement	1. Self-Confidence 2. Accepting Feedback 3. Self-discipline 4. Distractions 5. Emotions 6. Reflection	1. Heart Rate 2. Breathing Rate 3. Body Temperature 4. Muscles 5. Warming Up 6. Cooling Down	1. Physical Health 2. Mental Health 3. Social Health 4. Mindfulness 5. Dopamine 6. Fitness
Assessment Reference	Assessment Opportunities Purpose of Assessment in PE Teacher Student T – Teacher to know if learning has occurred E – Enable future lesson planning S – Student to understand their own progress T – Take learning further and apply (effectively) in other situations Question and Answer During every phase of the model there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding. Teacher Observations Whilst developing sport-specific skills is still important, look for those teachable moments when students demonstrate progress, knowledge of the concept or positivity and share these examples with the class, identifying teachable moments, gauging the understanding and learning of the students and informing summative judgements can all be achieved through teacher observations. Formative Informing Summative Assessment The curriculum has been planned to apply to holistic assessment frameworks. Three lesson objectives are provided (know, Show, Grow), each focusing on either the cognitive, physical or affective domains. On-going formative assessment should inform summative judgements, future planning and delivery and provide on-going feedback. Self-reflection As part of the discovery phase of the lesson, students are invited to reflect on how the learning from the lesson can apply to other areas of their lives. These reflections can be shared with the class to ensure accurate reflections and demonstrate understanding of the concept. Peer Observations When students demonstrate progress, knowledge, application or even difficulty in applying the concept, teachers can use these moments to highlight the importance of the concept as part of their development and relevancy to life to wider life. Ensure students are given the opportunities to see others develop, struggle and apply conceptual learning. Peer discussions and feedback Peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning. As part of the lesson introduction, connect and discovery phases, students should be encouraged to discuss the concept and feedback to the class to ensure full understanding of the concept.					
Continuous Provisions	60 Active minutes a day Activity trails: playtime Active lunchtimes 5-a-day Movement breaks					
Deliberate choices	- Curriculum aims to get every child off to the best possible start and lay the foundations for a physically active life - The curriculum design aims to support teachers to deliver immersive and engaging story-based activities in early years and key stage 1, progressing through to activity-based lessons in lower key stage 2 - Works directly with health and well-being for an individual for the rest of their life - Children develop intra and inter-personal skills, gaining a better understanding of their bodies and mind (links with science, PSHE and My Happy Minds programme) - Promotes positive experiences of PE through conceptual learning and engaging in physical activity – not solely through competition - Supportive of teacher’s CPD and developing primary PE lessons in a first school - Social justice and protective characteristics included, for example equality and equity so everyone is treated the same regardless of need or any other individual difference					