



Reception Overview						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant people	Usain Bolt		David Beckham		Serena Williams	
Unit	Introduction to PE: Unit 1	Introduction to PE: Unit 2	Ball Skills: Unit 1	Ball Skills: Unit 2	Games: Unit 1	Games: Unit 2
Unit Scope	In this unit, children will be introduced to PE and structured movement. They will spend time learning basic principles of a PE lesson such as finding a space, freezing on command, using and sharing equipment and working individually, with a partner and in a group. They will develop running, jumping and skipping.	Building on Unit 1, the children will also play simple games and begin to understand and use rules.	In this unit, children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment.	Building on from Unit 1, children will continue to work on their skills independently and with a partner and will develop decision-making and use simple tactics.	In this unit, children will develop their understanding of playing games. They will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Building on from Unit 1, children will further develop their fundamental skills by playing a variety of games. They will learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.
Vocabulary	Balance, bend, crawl, direction, hop, fast, jump, land, rules, run, safely, slide, slow, space		Dribbling, bounce, catch, hit, kick, partner, points, ready, roll, score, run, target, throw.		Pass, team, safely, space, kick, throw, stop, run, direction, bounce, path, dribble, points, partner, jump, win, aim, lose.	
Unit	Fundamentals: Unit 1	Fundamentals: Unit 2	Dance: Unit 1	Gymnastics: Unit 1	Dance: Unit 2	Gymnastics: Unit 2
Unit Scope	In this unit, children will develop their fundamental skills. These include: balancing, running, changing direction, jumping, hopping and travelling. They will develop gross motor skills through a range of activities.	Building on from Unit 1, children will continue to develop their fundamental skills. They will develop their gross motor skills through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions.	In this unit, children will develop their expressive movement. They will explore space and how to use space safely. They will explore travelling movements, shapes and balances. Children will choose their own actions in response to a stimulus. They will be given the opportunity to copy, repeat and remember actions.	In this unit, children will develop their basic gymnastic skills. They will explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They will show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They will copy, create, remember	Building on from Unit 1, children will continue to use counting to help them keep in time with the music. They will explore dance through the world around them. They will perform to others and begin to provide simple feedback.	Building on from Unit 1, children will begin to understand using levels and directions when travelling and balancing.

				and repeat short sequences.		
Vocabulary	Balance, bend, crawl, direction, hop, fast, jump, land, rules, run, safely, slide, slow, space		Counts, direction, high, low, move, quickly, shape, slowly, space, travel, start position	Around, balance, bend, copy, hold, jump, land, over, rock, roll, shape, squeeze, start, still, straight, travel.	Counts, direction, high, low, move, quickly, shape, slowly, space, travel, start position	Around, balance, bend, copy, hold, jump, land, over, rock, roll, shape, squeeze, start, still, straight, travel.
Skills Progression	Healthy Body and Mind (learning for life) - Awareness of body changes during exercise - An understanding of the need for PE uniform - Awareness of how exercise is important for a healthy lifestyle and mind Game Skills - Be able to move and stop confidently, negotiating the space around them effectively - Show good control over their bodies when exploring different skills - Start showing an ability to use their dominant hand to work with a partner in different activities - Explore and use skills effectively for particular games - Roll a ball or hoop - Throw a ball underarm - Explore balancing Athletics - Learn skills of running, jumping and throwing with a range of equipment - Vary speed of running based on commands given			- Use comparative language, i.e. faster, longer, and be able to physically demonstrate this Gymnastics - Move confidently and safely in their own and general space (negotiating space effectively – under, round, over equipment and obstacles) - Move and stop, recognising both commands and acting upon them immediately - Show contrast with their bodies including tall/short, wide/thin, straight/curved) - Copy simple movements and simple sequences - Make shapes with their bodies, according to commands - Jump off an object and land appropriately Dance - Explore and copy basic body actions and rhythms - Be able to negotiate space confidently, using appropriate strategies - Be able to use their bodies to imitate motifs from stories and topics - Begin to respond with their bodies to different types of music		
Games Understanding	- Work individually and with others - Engage in cooperative physical activities - Participate in team games - Understand how to use equipment safely					



