

PE Curriculum Overview

Term / Year	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Year 1 PPA	<p>Fundamentals and control and coordination of the body – hang, swing, climb, core strength and stability</p> <p>I can perform basic gymnastic actions, including travelling and climbing.</p> <p>I know when my body is active and I can talk about the difference between tension and relaxation</p> <p>I can explore the space and climbing apparatus confidently and safely</p>	<p>Fundamentals - Ball Skills – throw, roll, catch, bounce</p> <p>I can show control and accuracy with the basic actions for rolling, aiming, throwing, bouncing and catching a range of different equipment</p> <p>I understand the concept of tracking, and get in line with the ball to receive it</p> <p>I understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming</p> <p>I can watch others' movements carefully and start to recognise what works well</p>	<p>Fundamentals Speed and Skipping Skills</p> <p>I can perform movement actions and phrases with control and accuracy</p> <p>I can manage the shared space safely when moving at increasing speeds</p> <p>I can move fluently, changing direction and speed easily and avoiding collisions</p> <p>I can start to link skipping actions together</p>	<p>Fundamentals – games skills - Controlling, passing, receiving, striking and kicking</p> <p>I can show control and accuracy with the basic actions for passing, receiving, striking and kicking a range of different equipment</p> <p>I understand the concept of tracking, and get in line with the ball to receive it</p> <p>I can use skills in different ways in different games, and try to win by changing the way I use skills in response to my opponent's actions</p> <p>I can describe what I have done or seen others doing and say why it is good</p>	<p>Athletics - Run Jump and Throw</p> <ul style="list-style-type: none"> I can show different types of jumps I can run continuously for a given time I can run at different speeds and describe the differences I can throw over long and short distances I can throw accurately into smaller and larger targets I can describe what happens to my body when I am taking part in Athletics 	<p>Fundamentals and fitness and games (leading into the holidays –keeping fit over the summer break)</p> <ul style="list-style-type: none"> I can move fluently, changing direction and speed easily and avoiding collisions I can describe what it feels like when I breathe faster during exercise I can explain why running and playing games is good for me
Year 1 CT	<p>Gymnastics - Bouncing, Jumping and Landing</p> <ul style="list-style-type: none"> I can do jumping actions and stay still when required. I can land safely and with control. I can share the space and apparatus safely. 	<p>Dance – Theme Bonfire Night or x-curr??</p> <ul style="list-style-type: none"> I can respond to different stimuli (stories, poetry, music, and event) with a range of actions. I can copy and explore basic body actions. I can copy simple movement patterns 	<p>Gymnastics -Wide Narrow and Curled</p> <ul style="list-style-type: none"> I am starting to join different ideas together in a sequence. I can share the space and apparatus safely. I can do basic travelling and balancing actions and stay still when required 	<p>Dance –Theme – X-curr</p> <ul style="list-style-type: none"> I can choose movements to make into their own phrases with beginnings, middles and ends. I can talk about dance, linking movement to moods, ideas and feelings. 	<p>Dance – Handa's surprise???</p> <ul style="list-style-type: none"> I can practise and repeat their movement phrases and perform them in a controlled way. I can know where my heart is and understand why it beats faster when dancing. I can use simple dance vocabulary to describe movement. 	<p>Athletics - Run Jump and Throw</p> <ul style="list-style-type: none"> I can show different types of jumps I can run continuously for a given time I can run at different speeds and describe the differences I can throw over long and short distances I can throw accurately into smaller and larger targets I can describe what happens to my body when I am taking part in Athletics

