

**PE Curriculum Overview**

Year Groups	Cycle 1		
	Autumn	Spring	Summer
<b>Reception</b>	<p>Jumping, hopping and balancing skills in PE.</p> <p>Throwing and catching – ball skills.</p> <p>Coordination – making dens, dig pit, obstacle courses.</p> <p>Winter/Spring walks to explore changes over time, using senses, developing understanding of importance of physical activity</p> <p>Exploring ways different animals from Chinese New Year story move.</p> <p>Re-enacting 'Goldilocks and the three bears' with different movements in dance.</p> <p>Creating a healthy lunchbox- learning about healthy eating.</p>	<p>Building construction materials. – developing skills of planning and evaluating using tools safely and with increasing control.</p> <p>Learning about a healthy lifestyle. – Through snack time, making healthy wraps and encouraging children to be active.</p> <p>Learning about senses – developed skills through making music shakers, sound walks, exploring textures and trying new foods.</p> <p>Funky fingers. – Children will develop skills in threading, finger painting, fine motor grip and develop gross motor skills through dance and yoga.</p> <p>Practising getting changed for PE. – being able to get changed independently, un do buttons and zips etc.</p> <p>PE lessons will focus on developing ball skills – rolling and kicking a ball, throwing and catching and developing accuracy.</p>	<p>Exploring different ways of movement by mimicking animals and plants.</p> <p>Making healthy snacks from home grown produce.</p> <p>Practising all skills in PE –</p> <ul style="list-style-type: none"> <li>• Ball skills- throwing and catching</li> <li>• Ways of moving – jumping, hopping and balancing</li> <li>• Rein acting stories using dance skills.</li> <li>• Gymnastics – rolling</li> <li>• Gross motor skills – big and little movements – what parts of the body do we use?</li> </ul> <p>Sports day</p> <p>Parachute games</p> <p>Building a boat and other transport materials to support gross motor skills.</p> <p>How to keep safe in the Sun.</p>
<b>Year 1</b>	<p>Autumn 1 Team games</p> <p>Autumn 2 Gymnastics: body shapes, balances, rolls, sequences</p> <p>Use running, jumping, catching and throwing in isolation and in combination</p> <p>Develop flexibility &amp; control in gym.</p> <p>Compare performances to achieve personal bests.</p> <p><u>Key Skills</u></p> <p>Make their body tense, relaxed, curled and stretched.</p> <p>Control their body when travelling.</p> <p>Control their body when balancing.</p> <p>Copy sequences and repeat them.</p> <p>Roll in different ways.</p> <p>Travel in different ways.</p> <p>Balance in different ways.</p> <p>They climb safely.</p> <p>Stretch in different ways.</p> <p>Curl in different ways.</p> <p>Move and stop safely.</p> <p>Catch with both hands.</p> <p>Throw in different ways.</p> <p>Kick in different ways.</p> <p>Throw underarm.</p> <p>Roll a piece of equipment.</p>	<p>Spring 1 Creating and performing a simple dance</p> <p>Spring 2 Gymnastics: Travelling, jumps, balances, rolls, sequences, using apparatus</p> <p>Develop flexibility &amp; control in dance.</p> <p>Using the apparatus to develop flexibility, control and co-ordination.</p> <p>Compare performances to achieve personal bests.</p> <p><u>Key Skills</u></p> <p>Move to music.</p> <p>Copy dance moves.</p> <p>Perform some dance moves.</p> <p>Make up a short dance.</p> <p>Move around the space safely.</p> <p>Make their body tense, relaxed, curled and stretched.</p> <p>Control their body when travelling.</p> <p>Control their body when balancing.</p> <p>Copy sequences and repeat them.</p> <p>Roll in different ways.</p> <p>Travel in different ways.</p> <p>Balance in different ways.</p> <p>They climb safely.</p> <p>Stretch in different ways.</p> <p>Curl in different ways.</p>	<p>Summer 1 Team games</p> <p>Summer 2 Athletics</p> <p>Use running, jumping, catching and throwing in isolation and in combination</p> <p>Play competitive games, modified as appropriate.</p> <p>Practise for sports day through athletics.</p> <p>Compare performances to achieve personal bests.</p> <p><u>Key Skills</u></p> <p>Throw underarm.</p> <p>Roll a piece of equipment.</p> <p>Hit a ball with a bat.</p> <p>Move and stop safely.</p> <p>Catch with both hands.</p> <p>Throw in different ways.</p> <p>Kick in different ways.</p> <p>Make their body tense, relaxed, curled and stretched.</p> <p>Control their body when travelling.</p> <p>Control their body when balancing.</p> <p>Copy sequences and repeat them.</p> <p>Roll in different ways.</p> <p>Travel in different ways.</p> <p>Balance in different ways.</p> <p>They climb safely.</p> <p>Stretch in different ways.</p> <p>Curl in different ways.</p>
<b>Year 2</b>	<b>Games (handball)</b>	<b>Large apparatus exercises</b>	<b>Athletics (variety of races)</b>

