



Bishops' PE Curriculum Map and Skills Progression 2025/2026

Bishops' PE Vision: to create endless possibilities for every child to flourish physically, emotionally and socially through encouraging healthy active lifestyles, participating in competitive sports and developing our **Christian Values** to excel in a wide range of PE.

Our Christian values: Respect, Trust, Perseverance, Forgiveness, Courage and Compassion.

The Three Pillars of Progression:

- 1) **Motor competence**
 - locomotor skills - such as running and jumping
 - stability skills - such as twisting and balancing
 - manipulation skills - such as throwing and catching
- 2) **Rules, strategies and tactics:**
- 3) Healthy participation **Communication and teamwork skills**

EYFS and mixed KS1

Nursery do not follow the Arena PE curriculum and do not take part in PE. They focus on developing their fine and gross motor skills to prepare them for when they begin reception.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fistral (EYFS) Towan (EYFS)	Fundamentals 1 (jumping, running and moving in different directions)	Fundamentals 2 (moving at different speeds, balancing, control and rhythm).	EYFS Gymnastics (travelling and stopping)	Dance (Linked to topic - focus on fluency with movements and working in unison -	Games 1 (ball skills with controlled movement)	Fundamental Athletics (Combination of progressive skills learnt throughout the year)

				demonstrating rhythm).		
YEAR A (2025/2026) Perran Year 1/2 Porth Year 1/2 Watergate Year 1/2	Fundamentals movement (Moving in different directions, throwing, catching and hit a ball)	Gymnastics stretching and curling (Jump, roll and balance neatly. Creating stretching and curling shapes within a sequence).	Dance (Linked to topic - focus on fluency with movements and working in unison - demonstrating rhythm).	Games 3/4 (Move or stop to catch or collect a ball. understand basic tactics. Decide on best positions and move accordingly).	Athletics 2 (Run and jump with more pace and control. Throwing with more technique).	KS1 OAA (Explain what orienteering means, follow a map with symbols and work collaboratively).
YEAR B (2026/2027) Perran Year 1/2 Porth Year 1/2 Watergate Year 1/2	Fundamentals movement (Moving in different directions, throwing, catching and hit a ball)	Gymnastics Basic Skills/direction and pathways (show control and coordination when travelling and balancing. Jump in a variety of ways and land with control).	Dance (Linked to topic - focus on fluency with movements and working in unison)	Games 1/2 (Move or stop to catch or collect a ball. understand basic tactics. Decide on best positions and move accordingly).	Athletics 1 (Run and jump with control. Explore different jump techniques).	Net and Wall (Receive and send a ball in a ready position and use a racket with accuracy).

Arena Curriculum Map - 2025-2026

KS2 - Single form entry

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A Year 3/4 (2025/2026)	Tag Rugby (Throw, pass, attack and defending skills).	Cricket (Roll and throw, strike with accuracy. Intercept and fielding skills).	Gymnastic - Symmetrical/Asymmetrical (Symmetrical and asymmetrical shapes. Jump, roll and balance with good body tension).	Basketball (Dribble, attack, defend and chest pass).	Judo (Breakfalling, turning, throwing, sweeping with a sequence throw to hold down).	Striking and fielding (Roll and throw, strike with accuracy. Intercept and fielding skills).
YEAR B Year 3/4 (2026 - 2027)	Hockey (Dribble, pass, receive, defend and attack skills).	Tennis (Throw and catch with accuracy. Learn racket techniques and shots).	Dance (Refine movements and create more complex sequence to match purpose - topic link).	High 5 Netball (Pass in 3 ways, dodging and accelerating. Understanding the footwork).	Football (Travelling, passing and receiving the ball and tackling skills).	Athletics (Sprinting, relay, jump and throw with accuracy).
Year 5/6 (2025/2026) Year A	Hockey - Professional coming in (Dribble, pass, receive, defend and attack skills - with speed and accuracy. Mastering best technique to	High 5 Netball (Pass in 3 ways, dodging, receive, defend and attack skills - with speed and accuracy. Mastering best technique to defending and attacking.	Gymnastics - Partner sequence (Create fluid sequence collaboratively applying previously learnt skills).	OAA (Orientate self to solve problems and adapting actions to changing situations. Work collaboratively).	Striking and fielding (Bat and bowl accurately. Understanding best positions for fielders and intercept effectively).	Swimming (Use one basic stroke with good control in arm and leg movement).

