

Breadsall CE Primary School Curriculum

Progression of knowledge and skills for:



PE

Intent

At Breadsall CE Primary the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.

Implementation

PE is taught by a combination of class teachers, PE specialists (TAs) and qualified sports coaches. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort, as well as success, is recognised. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, lunch provision and special events such as inter house competitions.

At Breadsall CE Primary the PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. Through our provision children can aim to flourish at sports in which they have a particular interest or flair for.

Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness. During KS2 children will have a series of structured swimming sessions

Impact – Pupils have

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and evaluating what needs to be done to improve as well as instilling sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water

PE – EYFS Expectations

Three and Four Year Olds	Personal, Social and Emotional	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	Physical Development	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	• Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional	• Manage their own needs. - personal hygiene • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity

	Physical Development		• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
ELG (Early Learning Goal)	Personal, Social and Emotional	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	• Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts and Design	Being Imaginative & Expressive	• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught to: • Develop fundamental movement skills • Become increasingly confident and competent • 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 against others) and co-operative physical activities, in a range of increasingly challenging situations. • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, 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 and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

PE: Key Stage 1

Coverage	Athletics	Games	Dance	Gymnastics	OAA
	<i>Master basic movements such as running, jumping, catching and throwing.</i>	<i>participate in team games, developing simple tactics for attacking and defending</i>	<i>perform dances using simple movement patterns.</i>	<i>develop balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<i>To take part in some OAA activities (Not in KS1 official curriculum taught via school trips)</i>
Knowledge and Skills	Pupils can: -Recognise and describe how the body feels during and after different physical activities. - Explain what they need to stay healthy -Run at different paces, & use a variety of different stride lengths. -Travel at different speeds. - Vary the speed and direction in which they are travelling. - Be able to maintain and control a run over different distances. -Perform and compare different types of jumps. - Combine different jumps together with some fluency and control.	Pupils can: -recognise and describe how the body feels during and after different physical activities. -Explain what they need to stay healthy -Strike or hit a ball with increasing control. - Learn skills for playing striking and fielding games. -Position the body to strike a ball. -Throw different types of equipment in different ways, for accuracy and distance. -Throw, catch and bounce a ball with a partner and use skills in a game. -Throw a ball for distance. - Vary types of throw used.	Pupils can: -Recognise and describe how the body feels during and after different physical activities. -Explain what they need to stay healthy. -Copy, remember and repeat actions. -Create a short motif inspired by a stimulus. -Change the speed and level of their actions. - Use simple choreographic devices such as unison, canon and mirroring. -Use different transitions within a dance motif. -Move in time to music. -Improve the timing of their actions.	Pupils can: -recognise and describe how the body feels during and after different physical activities. -Explain what they need to stay healthy -Copy, explore and remember actions and movements to create their own sequence. -Travel in a variety of ways, including rolling. - Hold a still shape whilst balancing on different points of the body. - Jump in a variety of ways and land with increasing control and balance. -Climb onto and jump off the equipment safely. -Move with increasing control and care. Rolls <i>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll</i>	Pupils can -complete trim trails - Join in with Forest School activities - Take part in yearly OAA trip <i>NB – These are targets for new school building and are not currently available on current school site.</i>

