

## PE Year Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Additional Curriculum Opportunities</b>			Chinese New Year		Healthy living	
<b>Development Matters (3-4)</b>	<p>Ongoing throughout the year:</p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>					
<b>Reception Topic</b>	Movement	Throwing & Catching	Gymnastics/Dance	Games	Ball Skills	Athletics
<b>Skills</b>	Learn basic movements of how to walk, run, hop, skip using spatial awareness.	Learn basic catching techniques using a variety of objects.	Learn basic skills of balance, rolls and travelling using a variety of different apparatus. Work on body control and strength	Understand basic principles of game rules and apply them in different situations. Understand the	Develop ball skills using racquets, bats, sticks. Control Balls using feet, hands. Develop control	Physical developments of movements. Running, walking, skipping. Changes of direction in competitive scenarios.

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				concept of winning and losing.	and spatial awareness using the equipment.	
<p><b>Development Matters (Reception)</b></p>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Develop confidence, competence, precision and accuracy when</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>

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	<ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity.</li> </ul>			engaging in activities that involve a ball.		
<b>Additional curriculum opportunities</b>	Continuous outdoor provision	Continuous outdoor provision Dance workshop – Diwali	Continuous outdoor provision Winter Bear workshop	Continuous outdoor provision Healthy Living topic Come Outside topic Mental Health Week	Continuous outdoor provision Health week	
<b>Early Learning Goals</b>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
<b>Vocab</b>	<p><b>Movement</b></p> <p>Rolling, Crawling, Walking, Running, Jumping, Hopping, Skipping, Climbing, Space, Fast, Slow, Co-ordination.</p>	<p><b>Throwing &amp; Catching</b></p> <p>Throwing, Fast, slow, Catching, Control, Co-ordination, Bounce, Rolling, Body parts.</p>	<p><b>Gymnastics</b></p> <p>Shape, Curl, Roll, Position, Body parts, Travel, Balance, Jump.</p> <p><b>Dance</b></p> <p><b>Travelling:</b> slither, gallop, shuffle, roll, crawl</p> <p><b>Actions:</b> lead, follow copy Body parts</p>	<p><b>Games</b></p> <p>Walking, Running, Throwing, Fast, slow, Catching, Rolling, Space, Pushing, Patting, Kicking, Bounce, Control, Co-ordination, Bounce, Body parts.</p>	<p><b>Ball Skills</b></p> <p>Kicking, Passing, Control, Co-ordination, Aim, Batting, Teamwork.</p>	<p><b>Athletics</b></p> <p>Rolling, Crawling, Walking, Running, Jumping, Hopping, Skipping, Climbing, Space, Fast, Slow, CO-ordination.</p>

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			<p><b>Co-operation:</b> share, wait, before, after.</p> <p><b>Direction:</b> forwards, backwards</p> <p><b>Feeling:</b> happy, excited, sad Body actions e.g. stretching, curling, reaching, twisting, turning</p> <p><b>Movement:</b> strong, gentle, heavy, floppy</p> <p><b>Space:</b> between, through, above.</p>			
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1 Topic</b>	Gymnastics	Dance	Games	Gymnastics	Dance	Games
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Travel using low to high.</li> <li>• Combine travelling actions to make a short sequence</li> <li>• Be aware of others in space</li> <li>• Straight and star jumps</li> <li>• Making basic shapes</li> <li>• Roll sideways in a straight line</li> <li>• Use low apparatus to travel.</li> <li>• Explore different ways of balancing</li> </ul>	<ul style="list-style-type: none"> <li>• Explore movements using different body parts</li> <li>• Move in a space safely with others</li> <li>• Begin to change speed level and direction</li> <li>• Create and perform a simple dance individually and with a partner.</li> </ul>	<p style="text-align: center;"><b>Throwing and Catching</b></p> <ul style="list-style-type: none"> <li>• I can change direction</li> <li>• I can travel safely</li> <li>• I am aware of space</li> <li>• I can use the correct technique when throwing and catching a beanbag</li> <li>• I can show teamwork</li> <li>• I can receive a beanbag correctly (cup shape, underarm throw).</li> <li>• I can send a ball with control</li> <li>• I can aim for a target (Rolling, Throwing)</li> </ul>	<ul style="list-style-type: none"> <li>• Make a shape with my body</li> <li>• Work with a partner to mirror body shapes</li> <li>• Make a balance with my body</li> <li>• Work with a partner to mirror balances</li> <li>• Devise a sequence of movements</li> <li>• Devise a sequence of movements with a partner/s</li> </ul>	<ul style="list-style-type: none"> <li>• Make a shape with my body</li> <li>• Use and remember movements, sequence and patterns of movements</li> <li>• Create animal movements</li> <li>• Make a balance with my body</li> <li>• Sequence and patterns of movement related to music</li> <li>• Work with a partner to create a sequence combining a growing</li> </ul>	<p style="text-align: center;"><b>Travelling with a ball</b></p> <ul style="list-style-type: none"> <li>• Travelling with a ball in different ways and directions with control and fluency.</li> <li>• Travel at different speeds.</li> </ul> <p style="text-align: center;"><b>Using space</b></p> <ul style="list-style-type: none"> <li>• Begin to use space in a game.</li> </ul> <p style="text-align: center;"><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate different ways of hitting, throwing and striking a ball.</li> <li>• Attempt to track balls and other equipment sent to them.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Holding a balance for 3 seconds</li> <li>• Perform a partner roll</li> <li>• Link three jumps together.</li> <li>• Working with a partner to sequence</li> <li>• Perform a sequence to others.</li> </ul>		<ul style="list-style-type: none"> <li>• I can use sending and receiving techniques in a competitive game.</li> </ul>		<p>number of movements individually and as a group</p>	<ul style="list-style-type: none"> <li>• Playing as a fielder and get the ball back to a stop zone.</li> <li>• Begin to follow simple game rules.</li> <li style="padding-left: 20px;"><b>Passing a ball</b></li> <li>• Pass the ball to another player in a game beginning to develop some control.</li> <li>• Use kicking skills in a game.</li> <li style="padding-left: 20px;"><b>Attacking, defending, tactics and rules</b></li> <li>• Begin to understand the terms attacking and defending.</li> <li>• Use simple defensive skills such as marking a player or defending a space.</li> <li>• Use simple attacking skills such as dodging to pass a defender.</li> <li>• Follow simple rules to play games, including team games.</li> </ul>
<b>Additional Curriculum Opportunities</b>	Science topic – My Body	Links to Instructions		Builds on from previous animals topic	Health week	
<b>National Curriculum KS1 (Year 1)</b>	<p><b><u>Subject Content</u></b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> <li>• perform dances using simple movement patterns.</li> </ul>					

