

St Mary's CofE Primary School



Physical Education Curriculum Overview

Statement of Intent:

At St Mary's, we believe that every child should experience the joy, confidence and wellbeing that come from being active. Our PE curriculum develops physical competence, healthy habits and a positive attitude towards movement, sport and physical challenge. Reflecting our vision, Shining Brighter and Brighter, pupils are encouraged to improve, persevere and celebrate their own progress. Through individual, collaborative and competitive experiences, they learn to show respect, courage, fairness and kindness, preparing them to enjoy active lives beyond primary school.

Aims:

- Develop fundamental movement skills, coordination, balance, strength and control.
- Apply skills and tactics in games, gymnastics, dance, athletics and outdoor activities.
- Build confidence, resilience, teamwork, leadership and respect for others.
- Evaluate performance and make improvements through practice and feedback.
- Include and challenge every pupil, adapting activities to individual needs.
- Promote enjoyment of physical activity, healthy lifestyles and water safety.

How PE is taught at St Mary's:

PE is taught using the Get Set 4 PE scheme, which sequences physical skills, knowledge and understanding across a broad range of activities. Lessons combine modelling, purposeful practice, games, performance and reflection. Teachers adapt space, task, equipment, people and challenge (SPACE) so pupils with different needs can participate, improve and succeed.

Assessment considers physical performance alongside the social, emotional and thinking aspects of PE. Pupils are encouraged to collaborate, make decisions, manage emotions and identify ways to improve. Year 4 has planned swimming provision; achievement against statutory swimming and water-safety outcomes is monitored separately and additional opportunities are considered where needed.

Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Self Care, Health and Hygiene. Fine Motor Skills	Self Care, Health and Hygiene	Gross Movement skills	Gross Movement skills	Athletics	Ball skills
Reception	Bikeability Balance	Dance	Gymnastics	Ball Skills	Bikeability Learn to Ride	Bikeability Learn to Ride
Year 1	Ball Skills	Yoga	Gymnastics	Dance	Athletics	Striking and Fielding
	Fundamental Skills	Sending and Receiving	Team Building	Invasion Games	Net and Wall	Target Games
Year 2	Ball Skills	Sending and Receiving	Gymnastics	Dance	Athletics	Striking and Fielding
	Fundamental Skills	Invasion Games	Team Building	Target Games	Net and Wall	Yoga
Year 3	Ball Skills	Handball	Gymnastics	Dance	Athletics	Rounders
	Netball	Tag Rugby	OAA	Tri Golf	Cricket	Tennis
Year 4	Handball	Tri Golf	Gymnastics	Dance	Athletics	Tennis
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Year 5	Tri Golf	Netball	Gymnastics	Dance	Rounders	Fitness
	Tag Rugby	Yoga	OAA	Athletics	Tennis	Cricket
Year 6	Tag Rugby	Netball	Gymnastics	Dance	Rounders	Tennis
	Handball	Tri Golf	OAA	Athletics	Fitness	Cricket

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - EYFS

Area	Progression: pupils will know, understand and be able to...
Vocabulary	move, stop, start, safely, space, balance, steer, ride, control, jump, run, roll, throw, catch, team, copy, travel, shape, fast, slow
Curriculum link	EYFS Physical Development: gross and fine motor development; movement, balance and coordination. Personal, Social and Emotional Development: self-regulation, cooperation and confidence.
Fundamental movement and fitness	Nursery: Explore running, stopping, jumping, climbing and balancing with growing confidence; begin to move safely around others. Reception: Control changes of speed and direction, jump and land with balance, and link movements. Bikeability Balance develops balancing, steering and stopping; Learn to Ride provides supported opportunities to pedal, steer and stop safely, according to readiness.
Ball and games skills	Nursery: Roll, push, throw and kick large balls; begin to track moving objects and take turns. Reception: Send a ball towards a target, catch or trap a large ball and begin to control a ball with hands or feet; play simple partner games and follow rules.
Gymnastics, dance and expression	Nursery: Explore shapes, stretching, rolling and travelling in different ways; respond to rhythm and music. Reception: Hold simple balances, copy and combine shapes and actions, and perform short movement sequences; use levels, speed and direction to express ideas in dance.
Thinking, social and emotional learning	Nursery: Listen to simple instructions, share space and equipment and begin to persevere. Reception: Work with a partner, take turns, respond to feedback and talk about a movement they have improved; develop confidence to try new physical challenges.
Knowledge, safety and improvement	Recognise safe spaces and equipment rules; understand why stopping and listening matter. Describe simple changes in breathing or heartbeat after activity. During Bikeability, follow adult instructions, identify a safe riding space and develop control at an individual pace.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 1