	<ul style="list-style-type: none"> <li>- Use hitting, kicking and/or rolling in a game</li> <li>- Stay in a 'zone' during a game</li> <li>- Decide where the best place to be is during a game</li> <li>- Use one tactic in a game</li> <li>- Follow rules</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Plan and perform a sequence of movements</li> <li>- Create contrast in sequence</li> <li>- Create an independent and paired sequence</li> </ul>	<p>Develop core strength and stability. Develop spatial awareness and risk awareness skills. Know how to keep yourself safe during a sporting activity.</p> <p><b>Dance (Interpretive dance/Haka)</b></p> <ul style="list-style-type: none"> <li>- Performing actions with control and co-ordination</li> <li>- Choose movements to make a dance phrase</li> <li>- Link actions to repeated patterns to create own performance</li> </ul>	<ul style="list-style-type: none"> <li>- Show how to exercise safely.</li> <li>- Describe how their body feels during different activities.</li> <li>- Explain what their body needs to keep healthy.</li> </ul> <p><b>Multi-skills (football and basketball)</b></p> <p>Develop hand to eye co-ordination through games and begin to deploy tactics in team games.</p>			
	<b>Cycle 1</b>			<b>Cycle 2</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3/4</b>	<p><b><u>Gymnastics phase 1 Skills</u></b> <b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Select and use the most appropriate skills, actions or ideas</li> <li>• Move and use actions with co-ordination and control</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>• Explain how their work is similar and different from that of others</li> <li>• Recognise how performances could be improved</li> <li>• Use a comparison to improve work</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>• Explain why it is important to warm-up and cool-down</li> <li>• Explain why warming up is important</li> <li>• Explain why keeping fit is good for their health</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Use a number of their own ideas for movement in response to a task</li> <li>• Adapt sequences to suit different types of apparatus and their partner's ability</li> <li>• Compare and contrast gymnastic sequences, commenting on similarities and differences</li> </ul>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Take the lead when working with a partner or group</li> <li>• Use dance to communicate an idea</li> <li>• Work on their movements and refine them</li> </ul> <p>Make the dance clear and fluent</p> <p><b><u>Rounders</u></b> <b><u>Striking and Fielding Games</u></b></p> <ul style="list-style-type: none"> <li>• Throw and catch with control when under limited pressure</li> <li>• Be aware of space and use it to support teammates and cause problems for the opposition</li> <li>• To know and use rules fairly to keep games going</li> <li>• Catch with one hand</li> <li>• Throw and catch accurately</li> <li>• Hit a ball accurately and with control</li> </ul> <p>Vary tactics and adapt skills according to what is happening</p>	<p><b><u>Outdoor/ Adventurous</u></b></p> <ul style="list-style-type: none"> <li>• Follow a map in a more demanding familiar context</li> <li>• Move from one location to another following a map</li> <li>• Use clues to follow a route</li> <li>• Follow a route accurately, safely and within a time limit</li> </ul> <p><b><u>Athletics</u></b> <b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Select and use the most appropriate skills, actions or ideas</li> <li>• Move and use actions with co-ordination and control</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>• Explain how their work is similar and different from that of others</li> <li>• Recognise how performances could be improved</li> <li>• Use a comparison to improve work</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>• Explain why it is important to warm-up and cool-down</li> <li>• Explain why warming up is important</li> <li>• Explain why keeping fit is good for their health</li> </ul> <p><b>Athletics skills</b></p>	<p><b><u>Invasion games</u></b> <b><u>Hockey/Football</u></b> <b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Make up their own small-sided game</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Throw and catch accurately</li> <li>• Maintain possession of the ball</li> <li>• Use space effectively</li> <li>• Move to find a space when they are not in possession during a game</li> <li>• Vary tactics and adapt skills according to what is happening</li> <li>• Catch with one hand</li> </ul> <p><b><u>Gymnastics Phase 2</u></b> <b><u>Sequencing/acquiring and developing skills</u></b></p> <ul style="list-style-type: none"> <li>• Select and use the most appropriate skills, actions or ideas</li> <li>• Move and use actions with co-ordination and control</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>• Explain how their work is similar and different from that of others</li> <li>• 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<ul style="list-style-type: none"> <li>Work in a controlled way, including change of speed, direction, level and shape to produce a sequence</li> <li>Move and use actions with co-ordination and control <ul style="list-style-type: none"> <li>Work in a controlled way</li> <li>Include change of speed?