<p style="text-align: center;">Year 2 PPA</p>	<p>Fundamentals Building Throwing and Catching Skills</p> <ul style="list-style-type: none"> I can perform a range of throwing and catching skills with control I can choose and use tactics to suit different situations I recognise what is successful 	<p>Fundamentals - Aiming, Hitting and Kicking – Games with a Partner.</p> <ul style="list-style-type: none"> I can perform a range of hitting and kicking skills with control I can react to situations in a way that helps my partner and makes it difficult for my opponents 	<p>Fundamentals - Building Dribbling, throwing and catching Skills</p> <ul style="list-style-type: none"> I can perform a range of dribbling, throw and catch skills with control I can show a good awareness of others in games, making simple decisions about when and where to move to I can watch and describe performances accurately 	<p>Fundamentals – Creating and Inventing Rules</p> <ul style="list-style-type: none"> I can choose and use tactics that work for my game I understand and can describe changes to my heart rate when playing different games I can make up a game using games equipment that increases my heart rate 	<p>Athletics - Run, Jump & Throw</p> <ul style="list-style-type: none"> I can run at different speeds for short and long distances I can learn to run at different speeds over obstacles I can throw across long and short distances I can aim at a target when throwing I can link a variety of jumps together 	<p>Fundamentals Creating Games and Inventing Rules and teaching others how to play those games</p> <ul style="list-style-type: none"> I can know how to score and keep the rules of my game I can watch and describe the games of others accurately I can record my game and teach others how to play (link to instructional writing)
<p style="text-align: center;">Year 2 CT</p>	<p>Gymnastics -Pathways</p> <ul style="list-style-type: none"> I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up sequences. I can move smoothly from a position of stillness to a travelling movement/another stillness. I know that gymnastics makes my heart beat faster 	<p>Dance – cross – curr link</p> <ul style="list-style-type: none"> I can talk about different stimuli as the starting point for creating dance phrases and short dances. I can explore actions in response to stimuli such as stories, poems, events, rhythms, music, props etc. I can show some sensitivity to the accompaniment. 	<p>Gymnastics Spinning, Turning and Twisting</p> <ul style="list-style-type: none"> I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up sequences of gymnastic actions. I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency. 	<p>Dance – cross – curr link</p> <ul style="list-style-type: none"> I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels I can show a growing range of creative movements. I can choose and link actions to make short dance phrases I can describe dance phrases and expressive qualities 	<p>Gymnastics - Linking Movements</p> <ul style="list-style-type: none"> I can move smoothly from a position of stillness to a travelling movement/another stillness. I can adapt the sequence to include floor, mats, apparatus showing control, accurate and fluency. I can repeat and perform a short sequence where there is a clear beginning, middle and end. I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control. I can choose one aspect of their sequence to improve, and say how to improve it 	<p>Athletics Run, Jump & Throw</p> <ul style="list-style-type: none"> I know which muscles make power and how they are important when jumping I can throw into targets set at different distances I can use different techniques and speeds to meet challenges set for running, jumping and throwing. I can describe what happens to my body when I am taking part in Athletics

<p style="text-align: center;">Year 3 PPA</p>	<p>Invasion Games - Football Passing, Receiving and Ball control Skills</p> <ul style="list-style-type: none"> I can use a range of football skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can explain how to keep possession and describe how I and others have achieved it. I know how to use space. I am building my stamina and speed to play football 	<p>Invasion - Netball Developing netball fundamental Skills</p> <ul style="list-style-type: none"> I can use a range of netball skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can explain how to keep possession and describe how I and others have achieved it I know how to use space I am building my stamina and speed to play netball 	<p>Invasion Game - TAG Rugby Fundamental handling and possession skills</p> <ul style="list-style-type: none"> I can pass, receive and run with the ball, keeping control and possession consistently I can weigh up the options and often make good decisions about what to do I know how to identify and use space I can describe and show how rugby uses short bursts of speed 	<p>Athletics- Throwing, Jumping and Running</p> <ul style="list-style-type: none"> I can run at different speeds e.g. change my pace with control I can decide the correct pace when running a long distance I can develop fluency and rhythm when choosing and applying different stride patterns I can use different throwing techniques e.g. push/pull throw, fling & heave throw I can throw accurately at a target and across different distances I know different techniques which will help me increase my height and distance of my jump 	<p>Striking & Fielding (Cricket) Building Cricket Skills</p> <ul style="list-style-type: none"> I can use a range of cricket skills with increasing control I can strike a ball with intent and aim for space I can intercept and stop the ball I can return the ball appropriately 	<p>Net/Wall (Tennis) Building Racket Skills</p> <ul style="list-style-type: none"> I can keep a game going using a range of different ways of throwing I can vary the speed and direction of the ball I can choose good places to stand when receiving, and give reasons for my choice I can describe what is successful in my own and others' play
	<p style="text-align: center;">Year 3 CT</p>	<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Gymnastics - Stretch, Curl and Arch and Symmetry and asymmetry</p> <ul style="list-style-type: none"> I can use shape, balance and travel to explore floor, mats and apparatus. I can practise an action or short sequence of movements, and improve the quality of those actions and linking movements. I can adapt a sequence to include different levels, speeds or directions. I can explain the differences between two performances. I know the importance of warming up and identify when my body is warm and stretched. 		<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Dance -X-curricular links</p> <ul style="list-style-type: none"> I can show an imaginative response to different stimuli through my use of language and choice of movement. I can use a range of expressive language to describe dance I can incorporate different qualities and dynamics into my movement I can perform short dances with expression, showing an awareness of others when moving. I can describe what makes a good dance phrase 		<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Athletics - Run, Jump & Throw</p> <ul style="list-style-type: none"> I can explore different combination of jumps I can pass and receive a baton when running as a team I can jump over hurdles with control and balance I can describe what happens to my body when I am taking part in Athletics I can apply a variety of techniques in a running, jumping an throwing competition

