

Curriculum Mapping Guide

Primary



Curriculum Mapping

Mapping Guide

The aim of this document is to support schools to structure a bespoke PE curriculum that is personal to the context of your school and the needs of your pupils.

In light of the current COVID-19 pandemic, and the impact on how we teach our pupils now and potentially into the future, we recognise there will be different considerations and challenges in how you plan your curriculum, for example feasibility of certain units due to social distancing, equipment etc.

The guide is intended to be flexible, so please follow the steps but adapt and tailor with consideration of the current climate, and the varying recent experiences of your pupils. The intent in normal times may be significantly different to the way you shape your intent in light of COVID-19. Now more than ever, PE that is planned and delivered appropriately provides a safe, expressive and interactive environment to support pupils' re-integration into school, and nurture their continued wellbeing. The full Curriculum Mapping Guide, with supporting curriculum map examples and documents, is accessible to Complete P.E. and Youth Sport Trust member schools.

In working through the sections of this guide, please also refer to the following PE response to COVID delivery principles and suggestions:

www.youthsporttrust.org/coronavirus-support-schools

If you require additional support or guidance, this is available to Complete P.E. schools and Youth Sport Trust premium member schools.



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Curriculum Mapping: Section 1

Establish your starting point

Curriculum Mapping: Section 1

Establish your starting point

Before you can set out the intent of your PE curriculum you need to understand your starting point, where are you on your PE journey?

Baseline information can be found in the following documents, with key data including staff and pupil consultation/surveys, pupil progress and attainment, physical activity levels etc. Do not worry if you don't have all of these in place, use what you have.

PE specific

- Your completed PE and Sport Premium action plan
- YST Quality Mark
- PE development plan outlining the current academic year's aims and objectives

Whole school specific

You also need to consider the bigger picture, and your whole school priorities to understand the role PE can play as a key curriculum subject in supporting wider attainment, achievement and outcomes, so you will also want to refer to the following:

- School evaluation summary (SEF)
- Whole school improvement plan
- School vision and values