</li> <li>Include change of direction</li> <li>Include range of shapes?</li> <li>Follow a set of 'rules' to produce a sequence</li> </ul> </li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul> <p><b><u>Invasion games</u></b> <b><u>Basketball/Dodge ball</u></b> <b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>Make up their own small-sided game</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>Throw and catch accurately</li> <li>Maintain possession of the ball</li> <li>Use space effectively</li> <li>Move to find a space when they are not in possession during a game</li> <li>Vary tactics and adapt skills according to what is happening</li> <li>Catch with one hand</li> </ul>		<ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction</li> <li>Link running and jumping activities with some fluency, control and consistency</li> <li>Make up and repeat a short sequence of linked jumps</li> <li>Take part in a relay activity, remembering when to run and what to do</li> <li>Throw a variety of objects, changing their action for accuracy and distance</li> <li>Run over a long distance</li> <li>Sprint over a short distance</li> <li>Throw in different ways</li> <li>Hit a target</li> <li>Jump in different ways</li> </ul> <p><b><u>Swimming</u></b> Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve?</p>	<p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>Explain why it is important to warm-up and cool-down</li> <li>Explain why warming up is important</li> <li>Explain why keeping fit is good for their health</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>Use a number of their own ideas for movement in response to a task</li> <li>Adapt sequences to suit different types of apparatus and their partner's ability</li> <li>Compare and contrast gymnastic sequences, commenting on similarities and differences</li> <li>Work in a controlled way, including change of speed, direction, level and shape to produce a sequence</li> <li>Move and use actions with co-ordination and control</li> <li>Work in a controlled way</li> <li>Include change of speed?</li> <li>Include change of direction</li> <li>Include range of shapes?</li> <li>Follow a set of 'rules' to produce a sequence</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>		<ul style="list-style-type: none"> <li>Throw a variety of objects, changing their action for accuracy and distance</li> <li>Run over a long distance</li> <li>Sprint over a short distance</li> <li>Throw in different ways</li> <li>Hit a target</li> <li>Jump in different ways</li> </ul> <p><b><u>Outdoor/ Adventurous</u></b></p> <ul style="list-style-type: none"> <li>Follow a map in a more demanding familiar context</li> <li>Move from one location to another following a map</li> <li>Use clues to follow a route</li> <li>Follow a route accurately, safely and within a time limit</li> </ul> <p><b><u>Swimming</u></b> Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support? Can they use a variety of basic arm and leg actions when on their front and on their back? Can they swim on the surface and lower themselves under water? Can they take part in group problem-solving activities on personal survival? Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve?</p>	
<b>Cycle 1</b>			<b>Cycle 2</b>			
Year 5/6	<p><b>Autumn</b></p> <p><b>Invasion games</b> <b>Football</b></p> <ul style="list-style-type: none"> <li>Can they explain complicated rules?</li> <li>Can they make a team plan and</li> </ul>	<p><b>Spring</b></p> <p><b>Striking and Fielding</b> <b>Cricket</b></p> <ul style="list-style-type: none"> <li>Can they field?</li> <li>Can they choose the best tactics for</li> </ul>	<p><b>Summer</b></p> <p><b>Athletics</b> (running, throwing, jumping and catching)</p> <ul style="list-style-type: none"> <li>Can they demonstrate stamina?</li> </ul>	<p><b>Autumn</b></p> <p><b>Invasion games</b> <b>Netball</b></p> <ul style="list-style-type: none"> <li>Can they explain complicated rules?</li> <li>Can they make a team plan and</li> </ul>	<p><b>Spring</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Do they plan and perform dances confidently?</li> <li>Can they work creatively and</li> </ul>	<p><b>Summer</b></p> <p><b>Sports Day</b></p> <p>Athletics/ rounders</p> <ul style="list-style-type: none"> <li>Are they controlled when taking off and landing in a jump?</li> </ul>