Year 1 Overview						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	Usain Bolt		David Beckham		Serena Williams	
Unit	Fundamentals	Ball Skills	Sending and Receiving	Striking and Fielding Games	Athletics	Target Games
Unit Scope	In this unit, children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Children will be given opportunities to identify areas of strength and areas for improvement. They will work collaboratively with others, taking turns and sharing ideas.	In this unit, children will explore and develop ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. They will have the opportunity to work independently and collaboratively in pairs and small groups. Children will be able to explore their own ideas in response to tasks.	In this unit, children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will be given opportunities to work with a range of different-sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	In this unit children will develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They will use and develop skills such as throwing and catching, tracking a ball and striking a ball. They will learn to score points in these types of games, how to play to the rules and use simple tactics. They will show respect towards others when playing competitively and develop communication skills to manage small-sided games.	In this unit, children will develop skills required in athletics such as running at different speeds, changing direction, jumping and throwing. In all athletics-based activities, they will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	In this unit, children will develop their understanding of the principles of defending and attacking for target games. They will use both underarm and overarm and will be given opportunities to select and apply the appropriate action for the target, considering the size and distance of the challenge. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They will show respect towards others when playing competitively and develop communication skills.
Vocabulary	Dodge, jog, skip, swing, ready position.	Ready position, soft, swing, track, underarm, control	Ready position, soft, track, underarm, control	Batter, bowl, fielder, hit, overarm, ready position, underarm, out	Walk, time, quickly, leap, underarm, overarm, further, control	Distance, overarm, underarm, swing, balance, further
Unit	Team Building	Gymnastics	Net and Ball Games	Fitness	Dance	Invasion Games
Unit Scope	In this unit, children will develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead	In this unit, children will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling	In this unit, children will develop their understanding of attacking and defending principles in net games, such as using a ready position to defend their court and placement	In this unit children will develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.	In this unit children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their	In this unit, children will develop their understanding of attacking and defending and what being in possession means. They will use and develop skills such as

	each other. They will develop key skills of communication and problem-solving. They will be given the opportunity to discuss and plan their ideas and reflect on their success.	will be used individually and in combination to create movement sequences. Children will be given opportunities to select their own actions to build short sequences and develop their confidence in performing. They will begin to understand the use of levels, directions and shapes when travelling and balancing.	of a ball into space. They will use and develop skills such as throwing, catching, tracking and hitting a ball. They will learn how to score points in these types of games and how to play to the rules. They will work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	dances. Children will copy and repeat actions linking them together to make short dance phrases. They will work individually and with a partner to create ideas in relation to the dance. They will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	sending and receiving, as well as dribbling, with both feet and hands. They will have the opportunity to play uneven and even-sided games. They will learn how to score points in these types of games and how to play to the rules. They will work independently, with a partner and in a small group and begin to self-manage their own game, showing respect and kindness towards their teammates and opponents.
Vocabulary	Co-operate, share, instructions, lead, listen, plan, challenge, talk	Action, control, direction, level, speed	Net, ready position, track, racket, underarm	Active, brain, breathing, calm, exercise, healthy, heart, memory, mood, muscles, bones, quick, strong	Balance, beat, copy, fast, level, pathway, pose, timing	Attacker, defender, goal, track, mark, dodge
Skills Progression	Healthy Body and Mind (learning for life) - Awareness of body changes during exercise - An understanding of the need for PE uniform - Awareness of how exercise is important for a healthy lifestyle and mind Invasion Games - Be confident and keep themselves safe in the space in which an activity/game is being played - Explore and use skills, actions and ideas individually and in combination to suit the game that is being played - Show ability to work with a partner in throwing and catching games - Choose and use skills effectively for a particular game, e.g. throw a ball accurately to a target using increasing control; explore throwing and catching in different ways; explore kicking in different ways with increasing control Net and Wall Games - Be confident and keep themselves safe in the space in which an activity/game is being played - Explore and use skills, actions and ideas individually and in combination to suit the game that is being played - Show ability to work with a partner in throwing and catching games - Hit a ball with control using an appropriate object			- Choose and use skills effectively for particular games, e.g. throw a ball accurately underarm to a target using increasing control, show increasing control when rolling an object, using a technique, hit a ball with control using an appropriate object, e.g. explore throwing and catching in different ways Athletics - Remember, repeat and link combinations of actions - Use their bodies and a variety of equipment with greater control and co-ordination - Develop the following skills with increasing accuracy and velocity: explore and throw a variety of objects with one hand, jump from a stationary position with control, change speed and direction whilst running Gymnastics - Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes - Move confidently and safely in their own and general space, using change of speed and direction - Copy, create and link movement phrases with beginnings, middles and ends - Perform movement phrases using a range of body actions and body parts - Explore making their body tense, relaxed, stretched and curled - Explore different ways of stretching, balancing, rolling and travelling		

	Striking and Fielding Games • Be confident and keep themselves safe in the space in which an activity/game is being played • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played • Show ability to work with a partner in throwing and catching games	Dance • Explore movement ideas and respond imaginatively to a range of stimuli • Move confidently and safely in their own general space using changes of speed, level and direction • Compose and link movements to make simple beginnings, middles and ends • Perform movement phrases using a range of body actions and body parts
Game Understanding	• Work individually and with others • Engage in cooperative physical activities • Participate in team games • Understand how to use equipment safely	



