

Cavendish CE Primary School

Physical Education: Mixed-Age Long-Term Plan, National Curriculum Coverage and Progression Map

Two-year rolling programme | Cycle B 2026/27 | Cycle A 2027/28

Purpose

This document converts the school PE overview into a teacher-ready mixed-age curriculum map. It identifies the statutory EYFS and National Curriculum links, shows progression from Reception/KS1 through KS2, and provides a consistent planning prompt for each unit. Coverage is judged across the full two-year cycle rather than within a single year.

Cavendish class structure used in this map

Class	Age range	Curriculum basis	Planning expectation
Robins	Reception / Year 1 / Year 2	EYFS Physical Development plus KS1 PE	A shared practical context, with distinct Reception, Y1 and Y2 expectations and adaptations.
Wrens	Year 3 / Year 4	KS2 PE	Shared unit with increasing control, decision-making, performance quality and tactical understanding.
Owls	Year 5 / Year 6	KS2 PE	Shared unit with advanced application, evaluation, leadership, tactical play and independence.

Statutory source links

National Curriculum in England: Physical Education programmes of study - [GOV.UK PE programmes of study](https://gov.uk/curriculum-in-england/physical-education-programmes-of-study)

Early Years Foundation Stage statutory framework - [GOV.UK EYFS statutory framework](https://gov.uk/early-years-foundation-stage-statutory-framework)

Whole-school long-term overview

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins	Cycle A 2027/28	Locomotion: Walking, Jumping & Landing	Gymnastics: Wide, Narrow & Curled Shapes	Ball Skills (Hands)	Dance: Nursery Rhymes	Net/Wall Foundations: Beanbags & Ball Control	Athletics Foundations
Robins	Cycle B 2026/27	Locomotion: Running & Changing Direction	Gymnastics: Linking & Pathways	Ball Skills: Feet	Dance: The Zoo / Weather	Target Games	Athletics: Speed & Agility
Wrens	Cycle A 2027/28	Invasion: Netball	Gymnastics: Symmetry & Asymmetry	Invasion: Handball	Dance: Wild Animals	Net/Wall: Tennis	Athletics
Wrens	Cycle B 2026/27	Invasion: Basketball	Gymnastics: Bridges, Flight, Counter Tension	Invasion: Tag Rugby	Dance: Space & Canon	Net/Wall: Badminton	Athletics: Performance Focus
Owls	Cycle A 2027/28	Invasion: Basketball	Gymnastics: Flight & Partner Sequences	Invasion: Hockey	Dance: Tudor Theme	Striking & Fielding: Rounders	Athletics: Advanced Performance & Leadership
Owls	Cycle B 2026/27	Invasion: Tag Rugby	Gymnastics: Counter Balance & Counter Tension	Invasion: Football	Netball: Advanced Tactical Play	Net/Wall: Tennis	Striking & Fielding + Athletics

Additional KS2 statutory entitlement: Outdoor and Adventurous Activity (OAA)

OAA is taught in both Wrens and Owls as a planned summer-term curriculum block in addition to the six half-termly land-based PE units. It does not replace athletics, games, gymnastics or dance. The block may be delivered through timetabled PE or curriculum outdoor learning, but it is planned, taught and assessed as Physical Education.

- Wrens (Y3/4): route-finding, map symbols and keys, cooperative problem-solving, timed team challenges and evaluation of team decisions.
- Owls (Y5/6): increasingly complex orienteering, route and strategy planning, independent navigation, leadership, adaptation and evaluation.
- Across each two-year cycle, pupils encounter OAA with increasing independence and complexity; evidence is retained through route maps, teacher observation, pupil reflection and final team/navigation challenges.