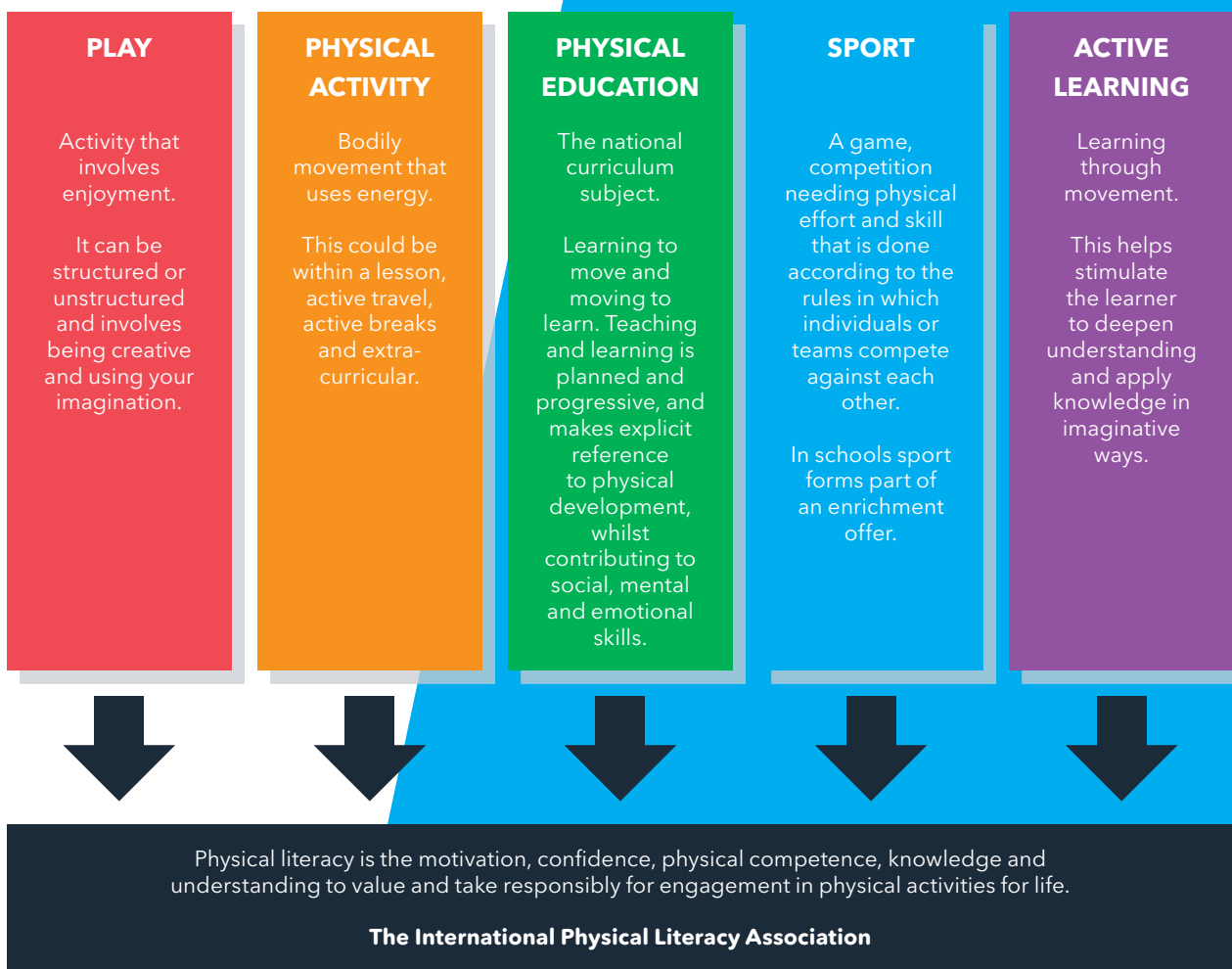
Curriculum Mapping: Section 2

Intent

Curriculum Mapping: Section 2

Setting your intent

What do you want to achieve through your PE provision and why?



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

The development of physical literacy and the aims of the national curriculum for PE sit at the heart of any PE curriculum but you also specifically need to focus on your school and your pupils when considering your intent.

Curriculum Mapping: Section 2

Setting your intent

Using the baseline data

PE data

Referring to the documents listed in section 1, consider the following questions which will start to shape your PE intent:

1. Is the attainment of pupils lower than 85%? If so why is this?

- Is the curriculum too broad so that not enough depth of learning is occurring? Are you trying to cover too much?
- Are all staff confident and competent with the key knowledge and skills to deliver the intended curriculum?
- Are all staff able to deliver high quality PE lessons?

2. Are all pupils engaged in and enjoying PE?

- Is the curriculum too narrow so pupils are getting too much of a certain area of learning?
- Which areas of learning are popular and unpopular with pupils?
- Is the curriculum modern and purposeful? How does it connect to the whole school curriculum?

On the flip side, if your attainment data is rising and pupils are thoroughly engaged then the data would suggest you don't need to make any drastic changes.

Whole school data

What are the key priorities for your school?

Understanding how PE can play a part in making progress towards these priorities can ensure PE is truly embedded at the heart of your school and is valued for the wider contribution it can make.

For example:



Behaviour

Is there a particular year group where behaviour is challenging? Does PE explicitly teach social and emotional skills to support positive relationships?



Target Groups

Who are your target groups and what are their barriers to learning? How is PE used creatively to foster cross curricular links and ignite learning in a physically active way? Does PE explicitly develop character skills that can be applied across the curriculum?



Wellbeing

Do pupils understand the purpose and value of being physically active for their wider wellbeing? Does PE nurture self-expression and communication?

Minimal or no data?

If you do not have the range of PE data we reference in section 1, consider the following points:

- What are the needs of the pupils? What will engage them and support their personal development as well as their physical development?
- What are the needs of the school? Is there a whole school agenda that high quality PE can support or even lead on?
- What are your facilities like? Do not timetable gymnastics when you don't have a hall space.
- What are your resources like? We can't teach anything without the correct quality and quantity of resources.

What may be holding you back?

- For the provision in any school to be successful and achieve high quality outcomes, the pupils, the teachers and SLT's vision all need to be in sync.
- Have the teachers got the skills and support to deliver the intended curriculum that meets your pupils needs? If not how can you provide structure (planning) and training?
- Is PE important in your school? Two hours of High Quality PE is your aim and best practice would state that every pupil should have access to this.