Year 2 Overview						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	Darcey Bussell (Ballerina) Diversity Helen Housby (GB Netball Team)		Christian Coleman and Shelley-Ann Fraser-Pryce (world champions) Mary Earps (England Goalkeeper) Simone Biles (gymnast)		Mo Farah, Sha'Carri Richardson, Laura Muir	
Unit	Fundamentals	Dance	Fitness	Invasion Games	Athletics	Target Games
Unit Scope	In this unit, children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will be given opportunities to work with a range of different equipment. They will be asked to observe and recognise improvements in their own and others' skills and identify areas of strength.	In this unit children will explore space and how the body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Children will explore pathways, levels, shapes, directions, speeds and timing.	In this unit, children will take part in a range of activities to develop components of fitness. They will begin to explore and develop agility, balance, co-ordination, speed and stamina. Children will be given the opportunity to work independently and with others. They will develop perseverance and show determination to work for longer periods of time.	In this unit, children will develop their understanding of the principles of defending and attacking for invasion games. They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will have the opportunity to play uneven and even-sided games, learning how to score in these types of games and learn to play to the rules.	In this unit, children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic-based activities, they will engage in performing skills and measuring performance, competing to improve on their own score and against others. They will be given opportunities to work collaboratively as well as independently. They will learn how to improve by identifying areas of strength as well as areas to develop.	In this unit, children will develop their understanding of the principles of defending and attacking for target games. They will develop the skills of throwing, rolling and striking towards a target and be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules, learn how to score points and use simple tactics.
Vocabulary	Sprint, weight, take off, hurdle, speed	Dynamics, expression, matching, mirroring, perform, speed, unison, create	Sprint, speed, steady, time, tired	Goalkeeper, teammate, possession, opponent, tactic, send, defend, attack, receive, shoot.	Distance, sprint, height, landing, far, aim, take off.	Accurate, opponent, release, strike, teammate, ahead
Unit	Team Building	Net and Wall Games	Sending and Receiving	Gymnastics	Yoga	Striking and Receiving
Unit Scope	In this unit, children develop their teamwork skills. They will develop	In this unit, children will develop their understanding of	In this unit, children will develop their sending and receiving skills including	In this unit children will learn to explore and develop basic gymnastic	In this unit, children will learn about mindfulness and body awareness.	In this unit, children will develop their understanding of the

	key skills of communication and problem-solving. They will learn to discuss, plan and reflect on ideas and strategies. They will lead a partner whilst considering safety. Children have the opportunity to show honesty and fair play. They will also begin to use basic map skills.	attacking and defending principles in net games, such as using a ready position to defend their court and placement of a ball into space. They will use and develop skills such as throwing and catching, tracking and hitting a ball. They will learn how to score points and how to play to the rules. They will work independently, with a partner and in a small group, showing respect and kindness towards others.	throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Children will be given opportunities to work with a range of different-sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.	actions on the floor and using apparatus. They will develop skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. They will develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They will learn to work safely with and around others and whilst using equipment. Pupils will be given opportunities to provide feedback to others and recognise elements of high-quality performance.	They will begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Children will work independently, with a partner and small groups.	principles of defending and attacking for striking and fielding games. They will use and develop skills such as throwing and catching, tracking and striking a ball. They will learn how to score points in these types of games, how to play to the rules and use simple tactics. They will show respect towards others when playing competitively and develop communication skills to manage small-sided games.
Vocabulary	Successful, map, support, solve, communicate, include	Against, defend, quickly, trap, receive, return	Against, defend, quickly, trap, receive, return	Link, pathway, pike, sequence, straddle, tuck	Strength, flow, flexibility, create, choose, perform.	Backstop, collect, runs, teammate, stump, tactics
Skills Progression	Healthy Body and Mind (learning for life) - Awareness of body changes during exercise - An understanding of the need for PE uniform - Awareness of how exercise is important for a healthy lifestyle and mind Invasion Games - Improve the way they coordinate and control their bodies in various activities - Remember, repeat and link combinations of skills where necessary - Develop basic tactics in simple team games and use them appropriately - Choose, use and vary simple tactics - Catch and control a ball in movement working with a partner or in a small group - Take part in games where there is an opposition - Decide where to stand during a team game to support the game - Begin to lead others in a simple team game - Be able to pass and stop a ball to a teammate accurately - Understand how to intercept a moving ball - Understand the role of attacker and defender Net and Wall Games - Improve the way they coordinate and control their bodies in various activities - Remember, repeat and link combinations of skills where necessary - Develop basic tactics in simple team games and use them appropriately			Striking and Fielding Games - Improve the way they coordinate and control their bodies in various activities - Remember, repeat and link combinations of skills where necessary - Develop basic tactics in simple team games and use them appropriately - Choose, use and vary simple tactics - Catch and control a ball in movement working with a partner or in a small group - Take part in games where there is an opposition - Decide where to stand to support the game - Begin to lead others in a simple team game - Be able to hit a ball accurately using a piece of equipment Athletics - Remember, repeat and link combinations of actions - Use their bodies and a variety of equipment with greater control and co-ordination - Develop the following skills with increasing accuracy and velocity: explore and throw a variety of objects with one hand, jump from a stationary position with control, change speed and direction whilst running Gymnastics - Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision		