Statutory curriculum coverage summary

Ref	Statutory requirement	Where covered	Coverage judgement / action
EYFS-PD1	Develop strength, balance and coordination; negotiate space and obstacles safely.	Robins locomotion, gymnastics, ball skills, dance, target/net-wall and athletics.	Secure across both cycles; also reinforced daily through outdoor provision.
EYFS-PD2	Move energetically through running, jumping, dancing, hopping, skipping and climbing.	Robins locomotion, dance, gymnastics and athletics.	Secure; climbing must also be visible in continuous provision where equipment allows.
PE-KS1-1	Master basic movements including running, jumping, throwing and catching; develop balance, agility and coordination.	All Robins units, especially locomotion, ball skills, gymnastics, target games and athletics.	Strong coverage across both cycles.
PE-KS1-2	Participate in team games and develop simple tactics for attacking and defending.	Ball skills, target/net-wall foundations and adapted small-sided games.	Ensure a simple game/tactical outcome is included, not skills in isolation.
PE-KS1-3	Perform dances using simple movement patterns.	Nursery Rhymes; Zoo/Weather.	Direct coverage in both cycles.
PE-KS2-1	Use running, jumping, throwing and catching in isolation and in combination.	Athletics, invasion, striking/fielding and net/wall units.	Strong coverage.
PE-KS2-2	Play competitive games and apply basic principles for attacking and defending.	Netball, basketball, handball, tag rugby, hockey, football, tennis, badminton, rounders.	Strong breadth; progression must be visible in decision-making and tactics.
PE-KS2-3	Develop flexibility, strength, technique, control and balance through athletics and gymnastics.	All KS2 gymnastics and athletics units.	Direct and progressive coverage.
PE-KS2-4	Perform dances using a range of movement patterns.	Wild Animals, Space & Canon, Tudor Dance.	Direct coverage; Owls Cycle B needs dance reinforcement through enrichment or an explicit short unit.
PE-KS2-5	Take part in outdoor and adventurous activity challenges individually and within a team.	Planned OAA/orienteering block in Wrens and Owls each summer term, additional to the six core land-based units.	Secure and progressive across both KS2 phases; planned, taught and assessed explicitly as PE.
PE-KS2-6	Compare performances with previous ones and demonstrate improvement.	All KS2 units through review, feedback, personal best and performance evidence.	Must be explicit in lesson assessment and pupil reflection.
PE-SWIM	Swim competently, confidently and proficiently over at least 25m; use a range of strokes; perform safe self-rescue.	School swimming provision, currently centred on KS2.	Record cohort-level outcomes and provide catch-up before pupils leave Year 6.

Progression at a glance

Strand	Robins R/Y1/Y2	Wrens Y3/Y4	Owls Y5/Y6
Locomotion / athletics	Explore safe movement, stop/start, travel, jump and land; build confidence.	Combine movement patterns with improved balance, speed and coordination.	Refine technique, pace, power and efficiency; evaluate and lead personal-best work.
Sending, receiving and ball control	Roll, throw, catch, kick and stop with increasing accuracy.	Apply skills in opposed and small-sided situations; begin tactical choices.	Select and execute skills under pressure; anticipate, adapt tactics and support others.
Invasion games	Simple sharing, space and directional games.	Attack/defend, pass, move, mark and make basic decisions.	Use formations, width/depth, transition, leadership and tactical evaluation.
Net/wall and target	Track objects, aim, send and receive over short distances.	Develop rallying, court positioning, serving and shot selection.	Sustain rallies, vary placement/pace, exploit space and officiate fairly.
Striking and fielding	Preparatory striking, tracking and throwing experiences.	Develop striking, bowling/throwing, catching and fielding decisions.	Apply tactics, placement, backing-up, communication and leadership in competitive play.
Gymnastics	Create shapes and simple balances; travel and link actions.	Develop sequences using symmetry, asymmetry, bridges, flight and partner work.	Use counter balance/tension, fluency, control, apparatus and sophisticated evaluation.
Dance	Copy, create and perform simple actions to a stimulus.	Use motif, levels, pathways, timing and canon with growing expression.	Compose, refine and perform longer sequences with character, dynamics and feedback.
Leadership / evaluation	Talk about what felt successful and follow rules.	Use success criteria, peer feedback and simple officiating.	Lead warm-ups/drills, officiate, coach peers and justify improvements.
Outdoor and adventurous activity	Build early foundations through following routes, spatial awareness, simple team challenges and outdoor movement in EYFS/KS1 provision.	Follow and create routes; use symbols/keys and simple compass directions; cooperate in team challenges; explain and improve decisions.	Navigate increasingly complex routes; plan strategy; lead and support teams; adapt in response to evidence and evaluate effectiveness.

