



PE Curriculum Overview

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus:	<ul style="list-style-type: none"> Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD22-36--30-50) 	<ul style="list-style-type: none"> Mount stairs, steps or climbing equipment using alternate tests. Walk downwards two feet to each step while carrying a small object. 	<ul style="list-style-type: none"> Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Stand momentarily on one foot when shown. (PD-30-50 m) 	<ul style="list-style-type: none"> Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Stand momentarily on one foot when shown. (PD 30-50 m) 	<ul style="list-style-type: none"> Catch a large ball. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) 	<ul style="list-style-type: none"> Is able to follow instructions LA-30-50-40-60 Respond to simple instructions (understanding 30-50-40-60m) Show an interest in technological with knobs or pulleys, or real objects such as cameras or mobile phones. (tech 30-50 m)
Nursery	Bubble Blowing	The Outdoors	Obstacle Course	Let's Be Animals!	Balloon Games	Photo Scavenger Hunt (Orienteering)
Concepts and skills taught:	<ul style="list-style-type: none"> Sensory experience Identify body parts (pop bubbles with fingers, elbows, nose, etc.) Introduce to early speech sounds with 'b' and 'b' (e.g. burst the bubble! or pop the bubble!). 	<ul style="list-style-type: none"> Balance and coordination Develop muscles (walking on uneven terrain) Use outdoor resources 	<ul style="list-style-type: none"> Balance and coordination Risky play Build confidence Activities including jumping/crawling/balance and beams. 	<ul style="list-style-type: none"> Develop gross motor skills Learn movements and animals (e.g. hop like a frog, waddle like a duck, gallop like a horse, crawl like a bear) Spatial awareness Whole- body exercises Experiment with creating own versions of movement 	<ul style="list-style-type: none"> Develop hand-eye coordination Practise balance and steadiness Encourage team play skills 	<ul style="list-style-type: none"> Develop observation and teamwork skills. Advance gross and fine motor skills as well as cognitive abilities.



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Focus:	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. (EAD – MM 40-60) Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – MM ELG) Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60) 	<ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) Begins to build a repertoire of songs and dances. (EAD M&M 40-60) Children represent their own ideas, thoughts and feelings through dance. (EAD BI ELG) Children sing songs, make music and dance, and experiment with ways of changing them. (EAD M&M ELG) 	<ul style="list-style-type: none"> Experiments with different ways of moving. (PD M&H 40:60) Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40:60) Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40:60) 	<ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) Experiments with different ways of moving. (PD MH 40-60) Jumps off an object and lands appropriately. (PD MH 40-60) 	<ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) Children show good control and co-ordination in large and small movements. (PD – M&H ELG) Experiments with different ways of moving. (PD M&H 40-60) 	<ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD M&H 40-60) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) Experiments with different ways of moving. (PD M&H 40-60) They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)
Reception	Dance - Dinosaurs	Dance – Dance ‘Till You Drop	Gymnastics – In the Jungle	Gymnastics – Jumps and Rolls	Ball fun!	The Olympics
Concepts and skills taught:	<ul style="list-style-type: none"> Spatial awareness Develop the ability to create movements to music. Create their own set of dinosaur movements. Turn these movements into short motifs and link to create a class dance. 	<ul style="list-style-type: none"> Spatial awareness Build up a repertoire of songs and simple dances. Confidence to perform these dances in a group. Adapt and change each dance thinking about the mood and style. Develop a range of different moves for each dance. 	<ul style="list-style-type: none"> Balance and coordination Move and balance like different jungle animals. Experiment with moving around, under, through and over small and large equipment. Create their own gymnastic sequence. 	<ul style="list-style-type: none"> Balance and coordination Jumping, balance and rolling Perform different types of jumps and balances on the floor and on different gymnastics equipment. Learn different types of rolls, which they will practise and perform in the gymnastic sequences they create. 	<ul style="list-style-type: none"> Hand-eye coordination Practise and develop skills which include controlling a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball. Develop individual skills, as well as learning how to play a few simple games and become part of a team 	<ul style="list-style-type: none"> Hand-eye coordination Practise a range of skills, using different equipment. Throw, run and jump in a range of different ways. Learning will be linked to a range of Olympic sports. Take part in an Olympic multi-skills competition.