Curriculum Mapping: Section 3

Implementation

Curriculum Mapping: Section 3

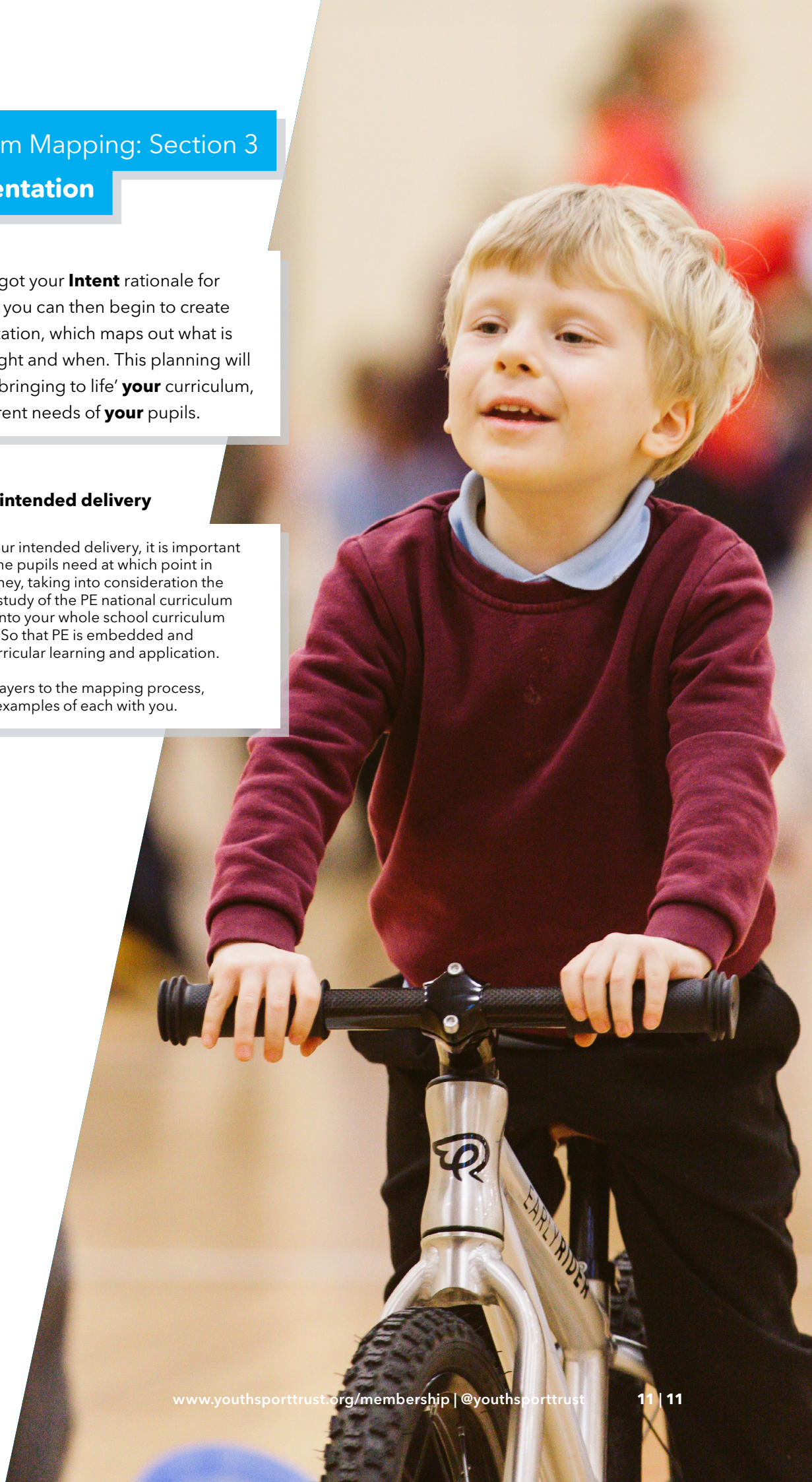
Implementation

Once you have got your **Intent** rationale for your curriculum you can then begin to create your implementation, which maps out what is going to be taught and when. This planning will support you in 'bringing to life' **your** curriculum, to meet the current needs of **your** pupils.

Mapping your intended delivery

When mapping your intended delivery, it is important to consider what the pupils need at which point in their learning journey, taking into consideration the aims and areas of study of the PE national curriculum while also linking into your whole school curriculum and topic themes. So that PE is embedded and supports cross-curricular learning and application.

There are several layers to the mapping process, and we will share examples of each with you.



Curriculum Mapping: Section 3

Implementation

Step 1: Sequencing of units

Physical education (PE)

- Consider what pupils should be taught at each key stage, aligning to the PE national curriculum.
- Select Units: Sequencing of units considers the horizontal learning within a year, unit to unit and the vertical progression of learning from year to year. We don't want to repeat content if it has already been learnt and understood.
- How much time do you have timetabled for PE per week: Ideally at least 2 hours a week.
- Space: Is hall space available when you need it for the specific unit you require it for?
- Staff skill sets and training: Are staff confident and competent to teach the units?
- Equipment: Do you have the appropriate equipment and quantity to teach the units?

Consider the following when selecting units to ensure what you outline is achievable.

Whole school

- Consider your sequences linked to your whole school curriculum and topic themes. PE should not be seen as a separate subject, but rather one that links with key topics to bring to life cross curricular learning e.g. World War II topic theme. PE unit could be invasion games with a focus on perseverance, resilience, unity and teamwork, linking into many of the characteristics and traits that the soldiers displayed.
- Consider not only the physical progression of pupils but what are the social, emotional and cognitive skills they need at key points in their school journey. Is there a particular year group where behaviour is more challenging? How can units be sequenced appropriately to support whole school priorities?

With this in mind, you can map out the sequence of content (units) you want to teach throughout the year to allow for a broad and balanced curriculum, taking into account everything we have suggested and questioned so far.

Additional considerations

Is an overview of learning important?

Having an overview of learning (progression of skills) in place will really support the mapping of units. This should be created by you if you use your own planning, or be contained within any effective planning scheme you may use. The learning overviews provide a deeper look at the progression of learning, enabling you to pin point the most appropriate content to include.

How long is a unit of work?

Do you have to block everything into 6 week blocks? Can you allow for flexibility in the duration of a unit to enable learning? No high quality planning will have timeframes within it. No one can dictate to you how long learning will take.

What order should you sequence areas of learning throughout the year?

High Quality schemes of work will guide you on 'suggested sequencing' and the sequencing of the units throughout the year. BUT, it's a guide. What if you are teaching a unit on Handball and the pupils have found teamwork skills like cooperation and communication difficult? These are social elements of learning that may now need some attention. Outdoor Adventure Activities (OAA) could make sense to help and support the social learning, so allowing flexibility.