Unit-by-unit National Curriculum mapping

Class	Cycle	Term	Unit	NC / EYFS links	Core knowledge and skills	Mixed-age progression	Assessment evidence
Robins	A	Autumn 1	Locomotion: Walking, Jumping & Landing	EYFS-PD1/2; PE-KS1-1	Travel safely; vary speed/direction; two-foot take-off and controlled landing; balance after landing.	R: energetic movement and spatial awareness. Y1: basic control. Y2: combine actions and improve accuracy.	Observation checklist; safe space use; before/after movement sequence.
Robins	A	Autumn 2	Gymnastics: Wide, Narrow & Curled Shapes	EYFS-PD1; PE-KS1-1	Create and hold shapes; transfer weight; travel between shapes; link 2-4 actions.	R: copy and explore. Y1: name and hold shapes. Y2: link with control and contrasting levels.	Photographs/video; vocabulary; short sequence performance.
Robins	A	Spring 1	Ball Skills (Hands)	EYFS-PD1; PE-KS1-1/2	Roll, underarm throw, catch, bounce and receive; track a ball; use space in simple games.	R: large ball and two-handed control. Y1: increasing accuracy. Y2: select skill in simple game.	Skill stations; partner challenge; simple game observation.
Robins	A	Spring 2	Dance: Nursery Rhymes	EYFS-PD2; PE-KS1-3	Copy and create actions; move to pulse; use levels, direction and expression; remember a short pattern.	R: respond imaginatively. Y1: repeat simple pattern. Y2: compose and perform linked motif.	Performance video; pupil explanation of movement choices.
Robins	A	Summer 1	Net/Wall Foundations	EYFS-PD1; PE-KS1-1/2	Send beanbag/ball to a partner or target; track, catch and return; begin ready position and simple rally.	R: roll/throw to target. Y1: send and receive. Y2: maintain short cooperative rally and use space.	Rally count; target accuracy; partner feedback.
Robins	A	Summer 2	Athletics Foundations	EYFS-PD2; PE-KS1-1	Sprint, run for longer, jump for distance, throw for distance/accuracy; follow simple event rules.	R: energetic movement. Y1: explore technique. Y2: compare personal best and improve.	Personal-best record; event observation; sportsmanship.
Robins	B	Autumn 1	Locomotion: Running & Changing Direction	EYFS-PD1/2; PE-KS1-1	Accelerate, decelerate, dodge, change direction and stop safely; react to signals.	R: negotiate space. Y1: control stop/start. Y2: change direction at speed in simple game.	Agility course; movement observation; self-reflection.
Robins	B	Autumn 2	Gymnastics: Linking & Pathways	EYFS-PD1; PE-KS1-1	Travel on straight, curved and zig-zag pathways; link balances, rolls and jumps.	R: explore pathways. Y1: link 3 actions. Y2: sequence with beginning, middle and end.	Sequence performance; peer success criteria.
Robins	B	Spring 1	Ball Skills: Feet	EYFS-PD1; PE-KS1-1/2	Dribble, stop, pass and receive with feet; move into space; simple attack/defend.	R: kick and stop. Y1: dribble/pass. Y2: choose pass or dribble in game.	Dribbling course; small-sided game assessment.
Robins	B	Spring 2	Dance: The Zoo / Weather	EYFS-PD2; PE-KS1-3	Use body shape, speed, level and dynamics to represent animals/weather; create a group sequence.	R: imaginative response. Y1: repeat and link. Y2: vary dynamics and perform with expression.	Group performance; vocabulary; audience feedback.
Robins	B	Summer 1	Target Games	EYFS-PD1; PE-KS1-1/2	Aim, throw, roll or strike towards targets; adjust force and direction; count scores and follow rules.	R: large close targets. Y1: controlled aim. Y2: choose technique and simple tactics.	Accuracy scores; pupil explanation of adjustments.
Robins	B	Summer 2	Athletics: Speed & Agility	EYFS-PD2; PE-KS1-1	Sprint technique, reaction, relay exchange, obstacle movement and jumping; improve a personal best.	R: confident energetic movement. Y1: basic technique. Y2: efficiency and comparison.	Timed/marked personal best; relay teamwork.
Wrens	A	Autumn 1	Invasion: Netball	PE-KS2-1/2/6	Pass and receive, pivot, move into space, mark, attack and defend; apply simplified rules.	Y3: consistent basic pass and movement. Y4: select pass, create space and apply tactics.	Small-sided game rubric; decision-making; peer feedback.
Wrens	A	Autumn 2	Gymnastics: Symmetry & Asymmetry	PE-KS2-3/6	Create balances and sequences using symmetrical/asymmetrical shapes, levels, transitions and apparatus.	Y3: clear shapes and links. Y4: fluency, control and compositional contrast.	Video comparison; sequence checklist.
Wrens	A	Spring 1	Invasion: Handball	PE-KS2-1/2/6	Dribble, pass, receive, shoot, mark and transition between attack and defence.	Y3: basic game application. Y4: timing, support play and tactical choices.	Game observation; tactical questioning.
Wrens	A	Spring 2	Dance: Wild Animals	PE-KS2-4/6	Develop motifs, dynamics, levels, formations and transitions to communicate character.	Y3: repeat and combine motifs. Y4: refine timing, expression and group composition.	Performance and evaluation notes.
