

PE – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Topic	Introduction to PE Unit 1	Fundamentals Unit 1	Gymnastics Unit 1	Dance Unit 1	Ball Skills Unit 1	Games Unit 1
<i>Overview</i>	Children will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group.	Children will develop their fundamental movement skills such as balancing, running, changing direction, jumping, hopping and travelling.	Children will explore creating shapes, balances, jumps and begin to develop rocking and rolling on the floor and on apparatus. Children will begin to copy, create and remember short gymnastic routines.	Children will develop their expressive movement. Children will begin to create their own actions in response to stimulus. Children will develop counting skills in time to musical beats.	Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, dribbling with their feet and kicking a ball.	Children will develop their understanding of competitive games. Children will continue to develop movement skills such as balancing, running, changing direction, jumping, hopping and travelling.
<i>Prior Learning</i>	New learning	EYFS – Introduction to PE	EYFS – Fundamentals	New learning	New learning	EYFS – Fundamentals and Gymnastics
<i>Future Learning</i>	Year 1 - Fundamentals	Year 1 - Gymnastics Year 1 - Fundamentals	Year 1 - Gymnastics	Year 1 - Dance	Year 1 - Ball Skills	Year 1- Invasion Games
Year 1 PE	Fundamentals – Year 1	Ball Skills - Year 1	Gymnastics - Year 1	Invasion Games - Year 1	Dance - Year 1	Striking and Field Games - Year 1
<i>Overview</i>	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in	In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target,	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn

	isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponent.	count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
<i>Prior Learning</i>	EYFS - Fundamentals Unit 1	EYFS – Ball Skills Unit 1	EYFS – Gymnastics Unit 1	EYFS - Games Unit 1	EYFS - Dance Unit 1	EYFS - Games Unit 1
<i>Future Learning</i>	Year 2 - Fundamentals	Year 2 - Ball Skills	Year 2 - Gymnastics	Year 3 - Football	Year 2 - Dance	Year 2 - Striking and Field Games
Year 2 PE	Fundamentals - Year 2	Ball Skills - Year 2	Gymnastics - Year 2	Dance - Year 2	Athletics - Year 2	Striking and Field Games - Year 2

<p><i>Overview</i></p>	<p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>	<p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and</p>	<p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback</p>	<p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small-sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>
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<i>Prior Learning</i>	Year 1 – Fundamentals	Year 1 - Ball Skills	Year 1 - Gymnastics	Year 1 – Dance	Year 1 - Athletics	Year 1 – Striking and Fielding Games
<i>Future Learning</i>	Year 3/4 - Football	Year 3 - Football	Year 3 - Gymnastics	Year 3 - Dance	Year 4 - Athletics	Year 3 - Cricket
Year 3 PE	Football - Year 3/4	Hockey - Year 3/4	Gymnastics - Year 3	Tennis -Year 3	Dance - Year 3	Cricket - Year 3/4
<i>Overview</i>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to</p>	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will</p>	<p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences</p>	<p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in</p>

	select and apply tactics to outwit the opposition.	understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.			collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
<i>Prior Learning</i>	Year 2 - Ball Skills Year 2 - Fundamentals	Year 2 - Ball skills	Gymnastics - Year 2	Year 2 - Target games	Year 2 - Dance	Year 2 - Striking and Field Games
<i>Future Learning</i>	Year 5/6 - Football	Year 5/6 - Hockey	Year 4 - Gymnastics	Year 4 - Tennis	Year 4 - Dance	Year 3/4 - Rounders
Year 4 PE	Tag Rugby - Year 3/4	Netball - Year 3/4	Gymnastics - Year 4	Dance - Year 4	Athletics - Year 4	Rounders - Year 3/4
<i>Overview</i>	In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep	Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and	In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils	Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities,

	<p>keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p>possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>	<p>pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
<i>Prior Learning</i>	Year 2 - Ball Skills	Year 2 - Ball Skills	Year 3 - Gymnastics	Year 3 - Dance	Year 2 - Athletics	Year 2 - Striking and Field Games
<i>Future Learning</i>	Year 5/6 - Tag Rugby	Year 5/6 - Netball	Year 5 - Gymnastics	Year 5 - Dance	Year 6 - Athletics	Year 5/6 - Rounders

Year 5 PE	Football - Year 5/6	Netball Year - 5/6	Gymnastics - Year 5	Tennis - Year 5	Dance - Year 5	Cricket - Year 5/6
<p><i>Overview</i></p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their</p>	<p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the</p>	<p>In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their</p>	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of</p>

		understanding of the importance of fair play and honesty while self managing games.	quality and control of their actions.		work. Pupils will work safely with each other and show respect towards others.	the rules, as well as being respectful of the people they play with and against.
<i>Prior Learning</i>	Year 3/4 - Football	Year 3/4 - Netball	Year 4 - Gymnastics	Year 3 - Tennis	Year 4 - Dance	Year 3/4 Cricket
<i>Future Learning</i>	Year 5/6 – Tag Rugby	Year 5/6 – Tag Rugby	Year 6 – Gymnastics	Year 5/6 – Rounders	Year 6 – Dance	Year 5/6 – Rounders
Year 6 PE	Tag Rugby - Year 5/6	Hockey - Year 5/6	Gymnastics - Year 6	Dance - Year 6	Athletics - Year 6	Rounders - Year 5/6
<i>Overview</i>	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided	In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their	In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to

	<p>games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p>	<p>opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	<p>of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following</p>	<p>outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>
<i>Prior Learning</i>	Year 3/4 - Tag Rugby	Year 3/4 - Hockey	Year 5 - Gymnastics	Year 5 - Dance	Year 5 - Athletics	Year 3/4 - Rounders
<i>Future Learning</i>	KS3	KS3	KS3	KS3	KS3	KS3