An example whole school curriculum map

This example shows a broad and balanced coverage, with some careful thought into the sequencing to specifically meet the needs of the pupils of this school.

The curriculum maps below are examples from the Complete P.E. interactive PE platform.

Year	Autumn 1		Autumn 2		Spring 1	
Reception	Locomotion: Walking and jumping		Ball skills hands 1		Gymnastics: high, low, over, under	
Year 1	Locomotion: running	Gymnastics: wide, marrow, curled	Ball skills hands 1	Gymnastics: body parts	Ball skills feet	Dance: growing
Year 2	Locomotion: dodging	Gymnastics: Linking	Ball skills hands 1	Gymnastics: pathways	Ball skills feet	Dance: water
Year 3	Invasion: netball	Gymnastics: Linking	Invasion: handball	Gymnastics: symmetry & asymmetry	Invasion: basketball	Dance: wild animals
Year 4	Invasion: netball	Gymnastics: symmetry & asymmetry	Invasion: handball	Gymnastics: bridges	Invasion: basketball	Dance: cats
Year 5	Invasion: netball	Gymnastics: counter balance & counter tension	Invasion: football	Health related exercise	Invasion: tag rugby	Dance: the circus
Year 6	Invasion: netball	Health related exercise	Invasion: football	Gymnastics: matching & mirroring	Invasion: basketball	Dance: carnival

Year	Spring 2		Summer 1		Summer 2	
Reception	Dance: nursery rhymes		Ball skills feet		Games for understanding	
Year 1	Ball skills hands 2	Dance: the zoo	Locomotion: jumping	Games for understanding	Team building	Health and wellbeing
Year 2	Ball skills hands 2	Dance: explorers	Locomotion: jumping	Games for understanding	Team building	Health and wellbeing
Year 3	Invasion: tag rugby	Dance: weather	Net/Wall tennis	OAA: problem solving	Striking & fielding rounders	Athletics
Year 4	Invasion: tag rugby	Dance: space	Net/Wall tennis	OAA: problem solving	Striking & fielding rounders	Athletics
Year 5	Invasion: hockey	OAA: communication	Striking & fielding rounders	Net/Wall tennis	Striking & fielding cricket	Athletics
Year 6	Invasion: hockey	OAA: orienteering	Striking & fielding rounders	Net/Wall tennis	Striking & fielding cricket	Athletics

The following information sits behind this map and is essential in understanding its **intent**:

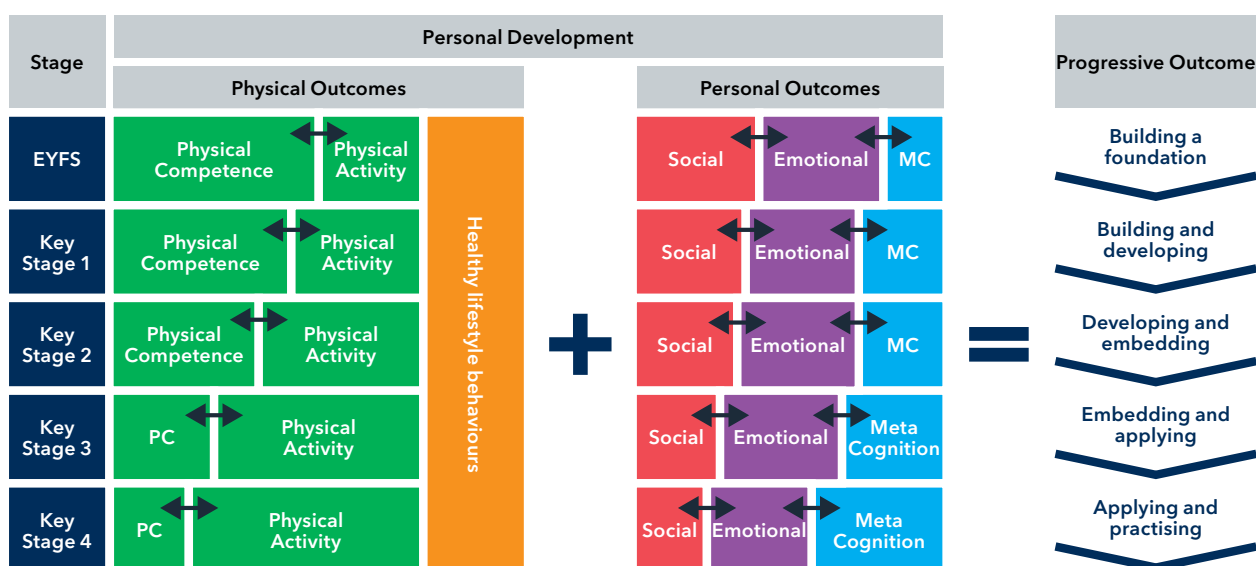
- Content selected based on prior learning and flow from previous year to address gaps and next steps in learning.
- Teachers know that the duration of the units is always flexible and is not dictated by term start and end points.
- Teachers have all had high quality CPD and understand that if their pupils need to move onto a different unit to meet their needs then units can be moved around.
- PE is always important and so hall space is never sacrificed due to a class assembly for example.
- This example does not include swimming, so this would need to be added in where relevant.
- The learning is horizontally aligned throughout the year and vertically progressive from year to year.