	• Choose, use and vary simple tactics • Catch and control a ball in movement working with a partner or in a small group • Take part in games where there is an opposition • Decide where to stand to support the game • Begin to lead others in a simple team game • Develop hand-eye coordination to be able to receive and send balls using equipment if appropriate	• Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control • Create routines which have a clear beginning and ending • Work with a partner sharing ideas and creating a simple sequence Dance • Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance • Explore the change of rhythm, speed, level and direction • Compose and perform short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas
Games Understanding	• Work individually and with others • Engage in cooperative physical activities • Participate in team games • Understand how to use equipment safely	



Year 3 Overview						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People						
Unit	Fundamentals Y3/4	Gymnastics	Tennis	Handball	Golf	Rounders
Unit Scope	In this unit, children will be given the opportunity to develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Children will be asked to observe and recognise improvements in their own and others' performance and identify areas of strength and areas for development.	In this unit, pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	In this unit, children will develop their understanding of the principles of net and wall games. In all games' activities, children have to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will learn key skills such as racket control, hitting a ball and how to score points. They will be given opportunities to play games and will be taught the importance of being honest whilst playing to the rules.	In this unit, children will develop their understanding of the attacking and defending principles of invasion games. In all game activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In handball, children do this by maintaining possession and moving the ball towards goal to score. Children will develop their understanding of the importance of fair play.	In this unit, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will explore techniques to use over long and short distances, making connections between their knowledge of throwing over different distances. They will have opportunities to apply their skills and knowledge in a range of challenges, working individually and with others in both co-operative and competitive environments.	In this unit, children will explore their understanding of the principles of striking and fielding. They will learn how to score points by striking a ball into space and running around cones or bases. When fielding, they will learn how to play in different fielding roles. They will focus on developing throwing, catching and batting skills. In all games, they will think about how they use skills, strategies and tactics to outwit their opposition.
Vocabulary	Agility, coordination, control, rhythm, technique	Body tension, contrast, control, direction, extend, flow, position, match, matching, patch, point, take off	Backhand, competition, control, cooperation, court, face, forehand, opponent, tactic, rally, react	Communicate, intercept, invasion, receiver, referee, control, technique	accurate, chip, drive, grip, opposition, power, putt, strike, swing, technique, tournament	Accuracy, caught out, grip, no ball, run out, strike
Unit	Ball Skills Y3/4	Football	Gymnastics	Dance	Athletics	OAA
Unit Scope	In this unit, children will have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well-known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn	In this unit, children will develop their understanding of the attacking and defending principles of invasion games. In all game activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In football, children will do this by	In this unit, children will develop balancing, rolling and jumping. They will use skills individually and in combination. They will develop their sequence work, collaboration with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils	In this unit, children will create dances in relation to an idea. They will work individually, with a partner and in small groups, sharing their ideas. They will develop their use of counting and rhythm. Children will learn to use canon, unison, formation and levels in their dances. They will be given the	In this unit, children will develop basic running, jumping and throwing techniques. They will set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will think about how to achieve their greatest possible speed,	This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team, allowing pupils to develop problem-solving skills through a range of challenges. They will work independently, as a pair and in a small group to