<p style="text-align: center;">Year 4 PPA</p>	<p>Invasion Games - Football</p> <ul style="list-style-type: none"> • Building football skills passing, receiving & small games • I can use a range of techniques when passing • I can change direction and speed when dribbling the ball • I have simple plans that I know I can make work • I use the knowledge I am learning in PE to make up suitable warm-up activities for the games I am playing 	<p><u>Invasion - Basketball</u> Developing and building basketball skills</p> <ul style="list-style-type: none"> • I can use a range of different passing skills • I can change direction and speed when dribbling the ball • I can keep and use rules given to me • I can describe the help I need to improve my play 	<p><u>Invasion - Hockey</u> Building dribbling passing & shooting skills with small games</p> <ul style="list-style-type: none"> • I can play with greater speed and flow • I can suggest how rules could be changed to improve the game • I know and explain the tactics and skills that I am confident with and use well in games 	<p><u>Net/Wall (Tennis)</u> Developing Racket Skills</p> <ul style="list-style-type: none"> • I can play using a racket, getting my body into good positions to hit a hand fed ball accurately • I can increasingly keep a rally going using a small range of shots • I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights • I can use the rules and keep games going without disputes • I can identify aspects of my game that need improving, and say how I can go about improving them 	<p><u>Athletics</u> Throwing, Jumping, Running & SAQ</p> <ul style="list-style-type: none"> • I can identify the differences in running styles and techniques • I understand the importance of timing during the relay changes • I understand that body positioning will result in a further throw. • I can choose an appropriate throwing technique for different distances • To explore the difference in standing and a run up throw when using a javelin • I know using your arms and increasing your speed can help increase the distance of a jump 	<p><u>Striking & Fielding (Cricket)</u> Developing Cricket Skills and Games</p> <ul style="list-style-type: none"> • I can strike a ball with intent and throw it more accurately when bowling and/or fielding • I can intercept and stop the ball with consistency, and return it quickly and accurately • I can choose and use batting or throwing skills to make the game hard for my opponents • I can choose where to stand as a fielder to make it hard for the batter • I am familiar with and use the rules set, and keep games going without disputes • I can identify parts of my performance that need improvement, and suggest how to achieve this
	<p style="text-align: center;">Year 4 CT and Siobhan</p>	<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Gymnastics - Balance</p> <ul style="list-style-type: none"> • I can make similar or contrasting shapes on the floor and apparatus, • I can combine actions and maintain the quality of performance when performing at the same time as my partner. • I can perform a range of rolling actions with consistency, fluency and clarity of movement • I can work with my partner to make up a sequence using the floor, mats and apparatus. • I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape. <p>I can increase the length of mine and my partner's sequences.</p> <p>I can offer constructive ideas when working with a partner</p>		<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Dance -X-curricular links and story books</p> <ul style="list-style-type: none"> • I can think about character and narrative ideas created by the stimulus, and respond through movement • I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group. • I can remember, practise and combine longer, more complex dance phrases • I can describe and interpret dance movements using appropriate vocabulary 		<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Athletics - Run, Jump & Throw</p> <ul style="list-style-type: none"> • I can apply a variety of techniques in a running, jumping and throwing competition

<p style="text-align: center;">Year 5 PPA</p>	<p>Invasion Games - Football Introduction to small sided games</p> <p>Developing more advanced skills</p> <p>I know the difference between attacking skills and defending skills</p> <p>I can switch between being and thinking like an attacker and a defender during the game</p> <p>I can find and use space to help my team</p> <p>I can look for specific things (skills and /or tactics)in a game and explain how well they are being done</p>	<p>Invasion - Basketball Developing dribbling, passing & shooting skills with games</p> <p>I can perform skills with accuracy, confidence and control</p> <p>I can use a variety of dodges and passes to keep the ball</p> <p>I can use a variety of tactics to keep the ball, e.g. changing speed and direction and to move it to a scoring position</p>	<p>Invasion - Netball Developing passing & shooting skills with games</p> <p>I can perform skills with accuracy, confidence and control</p> <p>I can use a variety of dodges and passes to keep the ball</p> <p>I know how to mark and defend to try and stop the opposition scoring</p> <p>I can recognise parts of our team performance that can be improved, and identify practices that will help</p>	<p>Net/Wall - (Tennis) Developing racket skills, small games introducing tactics and strategies</p> <p>I can play shots on both sides of the body e.g. forehand, backhand and learn to serve</p> <p>I can position myself well on court and spot the spaces in my opponent's court</p> <p>I can try to hit the ball into a space away from my opponent</p>	<p>Athletics - Throwing, Jumping, Running & SAQ</p> <p>I can maintain a speed over a long duration of time or distance</p> <p>I can create a three stride pattern over hurdle and know the hurdling technique</p> <p>I can throw with greater control and accuracy e.g. by generating greater force when throwing</p> <p>I can develop a range of throwing techniques e.g. push/pull throw. fling and heave throws</p> <p>I can develop power and keep control when taking off and landing (jumping)</p> <p>I can develop change over skills when running in relays</p> <p>I can time my runs</p> <p>I can measure and record my performance</p> <p>I can create a run, jump and throw event</p>	<p>Striking & Fielding (Cricket) Developing cricket skills, game awareness and problem solving</p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents</p> <p>I can make good judgements about when to run to score points</p> <p>I can work well as part of a team to make it hard for the batter</p> <p>I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</p>
<p style="text-align: center;">Year 5 CT and Siobhan</p>	<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Gymnastics – Bridges and Flight</p> <p>I can take more responsibility for my own warm up.</p> <p>I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</p> <p>I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.</p>		<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Dance -X-curricular links</p> <p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>I can warm up and cool down independently using exercises that stretch and tone my body.</p> <p>I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p> <p>I can talk about the relationship between the dance and its accompaniment.</p> <p>I can suggest ways to develop their technique and composition.</p>		<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Athletics - Run, Jump & Throw</p> <p>Children lead and deliver their own athletics competition including warm ups and cool downs</p>	