Curriculum Mapping: Section 3

Implementation

Step 2: Mapping learning outcomes

High Quality PE includes the development of the physical, cognitive, social and emotional elements of learning while meeting the aims of the National Curriculum.



The Blueprint above makes it clear to see how in every stage of learning the personal development of the whole child is essential. High Quality planning will challenge the physical, cognitive, social and emotional elements of learning.

Ensuring a focus on the whole child, alongside effective planning for teaching healthy lifestyle behaviours, will allow children to learn through the physical and support their physical literacy development.



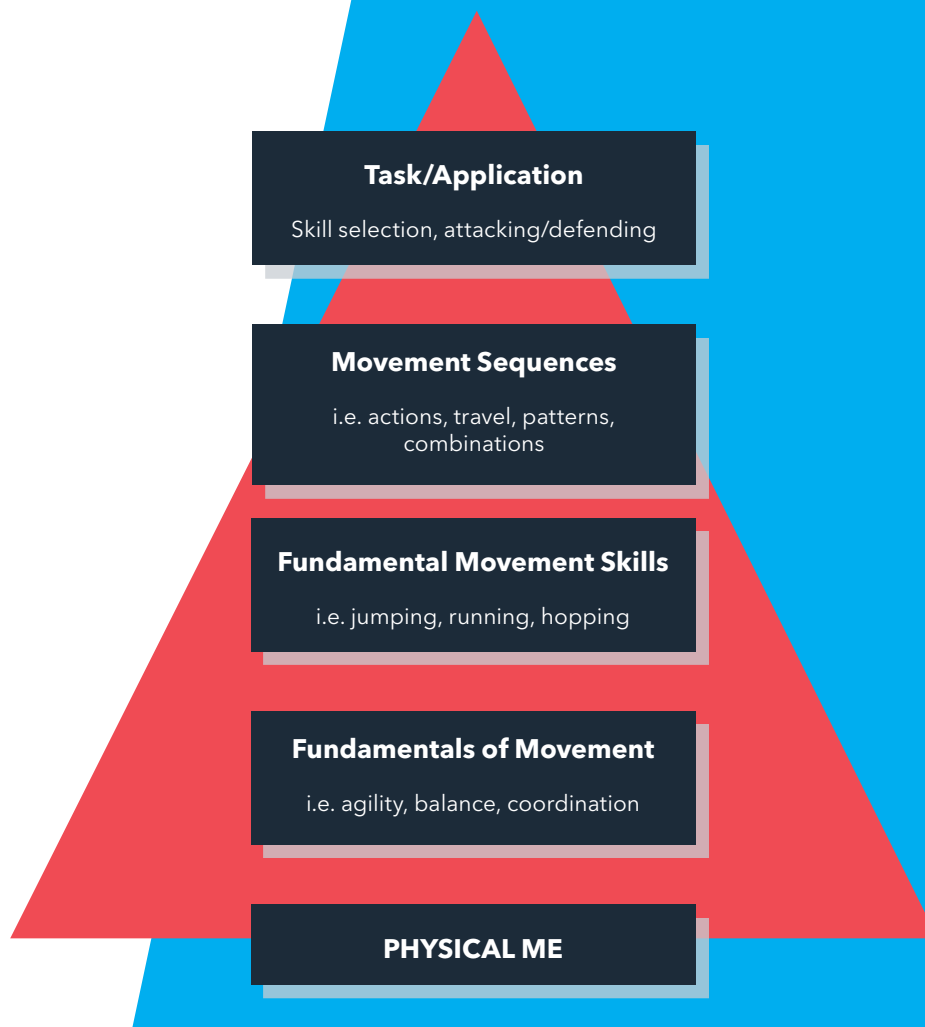
"Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibly for engagement in physical activities for life."

IPLA, 2017

Primary school is a key part of a child's education in not only gaining the physical skills, but developing the confidence and motivation through a positive, broad PE experience, allowing them to find an activity(s) that brings them joy and inspires them to remain active into secondary school.

Physical development journey

While specifically considering the physical journey of your pupils, you want to ensure the key development of the fundamentals of movement and the fundamental movement skills to create a strong base from which pupils can progress. This is very much a stage not age approach, considering the needs of your pupils, and what prior teaching and learning experiences they have had in developing the base of the pyramid. Constant repetition of skills in isolation and applied to a specific sport or activity context will ensure the learning is embedded and transferable.

