



Physical Education Whole School Overview

Year Group	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> Developing an awareness of space and of others Moving using different parts of the body Throwing & catching Exploring malleable materials 	<ul style="list-style-type: none"> Moving using different parts of the body Throwing & catching Exploring malleable materials Use movement to express feelings Balancing 	<ul style="list-style-type: none"> Jumping and landing safely Recognising changes that happen to our bodies when active control and coordination Recognising the importance of keeping healthy
Year 1	<p>Throwing and catching skills</p> <p>Team games Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control. Beginning to develop hand-eye coordination. Participates in simple games</p> <p>Dance Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to range of stimuli.</p>	<p>Gymnastics – Copies and explores basic movements with some control and coordination. Can perform different body shapes. Performs at different levels. Can perform 2 footed jumps. Can use equipment safely. Balances with some control. Can link 2-3 simple movements</p>	<p>Athletics Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control.</p>
Year 2	<p>Gymnastics To develop body management through a range of floor exercise To use core strength to link recognized gymnastics elements. To attempt to use rhythm whilst performing a sequence</p> <p>Hockey-Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial</p>	<p>Gymnastics- To describe and explain how performers can transition and link gymnastic elements. To perform with control and consistency basic actions at different speeds and on different levels. To challenge themselves to develop strength and flexibility To create and perform a simple sequence that is judged using simple gymnastic scoring</p>	<p>Athletics- Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination.</p> <p>Dance Copies and explores basic movements with clear control. Varies levels and speed in sequence. Can vary the size of their body shapes. Add change of direction to a sequence. Uses space well and negotiate space clearly. Can describe a short dance</p>

	<p>awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending</p>	<p>Football Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending</p> <p>Rounders</p>	<p>using appropriate vocabulary. Responds imaginatively to stimuli.</p>
Year 3	<p>Gymnastics – Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc.</p> <p>Rounders- team game and ball and bat control.</p> <p>Football- team game, develop ball control with passing and running. Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own</p>	<p>Dance – Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p> <p>Hockey – Control of movement using a hockey stick.</p> <p>Netball – To apply basic principles for attacking and defending. Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each</p>	<p>Swimming – Swim competently, confidently and proficiently. Swims competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p> <p>Tennis – ball and bat control.</p> <p>Athletics – Beginning to run at speeds appropriate for the distance. <i>E.g. sprinting and cross country</i>. Can perform a running jump with some accuracy. Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p> <p>Outdoor Adventure Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>

	<p>rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p>	<p>other in a controlled manner. Beginning to select resources independently to carry out different skills.</p>	
Year 4	<p>Gymnastics develop an increased range of body actions and shapes to include in a sequence. To define muscles groups needed to support the core of their body. To refine taking weight on small and large body parts, for example hand and shoulder.</p> <p>Dance Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.</p> <p>Football Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. <i>E.g. dribbling, bouncing, and kicking</i> Uses skills with co-ordination,</p>	<p>Swimming- Swim competently, confidently and proficiently. Swims competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p> <p>Rugby Netball Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. <i>E.g. dribbling, bouncing, and kicking</i> Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and</p>	<p>Cricket Athletics Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>E.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p> <p>Outdoor Adventure- Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>

	<p>control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Hockey- To be able to consistently perform basic hockey skills such as dribbling and push pass. To implement the basic rules of hockey. To develop tactics and apply them in competitive situations. To increase speed and endurance during game play.</p>	<p>combination.</p>	
<p>Year 5</p>	<p>Swimming- Swim competently, confidently and proficiently. Swims competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p> <p>Gymnastics To create longer and more complex sequences and adapt performances. To take the lead in a group when preparing a sequence. To develop symmetry individually, as a pair and in a small group. To compare</p>	<p>Basketball Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation</p>	<p>Athletics Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>E.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p> <p>Outdoor Adventure- Develops strong listening skills. Use and interprets simple maps. Think activities through and problem</p>

	<p>performances and judge strengths and areas for improvement.</p> <p>Hockey To be able to be able to combine basic hockey skills such as dribbling and push pass. To be able to confidently select and apply skills in a game situation. To begin to play effectively in different positions on the pitch including in defence. To increase power and strength of passes, moving the ball over longer distances.</p>	<p>and combination</p> <p>Dance Beginning to exaggerate dance movements and motifs (using expression when moving). Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>E.g. using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>	<p>solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>
Year 6	<p>Tag rugby – Team sports</p> <p>To choose and implement a range of strategies and tactics to attack and defend. To combine and perform more complex skills at speed. To observe, analyse and recognise good individual and team performances. To suggest, plan and lead a warm up as a small group</p> <p>Gymnastics. To perform increasingly complex sequences. To combine own ideas with others to build sequences. To compose and practise actions and relate to music. To show a desire to improve competency across a broad range of gymnastics actions</p>	<p>Hockey To choose and implement a range of strategies and tactics to attack and defend. To combine and perform more complex skills at great speed. To recognise and describe good individual and team performances</p> <p>Dance – Exaggerate dance movements and motifs (using expression when moving). Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with</p>	<p>Tennis –</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>E.g. dribbling, bouncing, and kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of</p>

		<p>the required style in relation to the stimulus. <i>E.g. using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>	<p>skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination</p> <p>Athletics – Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>E.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p> <p>Outdoor Adventure- Develops strong listening skills. Use and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>
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