<p style="text-align: center;">Year 6 PPA</p>	<p>Invasion Games - Football Develop football & problem solving skills</p> <ul style="list-style-type: none"> • I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal • I can perform football skills with greater speed • I can recognise and describe the best points in an individual's and a team's performance • I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them • I can organise my team to think of ideas to be more successful 	<p>Invasion - Basketball Developing skills including problem solving, marking, tactics</p> <ul style="list-style-type: none"> • I can choose when and how to pass, so that my team keep possession • I can use attacking and defending skills appropriately in games • I can know the importance of being fit, and what types of fitness are most important for playing Basketball • I can plan and lead skill practices for Basketball • I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them • I can plan and use tactics with my team to be successful in a game 	<p>Invasion – TAG Rugby - Developing rugby skills including problem solving, marking, tactics</p> <ul style="list-style-type: none"> • I can combine and perform skills with control • I can choose and use different formations to suit the needs of the game 	<p>Net/Wall - (Tennis) Developing racket skills, small games introducing tactics and strategies</p> <ul style="list-style-type: none"> • I can play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game e.g. forehand, backhand and smash • I can improve the accuracy and pace of my serve • I can work well with others, adapting their play to suit their own and others' strengths e.g. in a doubles game 	<p>Striking & Fielding (Cricket) Developing cricket skills, game awareness and problem solving.</p> <ul style="list-style-type: none"> • I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions • I can choose and use batting or throwing skills to make the game hard for my opponents • I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance 	<p>Athletics Throwing, Jumping, Running & SAQ</p> <ul style="list-style-type: none"> • I can sustain my pace over longer distances, e.g. sprint for ten seconds, run continuously for more than two minutes • I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official • I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports
<p style="text-align: center;">Year 6 PPA</p>	<p>Fitness circuits and training for endurance, strength, speed and power</p>	<p>Fitness circuits and training for endurance, strength, speed and power</p>	<p>Fitness circuits and training for endurance, strength, speed and power</p>	<p>Fitness circuits and training for endurance, strength, speed and power</p>	<p>Fitness circuits and training for endurance, strength, speed and power</p>	<p>Fitness circuits and training for endurance, strength, speed and power</p>
<p style="text-align: center;">Year 6 CT and Siobhan</p>	<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Gymnastics - Synchronisation and Canon (Music)</p> <ul style="list-style-type: none"> • I can perform fluently and with control, even when performing difficult combinations. • I can make up longer sequences and perform them with fluency and clarity of movement. • I know how to improve their own health and fitness and how gymnastic activity helps contribute to this • I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others 		<p style="text-align: center;">Swimming and CT PE on alternate weeks Swimming – LOS from Siobhan PE session – Dance -X-curricular links</p> <ul style="list-style-type: none"> • I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. • I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea • I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. • I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea. • I can identify what types of exercise I need to help me improve in dance. 		<p style="text-align: center;">Targeted Swimming for those not meeting NCPE expectations PE session – OAA / Trust and challenge activities plus orienteering</p> <ul style="list-style-type: none"> • I can take on challenges on my own with a partner • I am clear about what I have to achieve and recognise the importance of planning and thinking as I go • I can use teamwork skills well in a variety of different challenges • I can support others and let them know that I can support others and be trusted in challenge situations 	