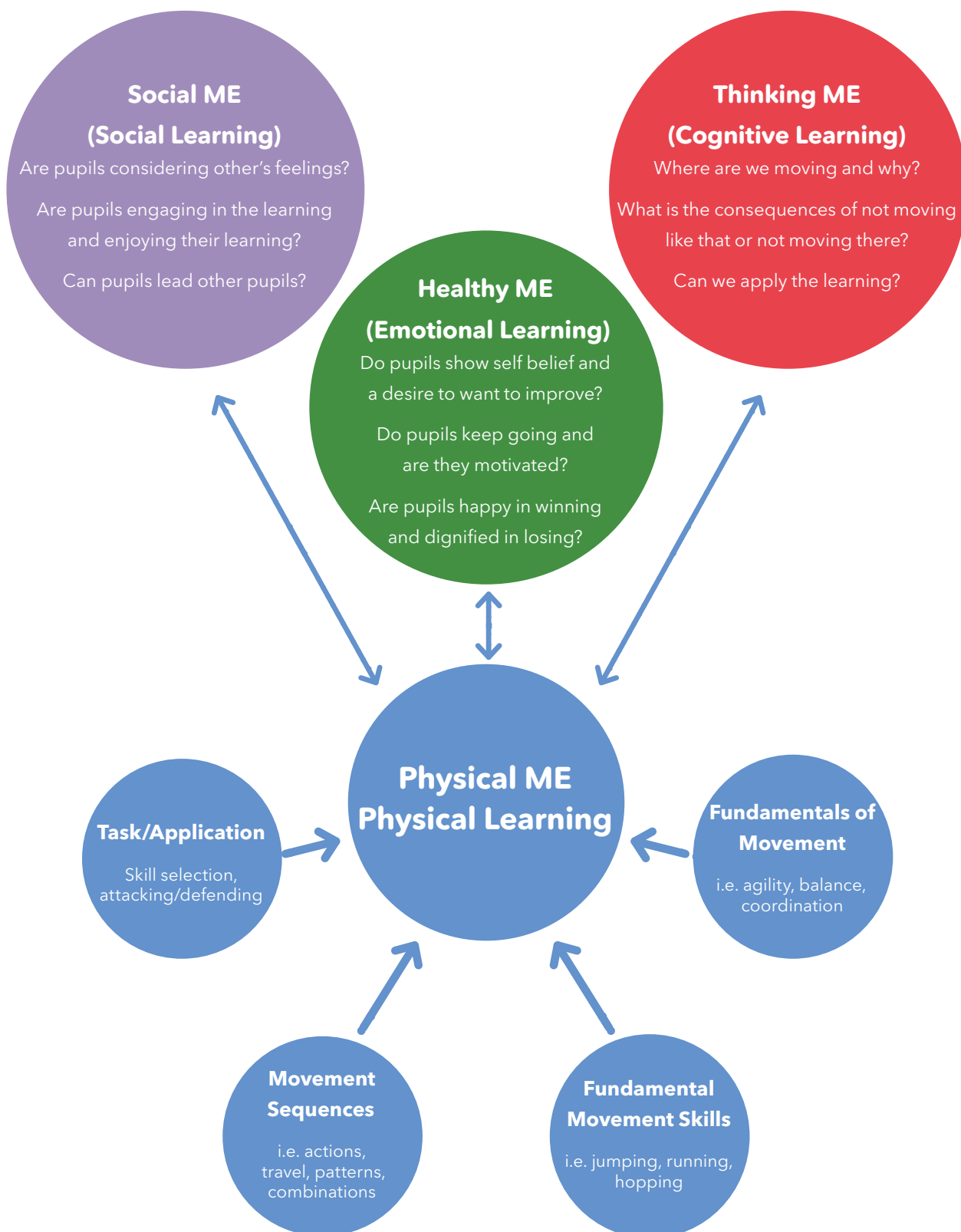


The implementation diagram on the next page shows how cognitive, social and emotional learning should develop naturally alongside the physical development in everything that we teach.

Curriculum Mapping: Section 3

Implementation

Implementing the development of the whole child



To explain the implementation diagram on the previous page, we need to consider what we mean by the **'whole child'** as we implement our curriculum.

Learning what is physical, cognitive, social and emotional should be embedded in everything we teach. It is easy to include the physical elements of learning through PE as our pupils learn in a physical context every lesson. But we need to consider the other 3 strands:



Social ME: Social Learning

In every stage of learning we need to consider the ability of pupils to work with others and play fairly. Are they considering other's feelings? Are they engaging in the learning and enjoying their learning? Can they lead other pupils?



Thinking ME: Cognitive Learning

In every stage of learning we need to consider the purpose of the learning. Where are we moving and why? What is the consequence of not moving like that or not moving there? Can we apply the learning?



Healthy ME: Emotional Learning

In every stage of learning we need to consider the emotional learning taking place. Do pupils show self belief and a desire to want to improve? Do they keep going and are they motivated? Are they happy in winning and dignified in losing?



Curriculum Mapping: Section 3

Implementation

A map of key learning: physical, cognitive, social, emotional

The example map should be created after your step 1 map. It highlights the key headline learning that should take place as a result of high quality teaching. It creates the link between your initial map and your planning.

The maps below are examples from the Complete P.E. interactive platform.