Wrens	A	Summer 1	Net/Wall: Tennis	PE-KS2-1/2/6	Ready position, forehand, controlled serve, rally, recover court position and score fairly.	Y3: cooperative rally. Y4: placement, consistency and basic competitive tactics.	Rally record; game assessment; officiating.
Wrens	A	Summer 2	Athletics	PE-KS2-1/3/6	Sprint, endurance, jumping and throwing techniques; use measured personal bests.	Y3: apply core technique. Y4: refine pace, run-up, release and consistency.	Personal-best portfolio; technique feedback.
Wrens	B	Autumn 1	Invasion: Basketball	PE-KS2-1/2/6	Dribble, chest/bounce pass, receive, shoot, mark and use width/space.	Y3: maintain possession. Y4: make quicker decisions and link attack/defence.	Small-sided games; skill/tactical assessment.
Wrens	B	Autumn 2	Gymnastics: Bridges, Flight & Counter Tension	PE-KS2-3/6	Use stable bridge shapes, safe take-off/landing, flight and partner counter tension in sequences.	Y3: safe shapes and simple partner work. Y4: controlled transitions and compositional quality.	Sequence video; safety and control checklist.
Wrens	B	Spring 1	Invasion: Tag Rugby	PE-KS2-1/2/6	Run with ball, pass backwards, evade, support, tag safely and defend space.	Y3: basic laws and support. Y4: exploit space and transition quickly.	Game observation; tactical reflection.
Wrens	B	Spring 2	Dance: Space & Canon	PE-KS2-4/6	Create motifs using pathways, levels, formations, unison and canon; refine timing.	Y3: use canon accurately. Y4: develop structure, dynamics and expressive intent.	Group performance; peer critique.
Wrens	B	Summer 1	Net/Wall: Badminton	PE-KS2-1/2/6	Grip, ready position, serve, forehand, overhead action, rally and court recovery.	Y3: controlled send/receive. Y4: vary direction and use space tactically.	Rally challenge; match and officiating evidence.
Wrens	B	Summer 2	Athletics: Performance Focus	PE-KS2-1/3/6	Refine event technique, select strategies, set targets and evaluate improvement.	Y3: identify one improvement. Y4: use feedback/data to refine performance.	Personal-best data; written/oral evaluation.
Owls	A	Autumn 1	Invasion: Basketball	PE-KS2-1/2/6	Apply passing, dribbling, shooting, marking, transition and team tactics under pressure.	Y5: consistent execution and support. Y6: tactical leadership, adaptation and officiating.	Game analysis; leadership/decision rubric.
Owls	A	Autumn 2	Gymnastics: Flight & Partner Sequences	PE-KS2-3/6	Use flight, rotation, apparatus, partner balances and fluent transitions in extended sequences.	Y5: control and compositional variety. Y6: precision, risk management and coaching feedback.	Video analysis; final sequence and evaluation.
Owls	A	Spring 1	Invasion: Hockey	PE-KS2-1/2/6	Dribble, pass, receive, tackle safely, shoot, create width and defend as a unit.	Y5: apply skills under pressure. Y6: anticipate, switch play and lead tactics.	Competitive game rubric; officiating.
Owls	A	Spring 2	Dance: Tudor Theme	PE-KS2-4/6	Research/interpret style; use formations, motif, gesture, rhythm and character; refine performance.	Y5: compose coherent group dance. Y6: stylistic accuracy, leadership and evaluation.	Performance video; contextual vocabulary; critique.
Owls	A	Summer 1	Striking & Fielding: Rounders	PE-KS2-1/2/6	Bat, bowl, catch, throw, field, back up and make tactical running/fielding decisions.	Y5: reliable skills and roles. Y6: placement, field setting, leadership and officiating.	Match play; tactical notes; role assessment.
Owls	A	Summer 2	Athletics: Advanced Performance & Leadership	PE-KS2-1/3/6	Refine event-specific technique, use data, lead warm-ups/drills and support peer improvement.	Y5: analyse technique. Y6: coach, officiate and justify training choices.	Personal-best data; leadership evidence.
Owls	B	Autumn 1	Invasion: Tag Rugby	PE-KS2-1/2/6	Use speed, evasion, support lines, accurate passing, defensive organisation and tactical play.	Y5: exploit space and maintain possession. Y6: adapt tactics and lead team organisation.	Game analysis; tactical leadership.
Owls	B	Autumn 2	Gymnastics: Counter Balance & Counter Tension	PE-KS2-3/6	Create complex partner/group balances using opposing forces, levels, transitions and apparatus.	Y5: secure technique and trust. Y6: complex composition, fluency and evaluative coaching.	Final sequence; safety/control assessment.
Owls	B	Spring 1	Invasion: Football	PE-KS2-1/2/6	Control, pass, dribble, shoot, defend, transition and use team shape.	Y5: consistent skill choice. Y6: tactical adaptation, communication and officiating.	Small-sided game analysis.
Owls	B	Spring 2	Netball: Advanced Tactical Play	PE-KS2-1/2/6	Apply footwork, passing, marking, shooting, positional play, set plays and tactical transitions.	Y5: secure positional understanding. Y6: analyse opposition and lead tactical change.	Match rubric; tactical board; officiating.
Owls	B	Summer 1	Net/Wall: Tennis	PE-KS2-1/2/6	Serve, forehand/backhand, rally, recover, vary placement and apply singles/doubles tactics.	Y5: consistency and placement. Y6: tactical shot choice, scoring and peer coaching.	Match and rally data; evaluation.

