

PE CURRICULUM OVERVIEW AT xxxxxx PRIMARY SCHOOL AUTUMN TERM 2020

YEAR GROUP	LEAD	Based on 14 weeks in term = 28 PE planned sessions per year group = 2 lessons per week either both led by class teacher or one with class teacher and one with specialist PE practitioner			
Reception This will sit alongside Daily Outdoor Provision for PD		Health, Well-being and Fundamental movement Locomotion and balance (4 lessons) 1. Negotiates space successfully when moving, adjusting speed or changing direction to avoid others and to try and stay in their own space / grid. 2. Can play racing and chasing games socially distanced with other children, adjusting speed or changing direction (dodging, stop/start). 3. Show an enjoyment of moving in a games context. 4. Show some understanding that games are a good form of exercise.	Health, Well-being and Fundamental movement Object Manipulation (4) 1. Knows how to be safe when collecting and using equipment. 2. Can show some control over an object in pushing, patting, throwing, catching or kicking it. 3. Happy to try and explore different movements (resilience) and different equipment (taking new risks). 4. Negotiate shared space effectively and safely even when moving at speed.	Aesthetic Movement through Dance (3) 1. Travels with confidence and skill in and around the space using their whole body and different body parts 2. To be able to balance in a space whilst moving different body parts. 3. Create simple representations of events, people and objects 4. Show an enjoyment of moving in an expressive way. 5. Can dance alongside others and am learning to dance with others as a part of a socially distanced group.	Functional movement through Gymnastics (3) 1. Experiments with different ways of moving 2. Negotiates space successfully when doing gymnastics with other children, adjusting speed or changing direction to avoid each other 3. Travels with confidence and skill in and around the space using their whole body and different body parts 4. Able to balance in a space whilst moving different body parts.
		Moving with rhythm and timing Action songs and nursery rhymes (4) 1. Can move freely alongside others. 2. Begins to build a repertoire of action songs and dances. 3. Experiments with different ways of moving.	Health, Well-being and Fundamental movement Object Manipulation (4) 1. Take responsibility for myself and remind others how to be safe and why it is important. 2. Include others in my games and show empathy towards them e.g. asking if someone wants to copy my game in their space	Aesthetic Movement through Dance (3) 1. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (i.e 1-2 different movements) 2. Show some understanding that dance is a good form of exercise. 3. Happy to try and explore different movements (resilience).	Functional movement through Gymnastics (3) 1. Know how to be safe when moving and sharing the apparatus. 2. Show some understanding that gymnastics is a good form of exercise 3. Show an enjoyment of moving in a gymnastic environment

YEAR 1 This will work together with DPA (Daily Physical Activity)		Health, Well-being and Fundamental movement skills of travel and balance through playground games (2) 1.Knows how to stay safe and distanced whilst moving in a shared space 2. Can listen carefully to instructions 3.Can move fluently, changing direction and speed easily and avoiding collisions	Health, Well-being and Fundamental ball skills (3) 1.Can show control and accuracy with the basic actions for aiming, rolling, underarm throwing, striking a ball and kicking	Creative Challenges and Games and My Personal best challenges (2) 1.Can create own personal best challenges that help improve specific skills 2. Is motivated and works hard to improve and get better	Gymnastics Gold (3) 1.Can perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required 2. Can manage the space safely, showing good awareness of others, (mats and apparatus where applicable)	Dynamic Dancers (4) 1.Can respond to different stimuli with a range of actions 2. Can copy simple movement patterns from others and explore that movement
		Health, Well-being and Fundamental movement skills of travel and balance through playground games (2) 1.Can describe what it feels like when breathing faster during exercise 2.Can explain why running, jumping and playing games are good for them	Health, Well-being and Fundamental ball skills (3) 1.Understands the concept of tracking, and get in line with the ball to receive it	Creative Challenges and Games and ‘My Personal Best’ challenges (2) 1.Can watch others' movements carefully 2. Can copy what they see and say why it is good	Gymnastics Gold (3) 1. Can make up and perform simple movement phrases in response to simple tasks 2. Know when my body is active and can talk about the difference between tension and relaxation	Dynamic Dancers (4) 1. Know where my heart is and I understand why it beats faster when I dance 2. Can use simple dance vocabulary to describe movement