	how to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. They will have the opportunity to take on different roles.	maintaining possession and moving the ball toward goal to score.	will develop their confidence to perform, considering the quality and control of their actions.	opportunity to perform to others and provide feedback using key terminology.	distance or accuracy and learn how to persevere to achieve their personal best. They will be given opportunities to measure, time and record scores.	plan, explore, solve, reflect and improve on strategies. They learn what makes a good team and explore key skills such as inclusion and trust. They will begin to learn to orientate a map, identify key symbols and draw and follow routes.
Vocabulary	Power, block, opponent, personal best, possession, technique, accurate	Accurate, communicate, intercept, invasion, offside, tackle, opposition, receiver, referee, teamwork, control, technique	Body tension, contrast, flow, extend, landing position, match, patch, point, take off.	Canon, explore, extend, feedback, formation, interact	Personal best, speed, technique, relay, power, baton, accuracy, event, strength	Accurate, communicate, intercept, invasion, opposition, receiver, referee, teamwork, control, technique
Skills Progression	Healthy Body and Mind (learning for life) - Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) - Awareness of how exercise is important for a healthy body and lifestyle - Awareness of how exercise can help support our mental wellbeing - Understand the importance of exercise and sport in social environments Invasion Games - Move with a ball towards goals with increasing control - Understand their role as an attacker and as a defender - Move into space to help support a team - Defend an opponent and try to win the ball Net and Wall Games - Return a ball to a partner - Use basic racket skills - Play a range of basic shots - Move quickly around the court using a variety of movement patterns Striking and Fielding Games - Use overarm and underarm throwing and catching skills - Begin to strike a bowled ball after a bounce - Bowl a ball towards a target - Develop an understanding of tactics and begin to use them in a game situation Dance			- Create dance phrases that communicate ideas - Create dance phrases with a partner and in a small group using canon and unison - Repeat, remember and perform these phrases in a dance - Use dynamic and expressive qualities in relation to an idea - Use counts to keep in time with a group and the music - Recognise and talk about the movements used and the expressive qualities of dance Gymnastics - Use a greater number of their own ideas for movements in response to a task - Choose and plan sequences of contrasting actions - Complete actions with increasing balance and control - Move in unison with a partner - Choose actions that flow well into one another - Adapt sequences to suit different types of apparatus - With help, recognise how performances could be improved Athletics - Ran at fast, medium and slow speeds - Use different take-off and landing when jumping - Develop jumping for distance and height - Take part in a relay activity, remembering when to run and what to do - Throw a variety of objects, changing their action for accuracy and distance - Record their distances, numbers and times		
Games Understanding	- Show a good understanding of a variety of games. - Adapt the rules to a game for an intended purpose					

	• Able to assess their own performance and the performance of others to identify areas for development • Consistently demonstrate the sporting spirit values in a range of game situations • Understand how to use equipment safely
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Year 4 Overview						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	Helen Housby Wim Hoff		Venus Williams Jess Carter		Usain Bolt Andy Flower and Henry Olunga	
Unit	Golf	Netball	Gymnastics	Tennis	Athletics	Cricket
Unit Scope	In this unit, pupils will explore and develop their accuracy in aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.	In this unit, children will develop their understanding of the attacking and defending principles of invasion games. In all game activities, they have to think about how they use skills, strategies and tactics to outwit the opposition. In netball, children do this by maintaining possession and moving the ball towards goal to score. Children will develop their understanding of the importance of fair play.	In this unit, children will further develop balancing, rolling, jumping and inverted movements and use their skills to create more complex sequences. They will be taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They will work independently and in collaboration with others to create and develop sequences. They will be given opportunities to receive and provide feedback in order to make improvements to their performances.	In this unit, children will develop their understanding of the principles of net and wall games. In all game activities, children will have to think about how to use skills, strategies and tactics to outwit the opposition. Children will be given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	In this unit, children will develop basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	In this unit, children will explore their understanding of the principles of striking and fielding. They will expand on their knowledge of the different roles of bowler, wicketkeeper, fielder and batter. They will aim to avoid fielders when batting so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful to others.
Vocabulary	Adjust, chip, drive, grip, opponent, power, putt, relaxed, swing, technique, tournament.	Decision, protect, obstruct, option, opposing, supporting, accelerate	Bridge, inverted, perform, should stand, rotation, stability, wrist grip	Alternate, contact, receiver, forehand, opponent, swing, compete, cooperate	Stamina, pace, stride, transfer of weight, measure, heave, launch, official, record	Decision, pressure, retrieve, limit, compete, bowler, wicketkeeper, fielder, batsperson
Unit	Dance	Gymnastics	Football	Yoga	OAA	Dodgeball
Unit Scope	Children will focus on creating characters and narrative through movement and gesture. They will gain inspiration from a range of stimuli, working independently,	In this unit, children will further develop balancing, rolling, jumping and inverted movements and use their skills to create more complex	In this unit, children will continue to develop their understanding of the attacking and defending principles of invasion games. In all game activities, they have to think	In this unit, children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to	In this unit, children will begin to develop problem-solving skills through a range of challenges. They will work independently, as a pair and in a small group to plan, explore,	In this unit, children will learn how to apply simple tactics to outwit their opponents by hitting opponents with a ball whilst avoiding being hit. Children will be given