Year 3	Autumn 1	Autumn 2	Spring 1
	Invasion: Netball	Gymnastics: Symmetry and Asymmetry	Dance: Wild Animals
	(P) Can pupils apply an understanding of passing, receiving and moving to score points against another team? (C) Do pupils understand the difference between attack and defence? (S) Can pupils collaborate as a team? (W) Do pupils consistently try their best during a game?	(P) Can pupils make balances excellent? (C) Do pupils understand why certain movements and balances are excellent? (S) Do pupils respect all pairs as they perform? (W) Can pupils adopt the role of a judge to ensure that the competition is run fairly?	(P) Can pupils move with expression? (C) Is there evidence of creativity? (S) Can pupils choreograph the entire piece including the end moves as part of a group? (W) Are pupils respectful when giving and receiving feedback?
	Invasion: Tag Rugby	Gymnastics: Linking	Dance: Weather
	(P) Are pupils able to pass the ball (backwards only) whilst moving forwards to score a try? (C) Do pupils understand when, where and why they need to tag? (S) Can pupils collaborate as a team? (W) Do pupils enjoy playing competitive games?	(P) When pupils make a shape or movement is it 'champion'? (C) Do pupils understand what linking is and how we link? (S) Can pupils suggest ways to improve another pupils' work? (W) Are pupils confident on the apparatus?	(P) Can pupils add three movements together? (C) Do pupils understand what an excellent dancer is? (S) Can pupils choreograph the entire piece including the end moves as part of a group? (W) Do pupils keep practising their sequences?

Year 3	Spring 2	Summer 1	Summer 2
	Net/Wall: Tennis	Striking & Fielding: Cricket	Outdoor Adventure Activities: Problem Solving
	(P) Can pupils win a point? (C) Do pupils understand where we play the ball and why? (S) Can pupils collaborate with each other and keep score? (W) Can pupils keep the score in their matches in order to take part in the tournament?	(P) Can pupils return the ball to a target? (C) Can pupils outwit their opponents when batting? (S) Can pupils organise themselves as a team fairly when batting or fielding? (W) Do pupils enjoy batting and/or fielding?	(P) Can pupils locate points as a pair and return quickly? (C) Are pupils able to orientate the map correctly? (S) Can pupils cooperate with a partner? (W) Do pupils enjoy batting?
	Striking & Fielding: Rounders	Athletics: Throwing	Athletics: Running
	(P) Can the fielding team get the batter out with accurate throwing and catching skills? (C) Do pupils understand the concept of batting and fielding? (S) Can pupils treat the other team with respect? (W) Do pupils enjoy batting and/or fielding?	(P) Can pupils use the correct technique to throw? (C) Do pupils understand why they need to release a object at the right time? (S) Are pupils able to evaluate their peers? (W) Do pupils continue to try and improve their own performance?	(P) Can pupils make their bodies run as fast as possible? (C) Do pupils understand how to run fast? (S) Can pupils collaborate and run in a team? (W) Can pupils organise their team?

Some key points linked to this map:

- Mapping the learning not just the topic content.
- Learning is about physical (P), cognitive (C), social (S) and emotional (W) elements.
- Opportunity to highlight the flow and links between the units that will be covered.
- The learning will link to the planning you have in place and the success outcomes within it.

Key considerations

What is actually implemented throughout the year may change drastically from your intent. After starting a unit on dance, you may find that pupils need much more social and emotional support as they struggle to collaborate. A unit on OAA or a deeper dive into certain life skills may benefit much more here to support the pupils in a bespoke way specific to their needs.

You need planning in place to bring this to life and to allow for consistency. Effective planning will ensure complete coverage and allow for progression of learning from reception to year 6. Your overview of learning will help see the content that can be covered and then allow schools to link this into the thought process behind the initial mapping.

CPD will most likely be necessary to run throughout the year to ensure all staff are able to effectively deliver high quality PE Lessons. If content needs to be taught to meet the needs of the pupils, planning will support this but CPD will drastically help to bring this to life and enable the quality of teaching to be of the highest standard, resulting in rapid pace of learning.