Area	Progression: pupils will know, understand and be able to...
Vocabulary	balance, hop, skip, jump, land, direction, aim, send, receive, partner, space, level, roll, pose, points, target, safely
Curriculum link	KS1 PE: master basic movements; develop balance, agility and coordination; participate in team games using simple tactics; perform dances using simple movement patterns.
Fundamental movement and fitness	Run at different speeds and change direction safely, avoiding others. Hop, skip, jump and land with increasing balance; coordinate actions through simple obstacle challenges. Explore underarm throwing and develop awareness of how direction and force affect distance.
Ball and games skills	Send and receive balls using hands and feet, adjusting body position to track the ball. Aim towards targets and practise striking or kicking from a stationary position. In simple team games, move into space, recognise an attacker or defender and follow basic rules.
Gymnastics, dance and expression	Perform straight, tuck and star shapes; balance on different body parts and link rolls, jumps and travels. Copy, remember and repeat short sequences with a clear start and finish. Move to a beat, change level and direction, and use actions to communicate an idea.
Thinking, social and emotional learning	Take turns and cooperate with a partner; share equipment and respect others' space. Follow rules even when competing and recognise when someone else has performed well. Make simple choices about where to move or how to complete a task.
Knowledge, safety and improvement	Explain how to use space and equipment safely and why warming up helps prepare for movement. Identify a successful movement, listen to a simple teaching point and try it again to improve.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 2

Area	Progression: pupils will know, understand and be able to...
Vocabulary	sprint, dodge, distance, receive, dribble, overarm, underarm, sequence, pathway, timing, tactics, defend, attack, score
Curriculum link	KS1 PE: consolidate basic movements, balance, agility and coordination; apply simple tactics in team games; perform dances using simple movement patterns.
Fundamental movement and fitness	Combine running, hopping, jumping and changing direction with increasing control and coordination. Sprint over short distances, judge take-off and landing, and explore throwing for distance with underarm and overarm actions. Adapt speed and movement to avoid obstacles and opponents.
Ball and games skills	Send, receive and control a moving ball with improving accuracy; dribble with hands or feet and strike towards a target. Begin to select a suitable pass, position or defensive action in invasion, target, net/wall and striking games. Understand how scoring works and apply simple rules fairly.
Gymnastics, dance and expression	Link balances, rolls, jumps and travels into a sequence using changes of level, pathway and speed. Demonstrate clearer body shapes and smoother transitions. Create and repeat dance phrases with a partner, responding to rhythm, timing and an idea or stimulus.
Thinking, social and emotional learning	Share ideas, agree simple roles and work cooperatively to complete tasks. Persevere when an action is difficult and recognise that practice supports improvement. Choose simple attacking or defending tactics and explain a choice.
Knowledge, safety and improvement	Recognise the need for safe landings, appropriate spacing and controlled use of equipment. Compare a performance with a model or success criterion and identify one specific improvement.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 3

Area	Progression: pupils will know, understand and be able to...
Vocabulary	control, technique, coordination, pace, possession, interception, marking, sequence, flow, feedback, map, route, teamwork
Curriculum link	KS2 PE: use running, jumping, throwing and catching; play competitive games and apply basic principles of attack and defence; develop flexibility, strength, technique, control and balance; perform dances; take part in OAA.
Fundamental movement and fitness	Develop efficient running actions, controlling pace, direction and acceleration. Improve jumping take-off and landing, and use coordinated throwing actions for distance or accuracy. Apply balance and coordination when combining movements in athletics and games.
Ball and games skills	Pass, receive and move into space in handball, netball and tag rugby; begin to mark opponents and protect possession. Apply basic striking, fielding and bowling actions in cricket and rounders, and rally or return in tennis. Select simple attacking and defending tactics in small-sided games.
Gymnastics, dance and expression	Create a gymnastics sequence combining contrasting shapes, balances, rolls and jumps, with controlled transitions. Perform with a partner, considering levels and pathways. Compose and repeat dance phrases using timing, expression, changes of dynamics and a clear relationship to the stimulus.
OAA, thinking and teamwork	Read simple plans, follow a route and recognise basic map symbols during outdoor challenges. Listen to teammates, agree a strategy, take on a role and adapt it if the first attempt is unsuccessful. Explain how communication helped a group complete a task.
Knowledge, safety and improvement	Use terms such as pace, possession, control and technique to explain an action. Identify strengths and one specific next step, then use feedback to practise and improve. Apply safe spacing, equipment and contact rules.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 4