YEAR 2 This will work together with DPA		Health, Well-being and Fundamental movement skills of travel and balance through playground games (2) 1. Able to keep going during running type games showing increasing stamina 2. Can show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run	Health, Well-being and Fundamental ball skills (3) 1. Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with increasing control 2. Can watch and describe performances accurately	Creative Challenges and Games and My Personal best challenges (2) 1.Can create increasingly more challenging and creative games 2.Can teach others to play those games in their own space	Gymnastics Gold (3) 1. Can perform a range of actions with control and coordination 2. Can move smoothly from a position of stillness to a travelling movement and from one position of stillness to another 3. Can work as part of a team to move apparatus safely	Dynamic Dancers (4) 1.Can explore actions in response to stimuli 2. Can talk about different stimuli as the starting point for creating dance phrases and short dances
		Health, Well-being and Fundamental movement skills of travel and balance through playground games (2) 1. I can use different techniques, speeds and effort to meet challenges set for running, jumping 2. Understand and describe changes to their heart rate when playing different games 3. Can begin to anticipate what they will feel like after playing games	Health, Well-being and Fundamental ball skills (3) 1.Can know how to score and keep the rules of the games that they and their partner/s make up alone and together (whilst in their own space) 2.Can recognise what is successful in games (what are those success criteria – skilfulness, fitness, creativity, decision making, adapting etc?)	Creative Challenges and Games and My Personal best challenges (2) 1.Shows empathy to others and is able to support them to improve 2.Uses own creative games at other times such as DPA and playtimes to improve personal best scores or personal physical fitness and skilfulness	Gymnastics Gold (3) 1. Can accurately repeat sequences of gymnastic actions 2.Can describe my own or my partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control	Dynamic Dancers (4) 1.Can show some sensitivity to the accompaniment 2. Can show an understanding of mood and describe how a dance makes me feel

YEAR 3 This will work together with DPA		Funky Fitness (2) 1.Understand the importance of warming up 2.Identify ‘energetic’ activities which make them feel ‘good’	Skip to be Fit (2) 1.Can demonstrate different skipping skills, showing some control 2. Can show determination to improve and make progress	Dazzling Dancers (3) 1. Can show an imaginative response to different stimuli through my use of language and choice of movement 2. Can explore and develop new actions while working on my own and with my partner (in their own space)	Outstanding OAA developing problem solving (2) can orientate myself and move with increasing confidence and accuracy when following trails and simple orienteering courses	Accelerating Athletes (2) 1.Can run consistently and smoothly at different speeds 2.Can demonstrate different combinations of jumps, showing control, coordination and consistency	Gymnastics with gusto (3) 1.Ccan explore combinations of floor, (mats and apparatus), and find different ways of using a shape, balance or travel 2.Can practise an action or short sequence of movements, and improve the quality of the actions and transitions
		Funky Fitness (2) 1. Can explain simply how muscles help us to move 2. Can describe what happens to our heart, breathing and temperature when we are active	Skip to be Fit (2) 1.Can join some skipping tricks together to make a short routine 2. Can recognise how to improve skipping skills through DPA and at playtimes	Dazzling Dancers (3) 1. Can sustain their effort when they dance 2. Can use a range of expressive language to describe dance	Outstanding OAA developing problem solving (2) can use skills with control in problem-solving activities	Accelerating Athletes (2) 1.Can throw a range of implements into a target area with consistency and accuracy 2.Can watch and describe specific aspects of running, jumping and throwing styles	Gymnastics with gusto (3) 1.Can show control, accuracy and fluency of movement when performing actions 2.Can explain the differences between two performances

YEAR 4 This will work together with DPA		Funky Fitness (2) 1.Explain what they like about being active with others 2. Show commitment to improving their fitness (stamina, strength and suppleness) in this activity and linked to other areas of PE and DPA	Skip to be Fit (2) 1.Can demonstrate different combinations of skipping skills, showing control, coordination and consistency	Dazzling Dancers (3) 1. Can think about character and narrative ideas created by the stimulus, and respond through movement 2. Can show understanding of warming up and cooling down, and choose appropriate activities to do on their own	Outstanding OAA developing problem solving (2) 1. Can choose sensible skills and approaches for the challenges set 2. Can conserve my efforts and keep my concentration during tasks	Accelerating Athletes (2) 1.Can pace my effort well in different types of event so that I can keep going steadily and maintain the quality of my action 2.Can recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment	Gymnastics with gusto (3) 1. Can perform a range of actions and agilities with consistency, fluency and clarity of movement 2. Can gradually increase the length of sequences
		Funky Fitness (2) 1.Be motivated to maintaining a Physical Activity Diary for at least 2 weeks 2. Plan how to meet their fitness goals and who might help them	Skip to be Fit (2) 1.Can put together skipping routines to music in my own space	Dazzling Dancers (3) 1. Can use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer 2. Can start to describe and interpret dance movements using appropriate vocabulary	Outstanding OAA developing problem solving (2) 1. Can prepare myself effectively and follow safety procedures 2. Can meet the challenges effectively working in a socially distanced but collaborative team	Accelerating Athletes (2) 1.Can carry out stretching and warm-up activities safely 2.Can suggest, with guidance, targets for improving speed, distance or height	Gymnastics with gusto (3) 1.Can make simple assessments of performance based on a criterion given by the teacher