	defending and attacking).	Understanding the footwork).				
Year 5/6 (2026/2027) Year B	Tag Rugby (Throw, pass backwards, attack and defending skills. Mastering previously learned skills).	Basketball (Dribble, attack, defend and chest pass - with speed and accuracy. Mastering best technique to defending and attacking).	Dance (Perform use advanced techniques with a range of styles and forms - link to topic. Create a performance that can be performed to younger age groups).	OAA (Orientate self to solve problems and adapting actions to changing situations. Work collaboratively).	Athletics (Combine sprinting with low hurdles over 60m. Throw accurately and refine).	Swimming (Use one basic stroke with good control in arm and leg movement).

PE Skills Progression

Nursery do not follow the Arena PE curriculum and do not take part in PE. They focus on developing their fine and gross motor skills to prepare them for when they begin reception.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Gymnastics	I can show a variety of actions using the floor and where appropriate, the apparatus, such as; walking, running, slithering, sliding, jumping, galloping, rolling, skipping, hopping, sidestep balancing and climbing.	<p>I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus.</p> <p>I can make a shape at the beginning and the end of my movements. (Start and finish positions).</p> <p>I can create a gymnastic sequence using the floor and apparatus of 4 different actions in which I can show stretched and curled actions.</p> <p>I can include a start and finish position.</p>	<p>I can join together four actions showing different pathways and moving in different directions.</p> <p>I can either, start on the floor and finish on the apparatus or start on the apparatus and finish on the floor.</p> <p>I can choose 24 different gymnastic actions. I can include a jump in my sequence.</p> <p>I can link these together, so I do one after the other, using the floor and apparatus. I can make a shape at</p>	<p>I can make up a sequence of 6 - 8 actions that link together using the floor and apparatus.</p> <p>I can show contrasting shapes, actions and travelling movements within a sequence. I can show different levels in a sequence.</p> <p>I can combine learnt techniques (Y1&2) for a fluid sequence.</p>	<p>I can create a sequence of 6 - 8 elements using the floor and apparatus.</p> <p>I can name and include both symmetrical and asymmetrical elements and a start and finish position.</p> <p>I can show different levels in my sequence and perform with some body tension.</p>	<p>I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus.</p> <p>I can travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances.</p>	<p>I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus.</p> <p>I can show changes of levels in my sequence.</p> <p>I can include 3 or more partner balances and travel in unison and cannon.</p>

			the beginning and the end of my movements. (Start and finish positions).				
Athletics	<p>I can begin to use the skills I have learned to jump and bound, run and move in different directions and balance in different shapes.</p> <p>I can take part in an agility course using the skills I</p>	<p>I can demonstrate the skills I have learned, to throw jump and run in a competitive situation.</p> <p>I am beginning to increase the distance I can jump by improving my technique and I</p>	<p>I can demonstrate the skills I have learned in a competitive situation.</p> <p>I can increase the distance I can jump by improving my technique and I can link a hop, jump and leap together.</p>	<p>I can sprint using an effective arm action.</p> <p>I can pass and receive a baton successfully.</p> <p>I can select a jump for distance, driving arms and legs to gain height.</p> <p>I can throw balls in a variety of ways with increasing accuracy.</p> <p>I can participate in an athletics competition</p>	<p>I can sustain a sprint with a good arm/leg drive.</p> <p>I can pass/receive the baton successfully in a Shuttle relay race.</p> <p>I can combine a number of jumps with control, coordination and consistency.</p>	<p>I can run using a good knee lift.</p> <p>I can throw a variety of different implements with increasing distances and long jump by taking off on one foot and landing with both.</p> <p>I can combine sprinting with low hurdles over 60m.</p>	<p>I can choose the best place for running over a variety of distances.</p> <p>I can show control in take-off and landing when jumping.</p> <p>I can keep track of personal best performances, setting challenging targets for</p>