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<b>Vocab</b>	<i>EYFS plus...</i> Stretch, balance, tension, zig-zag, travelling, jumping, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels, Landing <b>Shapes:</b> Pike, Star, Straddle, Straight, Tuck, <b>Health and fitness:</b> warm up/ cool down	<i>EYFS plus...</i> <b>Travel and stillness:</b> gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue <b>Direction:</b> forwards, backwards, sideways <b>Space:</b> near, far, in and out, on the spot, own, beginning, middle end <b>Mood and feelings:</b> happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow <b>Pathways:</b> curved, zigzag Rhythm Co-ordination Pattern Stimulus Copy <b>Health and fitness:</b> warm up/ cool down	<i>EYFS plus...</i> Running, Jumping, Rolling, Striking, Throwing, Bouncing, Catching, Space, Opposite team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Co-ordination, Participate <b>Health and fitness:</b> warm up/ cool down	<i>EYFS plus...</i> Stretch, balance, tension, zig-zag, travelling, jumping, climbing, repeat, sequence, space, perform, adapt, direction, speed, levels, Landing <b>Shapes:</b> Pike, Star, Straddle, Straight, Tuck, <b>Health and fitness:</b> warm up/ cool down	<i>EYFS plus...</i> <b>Travel and stillness:</b> gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue <b>Direction:</b> forwards, backwards, sideways <b>Space:</b> near, far, in and out, on the spot, own, beginning, middle end <b>Mood and feelings:</b> happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow <b>Pathways:</b> curved, zigzag Rhythm Co-ordination Pattern Stimulus Copy <b>Health and fitness:</b> warm up/ cool down	<i>EYFS plus...</i> Running, Jumping, Rolling, Striking, Throwing, Bouncing, Catching, Space, Opposite team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Co-ordination, Participate <b>Health and fitness:</b> warm up/ cool down
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 2 Topic</b>	Games (Sending and Receiving)	Gymnastics	Dance	Gymnastics	Dance	Games (Team Games)