	in pairs and small groups. They will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	sequences. They will be taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They will work independently and in collaboration with others to create and develop sequences. They will be given opportunities to receive and provide feedback in order to make improvements to their performances.	about how they use skills, strategies and tactics to outwit the opposition. In football, children will do this by maintaining possession and moving the ball toward goal to score.	improve wellbeing by building strength, flexibility and balance. The learning will include breathing and meditation. The children will work independently and with others to create their own yoga flows.	solve, reflect and improve on strategies. Children will develop communication skills, taking on the role of a leader and working within a team. They will develop navigation skills including orienteering a map, identifying key symbols and drawing and following a route.	opportunities to play games independently and are taught the importance of fair play.
Vocabulary	Action and reaction, flow, order, phrase, performance, rhythm, structure	Bridge, inverted, perform, should stand, rotation, stability, wrist grip	Decision, protect, obstruct, option, opposing, supporting, accelerate	Wellbeing, notice, stable, lengthen, flexibility, mindfulness	Effectively, key, leader, reflect, role, orientate, navigate, compass	Decision, protect, obstruct, option, opposing, supporting accelerate
Skills Progression	Healthy Body and Mind (learning for life) - Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) - Awareness of how exercise is important for a healthy body and lifestyle - Awareness of how exercise can help support our mental wellbeing - Understand the importance of exercise and sport in social environments Invasion Games - Pass, receive and shoot the ball with increasing control - Work as part of a team to keep possession and score goals when attacking - Defend one-on-one and know when and how to win the ball - Use simple tactics to help a team score or gain possession Net and Wall Games - Play a continuous game - Use a range of basic racket skills and variety of shots in different areas of the court - Demonstrate good footwork on the court - Return to the ready position to defend their own court Striking and Fielding Games - Use overarm and underarm throwing and catching skills with increasing accuracy - Strike a bowl and ball after a bounce - Bowl a ball with some accuracy and consistency - Choose and use simple tactics for different situations Dance					
	- Respond imaginatively to a range of stimuli related to character and narrative - Use simple motifs and movement patterns to structure dance phrases on their own, with a partner or in a group - Use formation, canon and unison to develop a dance - Refine, repeat and remember dance phrases and dances - Perform dances clearly and fluently - Describe, interpret and evaluate dance, using appropriate language Gymnastics - Safely perform balances individually and with a partner - Plan and perform sequences with a partner that include a change of levels and shape - Understand how body tension can improve the control and quality of their movements - Watch, describe and suggest possible improvements to a performance Athletics - Demonstrate the difference between sprinting and running over varying distances - Demonstrate different throwing techniques - Jump for distance and height with control and balance - Throw with some accuracy and power into a target area OAA - Accurately follow and give instructions - Work effectively with a partner and a small group - Identify key symbols on a map and use a key to help navigate around a grid - Plan and apply strategies to solve problems					

Games Understanding	• Show a good understanding of a variety of games. • Adapt the rules to a game for an intended purpose • Able to assess their own performance and the performance of others to identify areas for development • Consistently demonstrate the sporting spirit values in a range of game situations • Understand how to use equipment safely
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THE STOKE POGES SCHOOL

PE Long Term Plan

Year 5 Overview

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	Rani Rampal		Dipa Karmakar		Dina Asher-Smith	
Unit	Hockey (or Swimming)	Netball (or Swimming)	Gymnastics	Dodgeball	Athletics	Volleyball
Unit Scope	In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In hockey, they will learn to maintain possession and move the ball towards goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules.	In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In netball, they will do this by maintaining possession and moving the ball towards the goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules.	In this unit, children will continue to develop balancing, rolling, jumping and inverted movements. They will explore partner relationships such as canon and synchronisation and mirroring. Children will be given opportunities to receive and provide feedback in order to make improvements to their performance. In gymnastics as a whole, they will develop performance skills considering the quality and control of their actions.	In this unit pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop. Children will also be given opportunities to lead when officiating as well as observe and provide feedback to others.	In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. They will learn to place an object away from an opponent to make it difficult for them to return. They will be given opportunities to work in collaboration with others, play fairly, demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
Vocabulary	Angle, close down, sportsmanship, stance, rebound, support, situation	Angle, close down, sportsmanship, stance, rebound, support, situation	Canon, cartwheel, extension, mirroring, observe, asymmetrical, transition, symmetrical, synchronisation	Avoid, communication, cushion, fake, force, officiate, opponent, situation, tactic.	Consistent, changeover, track, approach, drive, dominant, field, javelin	Angle, close down, sportsmanship, stance, rebound, support, situation

Each Year 5 class will have the opportunity to attend swimming lessons for a term. The other class will have Netball/Hockey as their second weekly lesson.