Class	Cycle	Term	Unit	NC / EYFS links	Core knowledge and skills	Mixed-age progression	Assessment evidence
Owls	B	Summer 2	Striking & Fielding + Athletics	PE-KS2-1/2/3/6	Apply striking/fielding tactics and consolidate athletics technique, performance analysis and leadership.	Y5: reliable competitive application. Y6: leadership, officiating, coaching and transition readiness.	Competition evidence; personal best; leadership log.
Wrens	B	Summer term - additional	OAA: Route-finding & Team Challenges	PE-KS2-5/6	Follow and create routes; use symbols, keys and simple compass directions; cooperate in timed team challenges; review route and team decisions.	Y3: follow a route accurately and take a clear team role. Y4: help plan routes, justify choices and refine team strategy.	Route map; observation of communication/role-taking; timed challenge; pupil reflection.
Wrens	A	Summer term - additional	OAA: Orienteering & Problem-Solving	PE-KS2-5/6	Orient a simple map; plan and follow routes; solve practical team challenges; compare strategies and improve efficiency.	Y3: use map features and cooperate successfully. Y4: make more independent route choices, explain strategy and evaluate improvements.	Completed route; challenge score/time; teacher observation; oral/written evaluation.
Owls	B	Summer term - additional	OAA: Strategy, Navigation & Leadership	PE-KS2-5/6	Use increasingly complex maps/orienteering tasks; choose routes; organise team roles; adapt strategy in response to feedback and changing information.	Y5: navigate securely and contribute to strategy. Y6: lead planning, adapt decisions, support peers and evaluate team effectiveness.	Navigation task; leadership evidence; route/strategy notes; peer and self-evaluation.
Owls	A	Summer term - additional	OAA: Independent Orienteering & Team Challenge	PE-KS2-5/6	Plan and complete increasingly independent navigation and problem-solving challenges; manage time, roles and risk; justify and evaluate decisions.	Y5: select sensible routes and fulfil a team role. Y6: lead complex challenges, coach peers and evaluate the quality of strategy and execution.	Final team/orienteering challenge; route plan; teacher observation; leadership and evaluation record.