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Skills	Building upon the skills learnt in Year 1:	Building upon the skills learnt in Year 1:	Building upon the skills learnt in Year 1:	Building upon the skills learnt in Year 1:	Building upon the skills learnt in Year 1:	Building upon the skills learnt in Year 1:
	<p><b>Throwing and Catching</b></p> <ul style="list-style-type: none"> <li>perform a range of throwing actions including overarm and chest pass.</li> <li>Use a variety of different sized balls and equipment and master accuracy and throwing to varying distances.</li> </ul> <p><b>Travelling with a ball</b></p> <ul style="list-style-type: none"> <li>Bounce and kick a ball whilst moving. Use kicking and dribbling skills and apply these to a game setting.</li> </ul> <p><b>Passing a ball</b></p> <ul style="list-style-type: none"> <li>Demonstrate passing the ball in different ways with increasing accuracy and control.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different body tension, relaxed, curled and stretched to create a sequence of movements.</li> <li>Use equipment in a variety of ways to create a sequence e.g. Travelling across a bench in different ways.</li> <li>Perform a sequence of 3-4 movements, balances or actions including changes in speed and direction both independently and with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Change rhythm, speed, level and direction in dance.</li> <li>Make a sequence by linking sections together independently.</li> <li>Express a mood or feeling, including changes in mood or feeling, through a short dance routine.</li> <li>To create and perform a simple dance applying previously taught skills.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge balance and use of core strength to perform balances on 2/3 or 4 points (e.g. one hand, one foot/ press up position).</li> <li>Explore shape in the air when jumping and landing with control (star shape).</li> <li>Travel over, under and across apparatus (bench, platform 1 and 2, A frame 2, slopes and beams.)</li> <li>Show control at take off and landing and correct dismount using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Change rhythm, speed, level and direction in dance.</li> <li>Make a sequence by linking sections together independently with a partner.</li> <li>Express a mood or feeling, including changes in mood or feeling, through a short dance routine as part of a group.</li> <li>To create and perform a simple group or partnered dance applying previously taught skills.</li> </ul>	<p><b>Using space</b></p> <ul style="list-style-type: none"> <li>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst travelling. Begin to choose and use the best space in a game.</li> </ul> <p><b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>Strike or hit a ball with increasing control.</li> </ul> <p>Move to track a ball sent to them. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p><b>Attacking, defending, tactics and rules</b></p> <ul style="list-style-type: none"> <li>Begin to understand and use the terms attacking and defending.</li> </ul> <p>Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games.</p>

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<b>Additional Curriculum Opportunities</b>		Dance - Movement linked to fireworks	Dance – GFOL topic. Performance.			
<b>National Curriculum KS1 (Year 2)</b>	<p><b><u>Subject Content</u></b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> <li>• perform dances using simple movement patterns.</li> </ul>					
<b>Vocab</b>	<i>Year 1 plus...</i> Avoiding, Accuracy, Tracking a ball, Travelling, Rolling, Striking, Overarm throw, Chest pass, Bounce pass, Bouncing, Catching, Speed, Direction, Passing, Controlling, Co-ordination, Technique, <b>Health and fitness:</b> warm up/ cool down	<i>Year 1 plus...</i> Speed, Compose, Movements, Position, Extend, Travel, Combinations, Demonstrate, Repeat, Create, Stretch, Point, Balance, Level, Tension, Smooth, Sequence, <b>Shapes:</b> pike, star, straddle, top to toe, tuck <b>Health and fitness:</b> warm up/ cool down	<i>Year 1 plus...</i> Movement, Control, Speed, Level, Sequence, Unison, Cannon, <b>Travel and stillness:</b> gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue <b>Direction:</b> forwards, backwards, sideways <b>Space:</b> near, far, in and out, on the spot, own, beginning, middle, end, <b>Mood and feelings:</b> happy, angry, calm, excited, sad, lonely Body actions <b>Levels:</b> high, medium, low <b>Speed;</b> fast, slow <b>Pathways:</b> curved, zigzag, Rhythm Co-ordination, Pattern Stimulus	<i>Year 1 plus...</i> Speed, Compose, Movements, Position, Extend, Travel, Combinations, Demonstrate, Repeat, Create, Stretch, Point, Balance, Level, Tension, Smooth, Sequence, <b>Shapes:</b> pike, star, straddle, top to toe, tuck <b>Health and fitness:</b> warm up/ cool down	<i>Year 1 plus...</i> Movement, Control, Speed, Level, Sequence, Unison, Cannon, <b>Travel and stillness:</b> gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue <b>Direction:</b> forwards, backwards, sideways <b>Space:</b> near, far, in and out, on the spot, own, beginning, middle, end, <b>Mood and feelings:</b> happy, angry, calm, excited, sad, lonely Body actions <b>Levels:</b> high, medium, low <b>Speed;</b> fast, slow <b>Pathways:</b> curved, zigzag, Rhythm Co-ordination, Pattern Stimulus	<i>Year 1 plus...</i> Avoiding, Accuracy, Tracking a ball, Travelling, Rolling, Striking, Free space, Own space, Opposite Team, Follow, Aiming, Speed, Direction, Passing, Dribbling, Controlling, Shooting, Scoring, Participate, Co-ordination, Technique, Rules, Tactics <b>Health and fitness:</b> warm up/ cool down



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			<b>Health and fitness:</b> warm up/ cool down		<b>Health and fitness:</b> warm up/ cool down	
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