Unit	Dance	Gymnastics	Swimming (or Hockey)	Swimming (or Netball)	OAA	Rounders
Unit Scope	In this unit, children will learn different styles of dance, working individually, as a pair and in small	In this unit, children develop balancing, rolling, jumping and inverted movements. They will explore partner relationships such as canon and synchronisation and	The children will be taught by swimming instructors. They will focus on swimming fluently and with increased confidence and control. Children will work	The children will be taught by swimming instructors. They will focus on swimming fluently and with increased confidence and control. Children will work	In this unit, pupils develop a skill set that is transferable to OAA (outdoor adventurous activities). Children work individually, collaboratively in pairs and	In this unit children will develop the quality and consistency of their fielding skills and understanding of when to use them such as

	groups. They will think about how to use movement to explore and communicate ideas and their own feelings and thoughts. As they work, they will develop an awareness of the historical and cultural origins of different dances. Children will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work.	matching and mirroring. Children will be given opportunities to receive and provide feedback in order to make improvements on their performance. In gymnastics as a whole, they will develop performance skills considering the quality and control of their actions.	on improving their swimming strokes, learning personal survival techniques and on how to stay safe around water. Children will have to keep afloat and propel themselves through the water.	on improving their swimming strokes, learning personal survival techniques and how to stay safe around water. Children will have to keep afloat and propel themselves through the water.	groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead groups and utilise negotiation skills. Children develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.	throwing underarm or overarm, catching and retrieving a ball. They will expand on their knowledge of how to play different roles of bowler, backstop, fielder and batter and apply tactics in these positions.
Vocabulary	Choreograph, transition, collaboratively, motif, quality, genre, posture	Canon, cartwheel, extension, mirroring, observe, asymmetrical, transition, symmetrical, synchronisation	Alternate, breaststroke, breathing, buoyancy, water crawl, floating, front crawl, glide, H.E.L.P position, Posture, handstand, huddle, rotation	Afloat, buoyancy, buoyant, conserve, continuously, dolphin kick, endurance, exhale, to breathe out flexed, flutter kick, huddle, inhale,	Cardinal points, directions, compromise, concise, critical thinking, navigation, negotiate, orientate, solve, strategy, verbal, visual:	Close catch, deep catch, situation, stance, backing up
Skills Progression	Healthy Body and Mind (learning for life) - Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) - Awareness of how exercise is important for a healthy body and lifestyle - Awareness of how exercise can help support our mental wellbeing - Understand the importance of exercise and sport in social environments Invasion Games - Understand there are different skills for different situations and begin to use these - Move into space to help a team - Play in a range of positions and know how to contribute when attacking and defending - Pass, receive and shoot the ball with some control under pressure			Dance - Adapt and refine actions, dynamics and relationships in a dance - Perform different styles of dance clearly and fluently - Recognise and comment on dances, showing an understanding of style - Suggest ways to improve their own and other people's work Gymnastics - Create and perform sequences using apparatus, individually and with a partner - Use set criteria to make simple judgements about performances and suggest ways they could be improved - Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance - Use strength and flexibility to improve the quality of a performance Athletics		

	Net and Ball Games • Develop a wider range of skills and begin to use these under some pressure • Select and apply preferred skills with increasing consistency • Understand the need for tactics and make decisions about when best to use them • Play cooperatively with a partner • Demonstrate good footwork to cover a court space in a game situation Striking and Fielding Games • Strike a bowled ball • Begin to develop a wider range of skills and use these under some pressure • Use tactics effectively in a competitive situation	• Choose the best pace for a running event • Perform a range of jumps showing some techniques • Show control at take-off in jumping activities • Show accuracy and good technique when throwing for distance • Understand how stamina and power help people to perform well in different athletic activities • Lead a partner through short warm-up routines Swimming • A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency
Games Understanding	• Show a good understanding of a variety of games. • Adapt the rules to a game for an intended purpose • Able to assess their own performance and the performance of others to identify areas for development • Consistently demonstrate the sporting spirit values in a range of game situations • Understand how to use equipment safely	