	-Jump for distance from a standing position with accuracy and control. -Choose the most appropriate jumps to cover different distances. - Know that the leg muscles are used when performing a jumping action. -Throw different types of equipment in different ways, for accuracy and distance. -Perform learnt skills with increasing control. - Compete against self and others -Watch and describe performances, and use what they see to improve their own performance.	- Bounce and kick a ball whilst moving. -Use these skills in a game. -Know how to pass ball in different ways -Use different ways of travelling at different speeds and following different pathways, directions or courses. -Understand terms 'attacking' and 'defending', demonstrate understanding in a game. - Compete against self and others -Watch and describe performances, and use what they see to improve their own performance.	-Perform sequences of their own composition with coordination. -Perform learnt skills with increasing control. -Compete against self and others. -Watch and describe performances, and use what they see to improve their own performance. -Talk about the differences between their work and that of others	<i>(controlled) Rocking for forward roll</i> <i>Crouched forward roll</i> Jumps <i>Straight jump/ Tuck jump /Jumping jack/ Half turn jump/ Cat spring/ Cat spring to straddle</i> <i>Vault and springboard</i> <i>Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard</i> Handstands, Cartwheels and Round – offs <i>Bunny hop/ Front support/ wheelbarrow with partner/ Scissor kick</i> Balances Standing balances /Kneeling balances/ Large body part balances/ Balances on apparatus/ Balances with a partner/ Pike, tuck, star, straight, straddle shapes Front and back support Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	
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PE: Lower Key Stage 2

	Athletics	Games	Dance	Gymnastics	OAA
Coverage	<i>Pupils should develop a broader range of skills, use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.</i>	<i>Pupils should continue to -use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	<i>Pupils should be taught to: • develop flexibility, strength, technique, control and • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	<i>Pupils should: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
Knowledge and Skills	Pupils can: - Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down. -Confidently demonstrate an improved technique for sprinting. -Carry out an effective sprint finish. -Perform a relay, focusing on the baton changeover technique.	Pupils can: - Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down. -Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. -Accurately serve underarm. -Build a rally with a partner. -Use at least two different shots in a game situation. - Use hand-eye coordination to strike a moving and a stationary ball.	Pupils can: - Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down. -Identify and repeat the movement patterns and actions of a chosen dance style. -Compose a dance that reflects the chosen dance style. -Confidently improvise with a partner or on their own. -Compose longer dance	Pupils can: - Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down. -Orientate themselves with accuracy around a short trail -Create a short trail for others with physical challenges -Start to recognise features of an orienteering course -Communicate with people in a team and with others teams -Have experience of the range of roles within a team and	

	-Learn how to combine a hop, step and jump to perform the standing triple jump. -Begin to measure the distance jumped. -Perform a pull throw. -Measure the distance of their throws. - Continue to develop techniques to throw for increased distance. -Perform and apply skills and techniques with control and accuracy. -Take part in a range of competitive games and activities -Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result.	-Develop different ways of throwing and catching. - Move with the ball using a range of techniques showing control and fluency. - Pass the ball with increasing speed, accuracy and success in a game situation. - Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. - Make the best use of space to pass and receive the ball. - Use a range of attacking and defending skills and techniques in a game. - Use fielding skills as an individual to prevent a player from scoring - Vary the tactics they use in a game. Adapt rules to alter games -Perform and apply skills and techniques with control and accuracy. -Take part in a range of competitive games and activities -Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result.	- sequences in a small group. -Demonstrate precision and some control in response to stimuli. -Begin to vary dynamics and develop actions and motifs in response to stimuli. -Demonstrate rhythm and spatial awareness. -Change parts of a dance as a result of self-evaluation. -Use simple dance vocabulary when comparing and improving work. -Perform and apply skills and techniques with control and accuracy. -Take part in a range of competitive games and activities -Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result.	- Begin to develop good technique when travelling, balancing and using equipment. - Develop strength, technique and flexibility throughout performances. Rolls - Forward roll from standing/Straddle forward roll /Tucked backward roll/Backward roll to straddle Jumps- Straight jump /Tuck jump Jumping jack/Star jump/Straddle jump /Pike jump/ Straight jump half-turn /Straight jump full-turn /Cat leap Cat leap half-turn Vault and Springboard - Hurdle step onto springboard /Squat on vault /Straddle on vault/ Star jump off /Tuck jump off/Straddle jump off/Pike jump off Handstands, cartwheels and round offs - Lunge into handstand/ Lunge into cartwheel Travelling and linking actions - Tiptoe, step, jump and hop/ Hopscotch /Skipping/ Chassis steps /Straight jump half turn/ Straight jump full turn/ Cat leap/ Cat leap half turn Pivot Balances- 1, 2, 3 and 4- point balances/ Balances on apparatus /Balances with and against a partner /Pike, tuck, star, straight, straddle shapes /Front and back support - Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	- understand the skills needed for each role to succeed. -Associate the meaning of a key in the context of the environment. -Try a range of equipment for completing an activity -Make an informed decision on the best equipment to use for an activity -Begin to use a map as part of an orienteering course. -Complete an orienteering course more than once and identify ways in which to reduce time taken. -Offer an evaluation of personal performances and activities. -Starts to improve trails to improve challenge of the course -Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. -Modify their use of skills and techniques to achieve a better result,
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PE: Upper Key Stage 2