Area	Progression: pupils will know, understand and be able to...
Vocabulary	accuracy, stamina, officiate, perseverance, tactics, opposition, quality, extension, rhythm, evaluate, stroke, breathing, water safety
Curriculum link	KS2 PE: develop technique and apply game tactics; perform gymnastics and dance with control; compare performances. Swimming and water safety: teach towards the three statutory outcomes.
Fundamental movement and fitness	Use a more consistent running technique, adjusting stride and pace for different distances. Improve take-off, landing and throwing accuracy, applying coordinated movement in athletics. Explain how practice, stamina and control affect performance.
Ball and games skills	Pass and receive while moving in handball; create space, mark and intercept in modified games. Use appropriate grip, control and direction in tennis and tri golf. Select tactics to respond to opponents, apply rules and begin to officiate fairly.
Gymnastics, dance and expression	Perform a range of balances, rolls and jumps with control and extension. Combine movements into sequences using changes of direction, level and speed with smooth transitions. Work with a partner to refine sequences; perform dances with clearer rhythm, expression and use of dynamics.
Swimming and water safety	Practise safe entry and exit, floating, rotation and controlled breathing. Develop coordinated arm and leg actions across a range of strokes, increasing confidence and distance as appropriate. Learn and practise safe self-rescue; assess each pupil individually against the statutory 25-metre, range-of-strokes and self-rescue outcomes, with further support where needed.
Thinking, social and emotional learning	Work collaboratively, take responsibility for equipment and show respect for decisions and opponents. Explain a tactical choice and adapt it after feedback. Recognise personal progress and persevere when learning an unfamiliar skill.
Knowledge, safety and improvement	Explain why technique, warm-up and appropriate pacing support performance. Understand pool rules and the importance of safe behaviour around water. Identify a specific aspect of performance to practise and describe its improvement.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 5

Area	Progression: pupils will know, understand and be able to...
Vocabulary	technique, formation, footwork, tactics, pressure, support, momentum, fluency, counterbalance, navigation, mindfulness, performance
Curriculum link	KS2 PE: refine technique in games, athletics, dance and gymnastics; apply attacking and defending principles; take part in OAA and compare performances.
Fundamental movement and fitness	Adjust pace, stride and effort to sustain activity and improve athletic performance. Combine agility, balance, power and coordination with greater consistency in varied challenges. In fitness and yoga, recognise how strength, flexibility, stamina, breathing and focus contribute to performance and wellbeing.
Ball and games skills	Select and execute passes, catches, strikes and shots with increasing accuracy in netball, tag rugby, tennis, cricket, rounders and tri golf. Use positioning, support and marking to maintain possession or defend space. Adapt tactics in response to opponents and make decisions with less prompting.
Gymnastics, dance and expression	Create and perform more complex gymnastics sequences using rotations, balances, extensions and purposeful transitions. Work in pairs or groups to refine timing and synchronisation. Choreograph dance using formations, relationships, dynamics and expression; evaluate performance quality.
OAA, thinking and teamwork	Interpret maps or clues, plan routes and navigate cooperatively in outdoor challenges. Allocate roles, communicate clearly and adapt strategies after testing them. Begin to lead parts of an activity, ensuring that all group members can contribute.
Knowledge, safety and improvement	Use accurate technical vocabulary to compare performances and give constructive feedback. Set a specific personal target, practise deliberately and evaluate progress. Explain how preparation, safe technique and sustained physical activity support health.

Substantive and Disciplinary Knowledge/Skills and Vocabulary Progression - Year 6

Area	Progression: pupils will know, understand and be able to...
Vocabulary	strategy, formation, consistency, transition, momentum, trajectory, fluency, counter-tension, leadership, analyse, evaluate, sportsmanship
Curriculum link	KS2 PE: apply and refine skills across games, dance, gymnastics, athletics and OAA; use tactics and strategies; evaluate performance and improve towards personal best.
Fundamental movement and fitness	Select efficient running, jumping and throwing techniques to improve speed, distance, height or accuracy. Adapt movement and pacing to the demands of an activity, showing stamina, control and coordination. Evaluate personal performance against a target and adjust technique independently.
Ball and games skills	Use reliable passing, receiving, striking, fielding and shooting skills across invasion, net/wall and striking/fielding games. Apply formations, support play, marking and attacking or defending strategies under pressure. Anticipate opponents' actions, adjust tactics during play and apply rules with fairness and sportsmanship.
Gymnastics, dance and expression	Create fluent gymnastics sequences with complex balances, rotations, changes of level and controlled transitions. Refine partner or group work using synchronisation, counterbalance or contrasting actions where appropriate. Choreograph and perform dances with clear structure, phrasing, dynamics, expression and relationships.
OAA, thinking and teamwork	Plan and navigate routes using maps, symbols and agreed strategies. Lead group problem-solving, allocate roles inclusively and adapt plans when circumstances change. Evaluate how communication, decision-making and cooperation affected the outcome.
Knowledge, safety and improvement	Analyse strengths and weaknesses using technical vocabulary and evidence from performance. Set priorities, use feedback and independent practice to improve consistency. Explain how fitness, preparation, safe technique, teamwork and fair play support lifelong participation.