Curriculum Mapping: Section 4

Impact

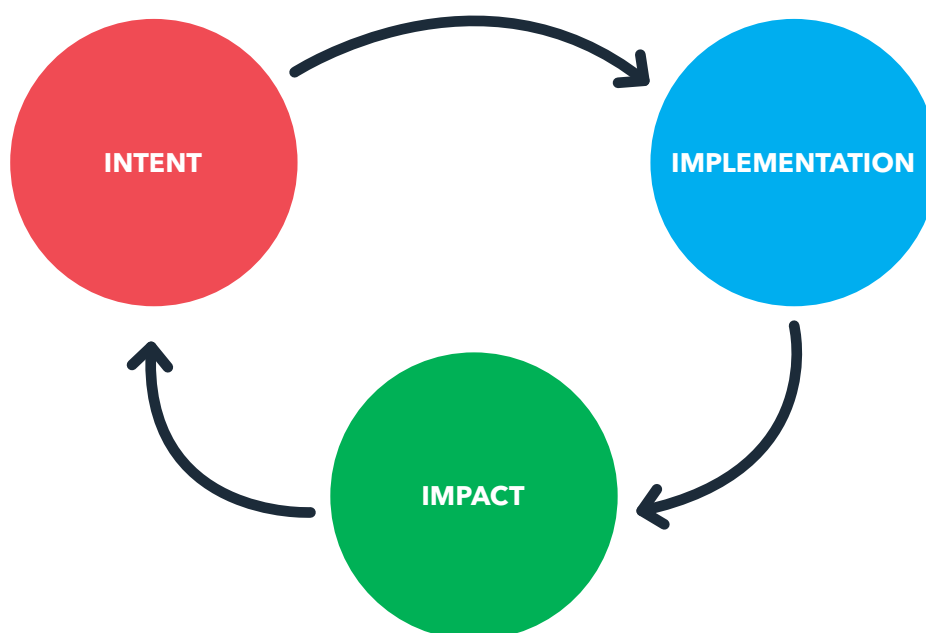
Curriculum Mapping: Section 4

Impact

Understanding and monitoring the success and ultimately the impact of your Physical Education provision is essential. In monitoring the impact of the provision at different stages, you can ensure what is working and what needs changing or developing.

At the end of the school year you will review documents like your action plan and create 'exit data'. This data then forms your baseline for the following year. Information such as pupil attainment, pupil engagement and staff confidence are very useful in monitoring and tracking.

Everything should flow in a cycle:



The final piece of the jigsaw allows you to monitor, track and understand the full **learning journey** that your pupils will go on.

This journey may change and go onto alternate paths at times but ultimately we want our pupils to complete their primary school Physical Education journeys fitter and healthier, with a passion for being physically active.

We want our pupils to be confident to take on new challenges, understand how to apply skills in a range of activities and be inspired to want to succeed in sport, whatever sport that may be.

The curriculum journey on the next page shows the potential that a rich, broad and balanced curriculum, delivered to a high standard and meeting the needs of all your pupils, can have.

EYFS

Curiosity

Fairness

Honesty

- **Explore** walking in different pathways
- **Explore** jumping and hopping
- **Explore** moving and making shapes
- **Explore** pushing, rolling and bouncing
- **Explore** creating our own movement sequences
- **Explore** moving with a ball using our feet
- **Understand** taking, turns, keeping the score playing by the rules
- **Explore** throwing and catching

Year 1

Gratitude

Imagination

Courage

- **Combining** movements together (wide, narrow, curled)
- **Apply** running into a game

Year 2

- **Explore** dodging
 - **Explore** strategies
 - **Develop** linking movements together
 - **Create** contrasting movement sequences
 - **Develop** keeping possession (hands and feet)
 - **Explore** pathways
 - **Develop** passing and receiving (hands and feet)
 - **Consolidate** jumping
- Concentration**
- Empathy**
- Self Belief**

- **Develop** Jumping
- **Combine** sending and receiving skills
- **Introduce** teamwork and building trust
- **Develop** moving with a ball using our feet
- **Create** movements with expression
- **Create** ways of transitioning between movements
- **Understand** attacking and defending
- **Introduce** ABC's
- **Develop** throwing and catching
- **Respond** to a rhythm

Year 3

- **Create** motifs with expression
- **Understand** the transition between attack and defence
- **Consolidate** throwing and catching

Problem Solving

Encouragement

Resilience

Cooperation

- **Introduce** passing and receiving
- **Introduce** symmetry and asymmetry
- **Explore** effective teamwork
- **Extend** sequences with a partner
- **Introduce** passing creating space
- **Apply** learning onto apparatus
- **Introduce** outwitting an opponent
- **Apply** throwing into a game
- **Introduce** dribbling keeping control
- **Understand** the concept of batting and fielding
- **Develop** dance character
- **Explore** running for speed

Year 4

Decision Making

Trust

Responsibility

Communication

- **Develop** sequences with bridges
- **Develop** passing and receiving
- **Introduce** shooting
- **Explore** contrasting relationships
- **Develop** collaboration and communication
- **Creating** space to win a point
- **Develop** dribbling creating shooting opportunities
- **Introduce** backhand and forehand
- **Apply** learning into 3v3 games
- **Introduce** bowling and striking the ball
- **Explore** running for distance

Year 5

Reflection

Integrity

Year 6

Evaluation

Respect

Self Motivation

- **Consolidate** passing and receiving

- **Refine** passing and receiving
- **Understand** the cardio - vascular system
- **Explore** different passes
- **Introduce** counter tension and counter balances
- **Introduce** leadership
- **Refine** dribbling
- **Refine** racket skills
- **Refine** attacking and defending skills
- **Develop** sequences with interlinking moves
- **Refine** batting, bowling and fielding
- **Develop** fielding tactics
- **Create** movements using improvisation
- **Explore** running as a team

Resourcefulness

Self Discipline

- **Refine** shooting

- **Introduce** matching and mirroring

- **Create** and apply attacking tactics

- **Understand** the components of fitness

- **Perform** with technical control

- **Develop** officiating

- **Apply** tactics to win a point

- **Organise** and manage team formations

- **Consolidate** batting, bowling and fielding

- **Apply** tactics in scenarios

- **Refine** leadership

Pupils have developed their character and **personal life skills**

Pupils choose to seek **healthy, active lifestyles**

Pupils **understand** and **succeed** when implementing a broad range of skills

Pupils are **inspired**, physically competent and confident

Beyond KS2

To access further support please contact
membership@youthsporttrust.org



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