	Athletics	Games	Dance	Gymnastics	OAA
Coverage	<i>Pupils should develop a broader range of skills, use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.</i>	<i>Pupils should continue to -use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	<i>Pupils should be taught to: • develop flexibility, strength, technique, control and • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	<i>Pupils should: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.
Knowledge and Skills	Pupils can: - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier - Recap, practise and refine an effective sprinting technique, including reaction time. - Build up speed quickly for a sprint finish. -Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. -Accelerate to pass other competitors. -Work as a team to competitively perform a relay. - Demonstrate endurance and stamina	Pupils can: - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier -Hit a bowled ball over longer distances. -Use good hand-eye coordination to be able to direct a ball when striking or hitting. -Understand how to serve in order to start a game. - Throw and catch accurately and successfully under pressure in a game - Show confidence in using ball skills in various ways in a game situation, and link these together effectively.	Pupils can: - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier -Identify and repeat the movement patterns and actions of a chosen dance style. -Compose individual, partner and group dances that reflect the chosen dance style. -Use dramatic expression in dance movements and motifs. -Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence.	Pupils can: - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier -Orientate themselves with confidence and accuracy around an orienteering course when under pressure. -Design an orienteering course that is clear to follow and offers challenge for others. -Use navigational equipment (maps, compasses) to improve the trail. -Use clear communication to	Pupils can: - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier -Orientate themselves with confidence and accuracy around an orienteering course when under pressure. -Design an orienteering course that is clear to follow and offers challenge for others. -Use navigational equipment (maps, compasses) to improve the trail. -Use clear communication to

over longer distances in order to maintain a sustained run. -Develop the technique for the standing vertical jump. -Maintain control at each of the different stages of the triple jump. - Develop and improve their techniques for jumping for height and distance and support others in improving their performance. -Perform and apply different types of jumps in other contexts. -Set up and lead jumping activities -Perform a heave throw. -Measure and record the distance of their throws. - Continue to develop techniques to throw for increased distance and support others in improving their personal best. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements	Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Confidently use equipment to vault and incorporate this into sequences. Develop strength, technique and flexibility throughout performances. Rolls - Forward roll from standing/Straddle forward roll Pike forward roll/ Dive forward roll/ Tucked backward roll/ Backward roll to straddle/ Backward roll to standing pike/ Pike backward roll Jump - Straight jump /Tuck jump Jumping jac/k Star jump/ Straddle jump /Pike jump/ Stag jump/p Straight jump half-turn /Straight jump full-turn/ Cat leap/ Cat leap half-turn/ Cat leap full-turn /Split leap/ Stag leap Vault and Springboard - Hurdle step onto springboard /Squat on vault /Straddle on vault/ Star jump off /Tuck jump off /Straddle jump off /Pike jump off /Squat through vault /Straddle over vault Handstands, Cartwheels and Round offs - Lunge into cartwheel/Lunge into round-off /Hurdle step/ Hurdle step into cartwheel /Hurdle step into round-off/ Travelling and linking actions - Tiptoe, step, jump and hop Hopscotch/ Skipping/ Chassis steps /Straight jump half turn/ Straight jump full turn/ Cat leap/ Cat leap half turn/ Cat leap full turn/ Pivot Shapes and balances - 1, 2, 3 and 4- point balances /Balances on apparatus/ Develop technique, control and complexity of part-weight partner balances/ Group formations/ Pike, tuck, star, straight, straddle shapes Front and back support Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.	effectively complete a particular role in a team. Compete in orienteering activities both in a team and individually. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when needed. Complete orienteering course on multiple occasions in a quicker time due to improved technique. Offer evaluation with aim of improving own and others performance. Listen to feedback and improve orienteering course from it.
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PE: Key Stage 2 Swimming