PE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus:	Travelling and Balance	Travel + Balance and Racket Skills	Body Shapes and Striking + Fielding Skills	Body Shapes + Balances and Invasion Skills	Balancing and Invasion Skills	Teamwork and Leadership
Autumn 1	<ol style="list-style-type: none"> Gymnastics – Travelling Balancing Beanbags 	<ol style="list-style-type: none"> Gymnastics – Travelling and Balance Tennis (Racket Skills) 	<ol style="list-style-type: none"> Gymnastics – Body Shapes Cricket (Striking and Fielding Skills) 	<ol style="list-style-type: none"> Gymnastics – Body Shapes + Balancing/Counter Balancing. Netball (Invasion Games) 	<ol style="list-style-type: none"> Gymnastics – Balancing (Apparatus Work – Horse and Beam) Basketball (Invasion Games) 	Gymnastics – Sequence Development (Focus on Teamwork/Leadership)
Concepts and skills taught:	<ul style="list-style-type: none"> Move confidently and safely using change of speed, level and direction. Copy/create movement phrases with beginnings, middles and ends. Balance beanbags on different body parts – progress onto travelling whilst balancing beanbags. 	<ul style="list-style-type: none"> Move confidently and safely using change of speed, level and direction. Copy/mirror/create balances and movement phrases. Improve coordination and control of body using equipment. To remember, repeat and link combinations of skills. 	<ul style="list-style-type: none"> Explore and experiment with body shapes (e.g. letters). Create and perform a short sequence of shapes on their own and with a partner. Develop batting and fielding skills. 	<ul style="list-style-type: none"> Develop shapes into a gymnastics sequence using balance and counter balance. Working individually/in pairs/groups. Ball aim and control. Passing/receiving, marking/defending and shooting. 	<ul style="list-style-type: none"> To develop shapes and partner balances accurately. To combine and perform gymnastic actions and shapes more fluently and effectively. To choose, combine and perform skills more fluently and effectively in games. 	<ul style="list-style-type: none"> To create sequences that include a wide range of gymnastics actions, shapes and balances (on floor and apparatus). To adapt sequences by understanding, choosing and applying a range of compositional ideas. Use a variety of elements that they have learned over the course of their gymnastics lessons.
Focus:	Movement and Aim + Control	Movement and Footwork	Movement + Coordination and Invasion Skills	Stamina and Invasion Skills	Sequences and Invasion Skills	Stamina and Control
Autumn 2	<ol style="list-style-type: none"> Dance - The Magic Toys Beanbag Skills 	<ol style="list-style-type: none"> Life-Cycle Dances – Plants Football Skills (Dribbling/Travelling) 	<ol style="list-style-type: none"> Ballroom Dancing Netball (Developing Invasion Skills) 	<ol style="list-style-type: none"> Keep Fit Basketball (Developing/Consolidating Skills) 	<ol style="list-style-type: none"> Street Dance Football (Invasion Games) 	Box Fit
Concepts and skills taught:	<ul style="list-style-type: none"> Balance and movement Explore gymnastics actions and still shapes Show control and accuracy with the basic actions for underarm throwing and kicking. Understand the concepts of aiming and taking the beanbag to a good position for aiming. 	<ul style="list-style-type: none"> Good quality movement (levels – high/middle/low) Understand the concept of aiming and taking the ball to a good position for aiming. Perform a range of kicking and gathering skills with control. 	<ul style="list-style-type: none"> Unison/mirroring/complementing Coordination/direction Working individually/in pairs/groups 	<ul style="list-style-type: none"> Control/direction/speed/stamina/beep test. To develop the range and consistency of their passing and receiving skills. To develop their attacking and defending skills. 	<ul style="list-style-type: none"> To create and structure motifs and phrases. To compose dances by using, adapting and developing steps. Understand and apply a range of tactics and strategies for defence and attack. To choose, combine and perform skills more fluently and effectively in a mini version of football. 	<ul style="list-style-type: none"> To understand boxing stance and foot placement determine the effectiveness of offense, defence and footwork. To increase stamina through skipping, jogging and pad work. To perform the beep test at a faster rate.