Swimming and water safety

Swimming is a statutory KS2 entitlement and must be tracked separately from the six half-termly land-based units. By the end of Year 6, every pupil should be assessed against all three statutory outcomes: swimming at least 25 metres competently, confidently and proficiently; using a range of strokes effectively; and performing safe self-rescue in different water-based situations.

- Maintain a named cohort tracker showing distance, stroke competence and self-rescue.
- Identify non-swimmers and pupils below 25 metres early enough to provide additional or catch-up provision.
- Retain swimming certificates, instructor assessments and a Year 6 final position statement as subject-lead evidence.

Outdoor and adventurous activities (OAA)

Outdoor and adventurous activity (OAA) is a planned statutory part of the Cavendish KS2 PE curriculum. Wrens and Owls complete a summer-term OAA block in addition to the six half-termly land-based units, so no existing games, gymnastics, dance or athletics entitlement is removed. OAA may be delivered through timetabled PE or curriculum outdoor learning, but it must be planned, taught and assessed as PE. The sequence develops from route-following, symbols, keys and cooperative problem-solving in Wrens to increasingly independent navigation, strategy, leadership and evaluation in Owls.

Phase / cycle	Planned entitlement	Progression / evidence
Wrens Y3/4 - Cycle B 2026/27	Route-finding and team challenges: follow and create simple routes; use symbols/keys and simple compass directions; cooperate in timed challenges.	Accuracy of route following, communication, role-taking, decision-making and reflection.
Wrens Y3/4 - Cycle A 2027/28	Orieenteering and problem-solving: orient a simple map, plan routes, solve team challenges and compare strategies.	Increasing independence in route choice; explanation of strategy; evidence of improvement after feedback.
Owls Y5/6 - Cycle B 2026/27	Strategy, navigation and leadership: use more complex maps, choose routes, organise roles and adapt plans in response to feedback.	Independent navigation, leadership, strategic decision-making, adaptation and evaluation.
Owls Y5/6 - Cycle A 2027/28	Independent orienteering and team challenge: plan and complete complex navigation/problem-solving tasks, managing time, roles and risk.	Route planning, team leadership, peer support, final challenge performance and reasoned evaluation.