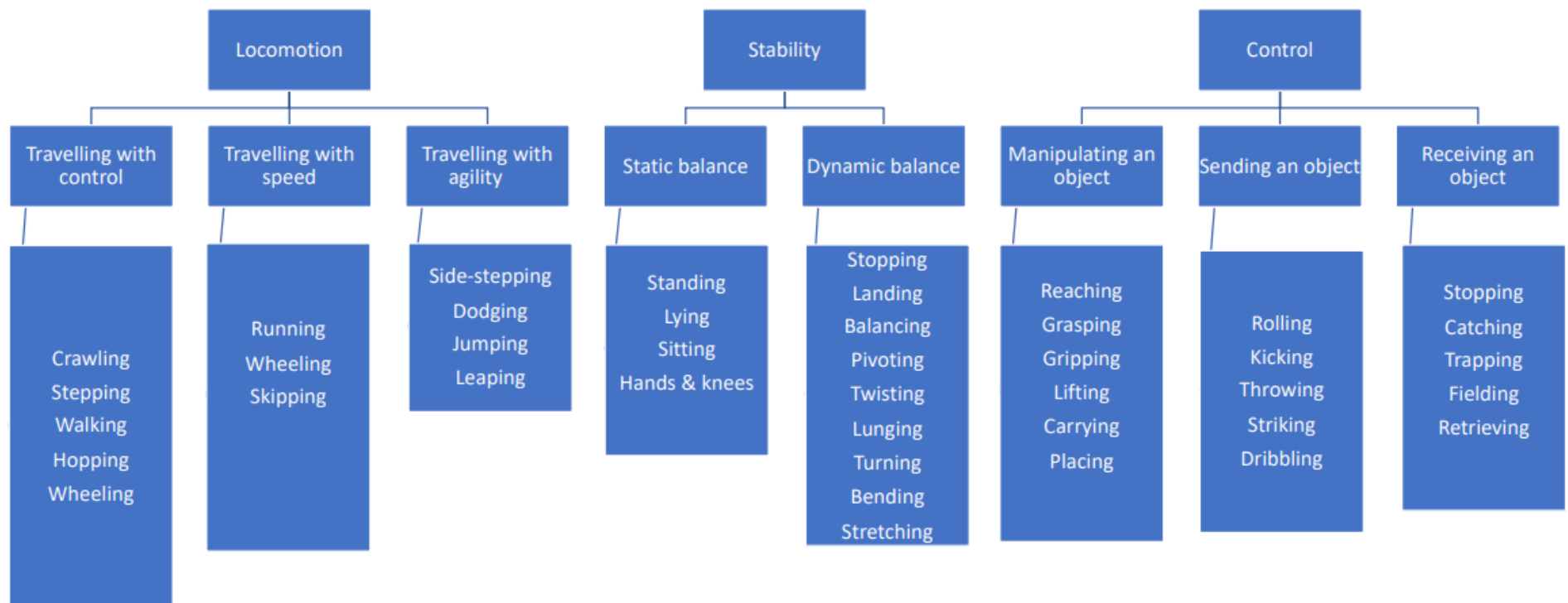
	have learnt to bound, hop, jump and skip – I can take turns with other children.	can hop, jump and leap.	I am beginning to use my arms to help increase distance, my head for balance and my legs for a good take-off and landing.	and am trying to improve my sprinting, jumping and throwing skills.	I can throw with accuracy at a target. I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, jumping and throwing.	I can throw accurately and refine performance by analysing technique and body shape. I can keep track of personal best performances, setting targets for improvement.	improvement I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, long distance running, jumping and throwing.
Team games	I can begin to use the skills I have learned to start and stop, move in different directions, balance in different shapes, bounce and pass a ball in a small game situation.	I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation. I can use the skills I have learnt including bouncing, dribbling, passing and receiving.	I can use my throwing skills to play a Frisbee golf game as in the pupil challenge. I can send, receive and steer a ball in a game situation.	I can develop fielding and possession skills. I can begin to apply tactics and rules in a game. I can ask and answer questions to suggest reasons/improvements /changes.	I can apply and explain rules and tactics of a variety of games. I can suggest improvements; support others I can keep and control the possession of a ball. I can field with control.	I can explain rules and tactics in detail. I can work in a team or alone to gain possession of a ball. I can reflect- ask and answer questions to change or improve games/ performance	I can gain possession confidently and apply attacking and defending skills. I can apply understanding of rules and tactics e.g. officiating I can support other players; coaching; modelling