Focus:	Movement/Sequence and Throwing + Catching	Sequences + Apparatus and Early Ball Skills	Travel + Movement and Tennis Skills	Balance and Resilience	Canon + Unison and Striking + Fielding Skills	Resilience, Coordination and Control
Spring 1	<ol style="list-style-type: none"> Gymnastics – Movement and Sequence (Small) Ball Skills – throwing/catching using bounce. 	<ol style="list-style-type: none"> Gymnastics – Sequences and Apparatus Netball (Early Ball Skills) 	<ol style="list-style-type: none"> Gymnastics – Travelling and Tennis (Net and Wall) 	<ol style="list-style-type: none"> Gymnastics – Balance and Beam Cycling (Resilience) 	<ol style="list-style-type: none"> Gymnastics – Canon and Unison Softball (Striking and Fielding Games) 	Cycling – Obstacle Course
Concepts and skills taught:	<ul style="list-style-type: none"> Move confidently and safely in their own and general space, using change of speed and direction. Perform movement phrases using a range of actions and body parts. Throwing/catching (using bounce progressing to without). 	<ul style="list-style-type: none"> Perform movement phrases with control and accuracy. Manage the space safely, showing good awareness of each other, mats and apparatus. Develop passing, receiving, aiming and shooting skills. 	<ul style="list-style-type: none"> Explore different methods of travelling using speed/levels and actions. Improve coordination and control of body using equipment. Consolidate and develop the range and consistency of skills. 	<ul style="list-style-type: none"> Link shapes and balances into short sequences. Consolidate and improve the quality of body shapes and balances, and transfer these onto apparatus. Braking, pedalling and balance. Being able to cycle for longer, further and faster. 	<ul style="list-style-type: none"> To perform movements in canon and unison and incorporate them into their sequences. To make use of their changes in speed, level and direction in their work and apply their own compositional ideas to the sequences they create. To use and adapt rules for softball, using their knowledge of the basic principles of batting and fielding. 	<ul style="list-style-type: none"> Braking, pedalling and balance. Being able to cycle longer, further and faster. Know how to perform an emergency stop. Use cycling skills learned through lessons to complete an obstacle course (riding through cones, around objects and making sharp turns).
Focus:	Coordination	Movement + Coordination and Early Ball Skills	Stamina and Navigation	Coordination and Striking and Fielding Skills	Stamina and Striking + Fielding Skills	Balance, Footwork and Decision Making Skills
Spring 2	<ol style="list-style-type: none"> Dance – Animals Football (Early ball skills) 	<ol style="list-style-type: none"> Dance – Colours and Moods Basketball (Early Ball Skills) 	<ol style="list-style-type: none"> Keep Fit Orienteering 	<ol style="list-style-type: none"> Dance – Salsa Softball (Developing/Consolidating Skills) 	<ol style="list-style-type: none"> Box Fit Cricket (Striking and Fielding Games) 	Fencing
Concepts and Skills taught:	<ul style="list-style-type: none"> Explore movement ideas and respond imaginatively to stimuli. Explore, remember, repeat and link a range of actions with coordination. Understand the concept of tracking, and get in line with the ball to receive it. 	<ul style="list-style-type: none"> Use simple dance vocabulary to describe movement, dance phrases and expressive qualities. Respond to stimuli with a range of actions and begin to link colours to feelings and movement. Use a range of passing, receiving, aiming and shooting skills with control (progress onto travelling with ball). 	<ul style="list-style-type: none"> Control/speed/stamina/weights. To hold a plan and orientate themselves successfully To solve simple challenges, using orienteering conventions. Teamwork/group work. 	<ul style="list-style-type: none"> Control/direction/shape/speed. Unison/coordination/working in pairs. To consolidate and develop the range and consistency of their skills in striking and fielding games. 	<ul style="list-style-type: none"> Stance/footwork/position/stamina To work together and take turns in different roles. Work as a team in small competitive games. To develop the range and consistency of their skills in striking and fielding games. 	<ul style="list-style-type: none"> Learning and development of core footwork and balance skills. Learning and development of blade skills and correct use of distance and timing. Use of attacks, defence and preparations. Learning of elementary, tactical and decision making skills.