YEAR 5 This will work together with DPA		Fit to Learn through Athletics and Fitness (2) 1. Can sustain their pace over longer distances, <i>eg sprint for seven seconds, run for one or two minutes</i> 2. Can throw with greater control, accuracy and efficiency	Optimistic OAA building collaboration (2) 1. Can use teamwork skills well in a variety of different challenges 2. Can use physical skills well in a variety of different challenges	Dedicated to Dance (3) 1. Can explore, improvise and choose appropriate material to create new motifs in a chosen dance style linked to a cross curricular stimulus 2. Can start to build a dance through more than 1 motif	Gymnastic Giants (3) 1. Can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension	Skilfully Fit for Netball and Basketball (2) 1. Can perform skills with accuracy, confidence and control 2. Understands and is motivated to improve fitness for when the game can be played (after social distancing is lifted)	Skilfully Fit for Football and Hockey (2) 1. Can perform skills with accuracy, confidence and control when the ball is on the ground 2. Can work with a partner socially distanced to improve each other's skills
		Fit to Learn through Athletics and Fitness (2) 1. Can perform a range of jumps showing power, control and consistency at both take-off and landing 2. Show motivation to improve their fitness through a physical activity diary	Optimistic OAA building collaboration (2) 1. Can reflect on what makes a good team and how best to demonstrate collaboration in the physical challenges	Dedicated to Dance (3) 1. Can warm up and cool down independently for a dance lesson 2. Can talk about the relationship between the dance and its accompaniment	Gymnastic Giants (3) 1. Can take more responsibility for my warm up knowing what to include to prepare their bodies for Gymnastics and improve their strength, suppleness and posture	Skilfully Fit for Netball and Basketball (2) 1. Performs drills for fitness and skills with commitment to improve ball handling games	Skilfully Fit for Football and Hockey (2) 1. Know and can lead warm up exercises and activities that help strength, speed and stamina to play above named games

YEAR 6 This will work together with DPA		Fit to Learn through Athletics and Fitness (2) 1.Can devise their own fitness plan using run, jump and throw activities	Optimistic OAA building collaboration (2) 1.Can read a variety of maps and plans accurately, recognising symbols and features	Dedicated to Dance (3) 1. Can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns 2. Can describe how dance contributes to my fitness and wellbeing	Gymnastic Giants (3) 1. Can start to perform fluently and with increased control, even when performing more challenging and difficult combinations 2. Understands how gymnastic activity helps their overall health	Skilfully Fit for Netball and Basketball (2) 1.Can perform skills with greater speed and control in small spaces	Skilfully Fit for Football and Hockey (2) 1.Can perform skills with greater speed and control in small spaces
		Fit to Learn through Athletics and Fitness (2) 1.Explain how activity should feel for physical health benefits 2.Explain how frequent participation in activity affects ‘how exercise feels’ 3. Commit to continuing physical activity beyond school hours and how this will be achieved and recorded	Optimistic OAA building collaboration (2) 1. Shows excitement and enjoyment of completing a challenge by working with others 2. Can recognise how OAA can contribute to health and well being	Dedicated to Dance (3) 1. Can use some appropriate language and terminology to describe, interpret and evaluate theirs and others' work	Gymnastic Giants (3) 1.Can watch performances and use criteria to make judgements and suggest improvements	Skilfully Fit for Netball and Basketball (2) 1.Know the importance of being fit, and what types of fitness are most important for games 2.Commit to improving fitness ready to play games in the future by mapping out a training plan with others and motivating each other to stick with those plans	Skilfully Fit for Football and Hockey (2) 1.Understand how playing games can contribute to a healthy lifestyle and seek opportunities to engage more often with their favourite activities