	<p>communicate it to others?</p> <ul style="list-style-type: none"> <li>Can they lead others in a game situation?</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Can they make complex or extended sequences?</li> <li>Can they combine action, balance and shape?</li> <li>Can they perform consistently to different audiences?</li> <li>Are their movements accurate, clear and consistent?</li> </ul>	<p>attacking and defending?</p> <ul style="list-style-type: none"> <li>Can they bat?</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Do they plan and perform dances confidently?</li> <li>Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?</li> <li>Can they perform to an accompaniment expressively and sensitively?</li> <li>Can they perform dances fluently and with control?</li> <li>Can they warm-up and cool-down independently?</li> <li>Do they understand how dance helps to keep them healthy?</li> <li>Do they use appropriate criteria to evaluate and refine their own and others' work?</li> <li>Do they talk about dance with understanding, using appropriate language and terminology?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use their skills in different situations?</li> </ul> <p><b>Outdoor/Adventure</b></p> <ul style="list-style-type: none"> <li>Can they follow a map in an unknown location?</li> <li>Can they use clues and compass directions to navigate a route?</li> <li>Can they change their route if there is a problem?</li> <li>Can they change their plan if they get new information?</li> <li>Can they plan a route and series of clues for someone else?</li> <li>Can they plan with others taking account of safety and danger?</li> </ul> <p><b>Swimming (Catch up)</b></p> <p>Can they swim between 25 and 50 metres unaided?</p> <p>Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</p> <p>Can they use a variety of basic arm and leg actions when on their front and on their back?</p> <p>Can they swim on the surface and lower themselves under water?</p> <p>Can they take part in group problem-solving activities on personal survival?</p> <p>Do they recognise how their body reacts and feels when swimming?</p> <p>Can they recognise and concentrate on what they need to improve?</p>	<p>communicate it to others?</p> <ul style="list-style-type: none"> <li>Can they lead others in a game situation?</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Can they make complex or extended sequences?</li> <li>Can they combine action, balance and shape?</li> <li>Can they perform consistently to different audiences?</li> <li>Are their movements accurate, clear and consistent?</li> </ul>	<p>imaginatively on their own and/or with a partner to compose motifs and structure simple dances?</p> <ul style="list-style-type: none"> <li>Can they perform to an accompaniment expressively and sensitively?</li> <li>Can they perform dances fluently and with control?</li> <li>Can they warm-up and cool-down independently?</li> <li>Do they understand how dance helps to keep them healthy?</li> <li>Do they use appropriate criteria to evaluate and refine their own and others' work?</li> <li>Do they talk about dance with understanding, using appropriate language and terminology?</li> </ul> <p><b>Striking and Fielding Rounders</b></p> <ul style="list-style-type: none"> <li>Can they field?</li> <li>Can they choose the best tactics for attacking and defending?</li> <li>Can they bat?</li> </ul>	<ul style="list-style-type: none"> <li>Can they throw with accuracy?</li> <li>Can they combine running and jumping?</li> <li>Can they follow specific rules?</li> <li>Can they demonstrate stamina?</li> <li>Can they use their skills in different situations?</li> </ul> <p><b>Tennis</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Choose the best tactics for attacking and defending</li> <li>Hit a ball accurately and with control</li> <li>Vary tactics and adapt skills according to what is happening</li> <li>Can they use forehand and backhand with a racket?</li> </ul> <p><b>Swimming (Catch up)</b></p> <p>Can they swim between 25 and 50 metres unaided?</p> <p>Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</p> <p>Can they use a variety of basic arm and leg actions when on their front and on their back?</p> <p>Can they swim on the surface and lower themselves under water?</p> <p>Can they take part in group problem-solving activities on personal survival?</p> <p>Do they recognise how their body reacts and feels when swimming?</p> <p>Can they recognise and concentrate on what they need to improve?</p>
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