Assessment, inclusion and safe practice

Area	Cavendish expectation
Assessment	Use observation, questioning, skill application in games/performance, personal-best data, pupil voice and short video/photo evidence. Assess the taught curriculum rather than sporting talent alone.
Mixed-age planning	State the shared learning intention, then specify what success looks like for each year group. Older pupils should not simply complete more repetitions; they should show greater control, choice, tactical understanding, independence or leadership.
SEND and adaptation	Adapt equipment size/weight, space, distance, rules, groupings, communication and task complexity. Preserve the same curriculum ambition while removing barriers to participation.
Greater depth	Increase pressure, decision-making, tactical complexity, performance quality, analysis, officiating, coaching and leadership rather than only increasing physical demand.
Safety	Complete dynamic risk assessment; check surfaces/equipment; teach safe use and stopping signals; manage jewellery, footwear, medical needs, weather, hydration and appropriate warm-up/cool-down.
Evidence	Retain medium-term plans, selected photographs/video, personal-best records, assessment notes, swimming outcomes, pupil voice and examples of leadership/officiating.

Teacher planning prompt

Use the Cavendish PE Long-Term Plan and the relevant unit title to create a six-lesson mixed-age PE sequence. Keep the unit and National Curriculum links exactly as mapped. Begin with a brief baseline and end with an applied game, performance or personal-best outcome. For every lesson include: a precise learning objective; 3-5 key vocabulary terms; a purposeful warm-up linked to the main skill; explicit modelling using I Do, We Do, You Do; progressive practice; an applied challenge; questioning/checks for understanding; safe-practice points; adaptations for SEND; and a brief assessment opportunity. Apply the Cavendish 5 throughout: retrieval; I Do, We Do, You Do; purposeful practice; high-quality questioning; and feedback. For Robins, specify separate Reception, Year 1 and Year 2 success criteria, linking Reception to EYFS Physical Development and Y1/2 to KS1 PE. For Wrens and Owls, specify distinct expectations for each year group, with older pupils showing greater control, decision-making, tactics, evaluation, officiating or leadership. Do not plan disconnected activities: each lesson must build towards the final outcome. Include a simple equipment list and identify what evidence the teacher will retain. For the additional OAA entitlement, plan a coherent summer-term block using the mapped phase/cycle outcomes; the final outcome should be an applied navigation, orienteering or team problem-solving challenge with explicit evaluation.

Subject leader monitoring - what to keep as evidence

Area	Evidence to retain
Long-term planning	Cycle A and Cycle B clearly labelled; OAA shown as an additional planned KS2 entitlement and swimming shown alongside the land-based units.
Medium-term planning	Six-lesson progression for core units; coherent mapped OAA block; year-group-specific success criteria, safety/adaptation and final applied outcome.
Curriculum coverage	Annual check against EYFS, KS1 and KS2 statutory requirements, with gaps actioned.
Progression	Evidence that technique, control, tactics, performance quality, evaluation and leadership become more demanding through the school.
Assessment	Class assessment notes, personal-best data, swimming tracker, selected performance evidence and pupil voice.
Inclusion	Participation and adaptation evidence for pupils with SEND, medical needs, disadvantage or low confidence.
Pupil experience	Breadth of activities, competition where appropriate, teamwork, fair play, confidence, enjoyment and understanding of healthy active lives.

Source note and review point

This map is based on the Cavendish PE long-term overview, the statutory National Curriculum in England: Physical Education programmes of study, and the EYFS statutory framework. The 2026-2028 version formally secures the statutory KS2 OAA entitlement through an additional planned summer-term block for Wrens and Owls, without removing any of the six core land-based units. Review the map if class structures, swimming arrangements, external coaching or unit titles change.