By the end of KS2 all pupils will be able to

- Perform safe self-rescue in different water based situations
- 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.

PE Overview KS1	Autumn	Spring	Summer
Cycle A Started 2021/2022	Athletics Jumping in diff ways/throwing and catching/aiming/running and changing direction/follow rules Dance Move to music/copy moves/move imaginatively to music/change rhythm, speed and direction/make a sequence	Gymnastics Make body tense, controlled, relaxed/maintain control when travelling/improve work by watching and listening/create sequence with and without a partner/balance and travel in different ways Handball show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking/participate in team games, make decision on where to run and run safely/ throw and catch with a partner/choose skills for particular games	Cricket Hit ball with bat, fielding skills, vary and understand tactics/run safely/aiming, throwing and catching Football Perform skills rolling, throwing, catching and use in a game, follow rules, make decisions on where to run/attacking and defending tactic/follow rules and stay in a zone
Cycle B Started 2022/2023	Football Change direction and speed, avoid collisions/ decide where to run/roll, throw, kick catch, gather and strike a ball/ accurate basic actions /participate in team games/simple tactics for attacking and defending/pass a ball accurately over various distance/stay in a “zone” during a games/follow rules Hockey Show control for throwing/striking a ball/decisions on where to run/ change direction and speed/awareness of others when running/ choose skills for games/ understand how to aim/hit/run into space/ participate in team games/develop game tactics for attacking and defending/stay in a “zone” during a games /follow rules.	Dance Move to music/copy moves/move imaginatively to music/change rhythm, speed and direction/make a sequence Gymnastics Make body tense, controlled, relaxed/maintain control when travelling/improve work by watching and listening/create sequence with and without a partner/balance and travel in different ways	Rounders Hit ball with bat/control over basic actions inc rolling, throwing striking/change direction and speed when running/throw and catch with accuracy/awareness of others when running/understanding of tactics/choose skills for games/choose skills for particular games/perform rolling, throwing, striking, catching and gathering in a bat and ball game. Tennis show control and accuracy with the basic actions/stay in a “zone” during a games/follow rules/choose skills for particular games/ understand the concepts of aiming, running into space, hitting the ball/understand tactics/pass a ball accurately.

PE Overview LKS2	Autumn	Spring	Summer
Cycle A Started 2021/2022	Invasion Games-Tag Rugby Indoor Athletics Basketball Dance	Outdoor Adventurous Activities Gymnastics Swimming Volleyball	Swimming Athletics Striking/Fielding Throwing & Catching
Cycle B Started 2022/2023	Invasion Games – Rugby/Netball Indoor Athletics Invasion games - Hockey Dance / Cyber Coach	Outdoor Adventurous Activities / Cross Country Gymnastics Swimming Net Games – Tennis	Swimming Striking/Fielding (Throwing & catching) Swimming Outdoor Athletics

PE Overview UKS2	Autumn	Spring	Summer
Cycle A Started 2021/2022	Swimming / Games Athletics / Dance	Swimming / Games Gymnastics / Outdoor Education	Athletics / Dance Games / Outdoor Education (Residential)
Cycle B Started 2022/2023	Swimming / Games Athletics / Dance	Swimming / Games Gymnastics / Outdoor Education	Athletics / Dance Games / Outdoor Education (Residential)