Focus:	Stamina and Coordination + Control	Floor Work and Coordination + Control	Striking + Fielding Skills and Throwing	Stamina and Positioning	Resilience and Stamina + Coordination	Invasion Game Skills
Summer 1	<ol style="list-style-type: none"> Keep Fit Softball Tennis (Early net and wall skills) 	<ol style="list-style-type: none"> Gymnastics – Floor Work Tennis (Red/Yellow Balls) 	<ol style="list-style-type: none"> Rounders (Striking and Fielding Skills) Athletics – Javelin and Shotput 	<ol style="list-style-type: none"> Box Fit Athletics – Types of Jump 	<ol style="list-style-type: none"> Cycling Athletics – Running and Jumping 	Tag Rugby
Concepts and Skills taught:	<ul style="list-style-type: none"> Footwork/position Control/direction/speed/stamina Improve coordination and control of body using equipment. 	<ul style="list-style-type: none"> Improve control of body by creating shapes (e.g. bridges). Explore, remember, repeat and link a range of actions with coordination. Improve coordination using equipment. 	<ul style="list-style-type: none"> To consolidate and develop the range and consistency of their skills in striking and fielding games. To use their bodies and equipment with greater control and coordination. To develop the accuracy of their throwing skills at targets. 	<ul style="list-style-type: none"> Stance/footwork/position. Learn to jump and land safely and with control, using different jumps. Positioning/take off/action in air/landing. 	<ul style="list-style-type: none"> Braking, pedalling and balance. Being able to cycle for longer, further and faster and through cones (mini obstacle course). To develop the consistency of their running techniques. To increase the number of techniques they use for jumping. To choose appropriate techniques for specific events. 	<ul style="list-style-type: none"> Develop the range and constancy of passing and receiving skills. Develop a broader range of techniques for attacking and defending. Understand and apply a range of tactics and strategies for defence and attack.



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Focus	Movement and Direction + Control	Stamina and Coordination + Control	Basic Cycling Skills and Stamina	Net and Wall Game Skills and Navigation	Net and Wall Game Skills and Throwing + Stamina/Control	Striking and Fielding Skills
Summer 2	<ol style="list-style-type: none"> Dance – Weather and Seasons Athletics – Running and Jumping 	<ol style="list-style-type: none"> Keep Fit Athletics – Running and Jumping + Change of Direction 	<ol style="list-style-type: none"> Introduction to Cycling Athletics – Sprints and Relays 	<ol style="list-style-type: none"> Tennis (Net and Wall Games) Orienteering (Obstacle Challenge, Crossing the Swamp, etc.) 	<ol style="list-style-type: none"> Badminton (Net and Wall Games) Athletics – Throwing Accurately + Relays 	Rounders
Concepts and Skills taught:	<ul style="list-style-type: none"> Copy and explore basic body actions demonstrated by the teacher. Explore actions in response to stimuli Copy, watch and describe dance movements or phrases. Speed/direction/footwork/position 	<ul style="list-style-type: none"> Footwork/position/skipping Types of jump Speed/direction/control 	<ul style="list-style-type: none"> Braking, pedalling and balance. Footwork/position Control/direction/speed Practise running effectively, swinging arms and lifting knees high. 	<ul style="list-style-type: none"> Use throwing, catching and racket skills in net games. Play net games on courts, competing against another team and scoring points. Follow a simple orienteering course around the school grounds. To choose and apply strategies and skills to meet the requirements of a task or challenge. 	<ul style="list-style-type: none"> To control a shuttlecock with a racket and develop rallying skills with a partner. To use a range of tactics, choosing different shots to hit the shuttlecock into the court. To develop the accuracy and consistency of overarm throwing. To increase the number of techniques used for throwing. To develop the consistency of their running action in relay events. 	<ul style="list-style-type: none"> To develop the range and consistency of their skills in striking and fielding games. To use and adapt rules for rounders, using knowledge of the basic principles of batting and fielding. To choose and use a range of tactics and strategies when batting and fielding. Play games in teams.