



Whole School PE Overview

Class	Year A		Year B	
Holly Berries	Term 1	Fundamental movement skills	Term 1	Fundamental movement skills
	Term 2	Gymnastics	Term 2	Games activities
	Term 3	Dance	Term 3	Gymnastics
	Term 4	Games activities	Term 4	Dance
	Term 5	Athletics	Term 5	Net and wall games
	Term 6	Net and wall games	Term 6	Athletics
Chestnut	Term 1	Invasion games – netball	Term 1	Invasion games – hockey
	Term 2	Invasion games – rugby	Term 2	Invasion games – netball
	Term 3	Gymnastics	Term 3	Gymnastics
	Term 4	Dance	Term 4	Dance
	Term 5	Striking and fielding – rounders	Term 5	Striking and fielding – cricket
	Term 6	Athletics	Term 6	Net and wall games - tennis
Maple	Term 1	Invasion games – football	Term 1	Invasion games - hockey
	Term 2	Invasion games – hockey	Term 2	Invasion games – netball
	Term 3	Gymnastics	Term 3	Gymnastics
	Term 4	Outdoor adventurous activities	Term 4	Striking and fielding – cricket
	Term 5	Striking and fielding – rounders	Term 5	Dance
	Term 6	Athletics	Term 6	Net and wall games - tennis

Holly Berries

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Term 1	Fundamental movement skills	Term 1	Fundamental movement skills
Term 2	Gymnastics	Term 2	Games activities
Term 3	Dance	Term 3	Gymnastics
Term 4	Games activities	Term 4	Dance
Term 5	Athletics	Term 5	Net and wall games
Term 6	Net and wall games	Term 6	Athletics

Knowledge

Children should be taught to develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and others) and cooperative physical activities, in a range of increasingly challenging situations.

Children should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics to attacking and defending.
- Perform dances using simple movement patterns.

Skills

<p>Games</p> <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<p>Dance</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform and sequence. • Choose movements to communicate a mood, feeling or idea.
<p>Gymnastics</p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	

Chestnut			
Year A		Year B	
Term 1	Invasion games – netball	Term 1	Invasion games – hockey
Term 2	Invasion games – rugby	Term 2	Invasion games – netball
Term 3	Gymnastics	Term 3	Gymnastics
Term 4	Dance	Term 4	Dance
Term 5	Striking and fielding – rounders	Term 5	Striking and fielding – cricket
Term 6	Athletics	Term 6	Net and wall games - tennis
Knowledge			
<p>Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate (for example, cricket, football, netball, rounders and tennis) and apply basic principles suitable for attacking and defending. • Develop flexibility. Strength, technique, control and balance (for example through athletics and gymnastics). • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). • Perform safe self-rescue in different water-based situations. 			
Skills			
<p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of the ball (with e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 		<p>Dance</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels with a performance. • Develop physical strength and suppleness by practicing moves and stretching. 	
<p>Gymnastics</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. 		<p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. 	

<ul style="list-style-type: none"> • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Coordinate leg and arm movements. • Swim at the surface and below the water.
<p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	

Maple			
Year A		Year B	
Term 1	Invasion games – football	Term 1	Invasion games - hockey
Term 2	Invasion games – hockey	Term 2	Invasion games – netball
Term 3	Gymnastics	Term 3	Gymnastics
Term 4	Outdoor adventurous activities	Term 4	Striking and fielding – cricket
Term 5	Striking and fielding – rounders	Term 5	Dance
Term 6	Athletics	Term 6	Net and wall games - tennis
Knowledge			
<p>Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate (for example, cricket, football, netball, rounders and tennis) and apply basic principles suitable for attacking and defending. • Develop flexibility. Strength, technique, control and balance (for example through athletics and gymnastics). • Perform dances using a range of movement patterns. • Take part in outdoor adventurous activity challenges both individually and as part of a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). <p>Perform safe self-rescue in different water-based situations.</p>			
Skills			
<p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc...) • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. 		<p>Dance</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina through gymnastic activities such as cartwheels or handstands. 	

<ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a team. 	
<p>Gymnastics</p> <ul style="list-style-type: none"> • Create complex and well executed sequences that include a full range of movements including: <ul style="list-style-type: none"> ○ Travelling ○ Balances ○ Swinging ○ Springing ○ Flight ○ Vaults ○ Inversions ○ Rotations ○ Bending, stretching and twisting ○ Gestures ○ Linking skills • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 	<p>Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.
<p>Athletics</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.