	I can use the skills I have learnt to bounce a ball over a line in a game.	I can begin to use the skills I have learned to play a competitive game. (ready position, volley, return the ball).					
Dance and movement	<p>I can begin to perform simple dance moves</p> <p>I can show some rhythm and control when moving</p> <p>I can feedback verbally to partner</p>	<p>I can explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>I can move confidently and safely in their own and general space, using changes of speed, level and direction.</p>	<p>I can practice and perform a dance.</p> <p>I can work with a partner, using levels and travel actions in my dance.</p>	<p>I can create and perform a dance which has 3 sections within it.</p> <p>I can include an action - reaction element to my dance.</p> <p>I can include unison and canon within my dance.</p> <p>I can make movements which begin to show fluidity.</p>	<p>I can explore and create characters and narratives in response to a range of stimuli.</p> <p>I can use simple choreographic principles to create motifs and narrative.</p> <p>I can perform complex dance phrases and dances that</p>	<p>I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group.</p> <p>I can compose dances by using adapting and developing steps, formations and patterning from different dance styles.</p>	<p>I can copy a number of set steps and then change their order, size, direction or speed to make a new dance phrase.</p> <p>I can teach a dance phrase to a friend and learn theirs.</p> <p>I can perform dances using</p>

		<p>I can compose and link movement to make simple dances with clear beginnings, middles and ends.</p> <p>I can perform movement phrases using a range of body actions and body parts.</p> <p>I can talk about dance ideas inspired by different stimuli.</p> <p>I can copy, watch and describe dance movement.</p>		<p>I can change speed and level within a performance</p> <p>I can give feedback. Suggest next steps to peers</p>	<p>communicate character and narrative.</p> <p>I know and describe what you need to do to warm up and cool down for dance.</p> <p>I can describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>I can perform dances expressively, using a range of performance skills.</p> <p>I can organise my own warm-up and cool-down activities to suit the dance.</p> <p>I can show an understanding of why it is important to warm up and cool down.</p> <p>I can describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>	<p>advanced techniques with a range of dance styles and forms.</p> <p>I can suggest new ways of working/ask and answer questions to reflect</p>
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Outdoor adventurous activities	N/A	N/A	<p>I can work with a partner to complete an orienteering course of 10 controls on a playground.</p> <p>I can work in a group to cross an imaginary river safely.</p> <p>I can use only the equipment on the river bank</p>	<p>I can use more detailed plans and diagrams that take them from familiar to less familiar areas.</p> <p>I can use ideas they have learned in one task and apply them in another.</p> <p>I can identify potential risks.</p>	<p>I can develop the range and consistency of my skills and work with others to solve challenges.</p> <p>I can choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p>I can work safely.</p>	<p>I can orientate self to solve problems, locating particular places.</p> <p>I can adapt actions to changing situations.</p>	<p>I can confidently orientate self and others to solve a problem in a more unfamiliar Environment.</p> <p>I can develop skills to solve problems in intellectual and physical challenges.</p> <p>I can take part in an orienteering competition</p>

			to help me and work as part of a team.		I can describe and evaluate my own and others' performances.		<p>using most of the skills that I have learned.</p> <p>I can work sensibly and collaboratively with your partner / group to achieve a safe outcome and be able to trust each other.</p>
Swimming and water safety	N/A	<p>I can enter the water safely and correctly from either the pool side or the steps.</p> <p>I can move freely across the pool in any direction.</p> <p>I can half submerge the face in the water.</p>	<p>I can travel a minimum distance of 5m on my front with a float.</p> <p>I can travel a minimum distance of 5m on my back with a float. I can propel a floating object for 3m by any method.</p>	<p>I can use one basic stroke</p> <p>I can show coordination and control in arm and leg movements.</p>	I can use more than one stroke and coordinate breathing.	I can use breaststroke, front crawl and backstroke, ensuring that breathing is correct.	<p>Any child not meeting the 25m requirement will receive swimming intervention Swim 25m by the end of Year 6.</p> <p>I can explore personal survival skills safely.</p>



Strength

Muscular
endurance

Cardio-vascular
fitness

Flexibility