THE STOKE POGES SCHOOL

PE Long Term Plan

Year 6 Overview						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	Michael Jordan LeBron James	Phil Roper Hollie Pearne-Webb	Owen Farrell Johnny Wilkinson Matt Dawson	Joe Wicks Mr Motivator	Katerina Johnson-Thompson Laura Muir Morgan Lake	Bear Grylls
Unit	Basketball	Hockey	Tag Rugby	Fitness	Athletics	OAA
Unit Scope	In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. They will continue to develop their understanding of the importance of fair play and honesty, abiding by the rules, as well as evaluating their own and others' performance.	In this unit, children will think about how they use skills, strategies and tactics to outwit the opposition. In hockey, they will learn to maintain possession and move the ball towards goal to score. They will develop their understanding of the importance of fair play while self-managing games and learning to abide by key rules.	In this unit children will think about how they use skills, strategies and tactics to outwit the opposition. In rag rugby, they will do this by maintaining possession and moving the ball towards the try line to score. Children will continue to develop their understanding of fair play.	In this unit children will continue to take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Children will be given the opportunity to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.	In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. They will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They will learn how to improve by identifying areas of strength as well as areas to develop. Children will also be given opportunities to lead when officiating as well as observe and provide feedback to others.	In this unit, children will develop a skill set that is transferable to OAA. They will work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive for others, share ideas to create strategies and plans to produce the best solution to a challenge. Children will also be given the opportunity to lead groups and utilise negotiation skills. They will develop map reading skills, learning how to follow a more complex map including the use of controls.
Vocabulary	Consecutive, appropriate, transition, abide, consistently assess fair play, tactic	Consecutive, appropriate, transition, abide, consistently assess fair play, tactic	Consecutive, appropriate, transition, abide, consistently assess fair play, tactic	Analyse, rhythm, engage, abdominals, calves, quadriceps	Maximum, pattern, fling, meet, strategy, phase, stance, explosive, rhythm, grip, release, discuss	Adhere, evaluate, contribute, inclusive, approach, determine, location.
Unit	Gymnastics	Gymnastics	Dance	Cricket	Yoga	Tennis
Unit Scope	In this unit, children will use their knowledge of compositional principles, e.g. how to use variations in level, direction and pathway, how to combine and link	In this unit, children will continue to use their knowledge of compositional principles, e.g. how to use variations in level, direction and pathway,	In this unit, children will focus on developing an idea or theme into dance choreography. They will work in pairs or groups using different choreographing tools to	In this unit, children will expand on their knowledge of the different roles of bowler, wicketkeeper, fielder and batter. They will continue to think about how they use skills, strategies	In this unit, children will learn about mindfulness and body awareness. They will learn yoga poses and techniques that will help them to connect their mind and body. The unit	In this unit, children will continue to learn how to select and apply tactics and strategies. They will be given opportunities to lead and officiate, showing

	actions, how to relate to a partner and apparatus, when developing sequences. They will build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. They will be given opportunities to receive and provide feedback in order to make improvements to performance.	how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They will build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. They will be given opportunities to receive and provide feedback in order to make improvements to performance.	create dances, e.g. formations, timing, dynamics. They will think about how to use movement to convey ideas, emotions, feelings and characters. They will also have the opportunity to lead others through short warm-ups.	and tactics to outwit the opposition. Children will be given opportunities to work in collaboration with others, demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	looks to improve wellbeing by building strength, flexibility and balance. The learning will include breathing and meditation. The children will work independently and with others to create their own yoga flows.	honesty and fair play whilst abiding by the rules.
Vocabulary	Aesthetics, contrasting, counter tension, counter balance, execution, refine, vault	Aesthetics, contrasting, counter tension, counter balance, execution, refine, vault	aesthetic, freeze frame, mood, inspiration, style, rehearse, express, refine, stimulus	Abide, assess, consistently, consecutive, appropriate, collaborate	Collaborate, expand, engage, wellbeing	Prepare, stance, doubles, service, abide, recover, footwork
Skills Progression	Health Body and Mind (learning for life) - Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) - Awareness of how exercise is important for a healthy body and lifestyle - Awareness of how exercise can help support our mental wellbeing - Understand the importance of exercise and sport in social environments Athletics - Select and apply the best pace for a running event - Exchange a baton successfully - Perform jumps for height and distance using good techniques - Show accuracy and good technique when throwing for distance - Lead a small group through a short warm-up routine Dance - Work creatively and imaginatively, individually, with a partner and in a group to choreograph motifs and structure simple dances - Adapt and refine actions, dynamics and relationships to improve a dance - Choreograph a dance using props - Perform dances fluently and with control - Use appropriate language to evaluate and refine their own and others' work Gymnastics - Understand what counter balance and counter tension are and show examples with a partner - Combine and perform gymnastic actions, shapes and balances with control and fluency			Invasion Games - Pass, receive and shoot the ball with increasing control under pressure - Select the appropriate action for the situation - Create and use a variety of tactics to help a team - Create and use space to help a team - Select and apply different movement skills to lose a defender - Use marking and/or interception to improve defending Net and Ball Games - Use a wide range of skills in game situations - Play co-operatively with a partner / in a team - Demonstrate good decision-making when making shots within a game - Identify and use a variety of tactics Striking and Fielding Games - Strike a bowled ball with increasing consistency - Use some tactics in the game as a batter, bowler and fielder - Select the appropriate action for the situation OAA - Reflect on why and how they are successful at solving challenges and adopt methods to improve - Orientate and map efficiently to navigate around a course		

	• Create and perform sequences using compositional devices to improve the quality • Suggest changes and use feedback to improve a sequence	
Game Understanding	• Show a good understanding of a variety of games. • Adapt the rules to a game for an intended purpose • Able to assess their own performance and the performance of others to identify areas for development • Consistently demonstrate the sporting spirit values in a range of game situations • Understand how to use equipment safely	