



Physical Education (PE) Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Autumn 1: Run, jog, sprint, jump, bounce, agility, co-ordination</p> <p>Autumn 2: Star, straight, tuck, level, speed, skip, sidestep, hop, leap, gallop, stomach slide, log roll, teddy bear roll, feedback, evaluate, apparatus</p> <p>Spring 1: Throw, catch, underarm, overarm</p> <p>Spring 2: Feedback, evaluate, sequence, level, speed, direction</p> <p>Summer 1: Scoring, defending, accuracy, evaluate, warmth, wellbeing</p> <p>Summer 2: Log roll, teddy bear roll, movement phrase, apparatus, evaluate</p>	Usain Bolt	<p>Games Explore different ways of moving and using equipment.</p> <p>Master basic movement skills:</p> <ul style="list-style-type: none"> - <u>Running</u> (<i>jog, run, sprint</i>) - <u>Hopping</u> (<i>1 foot to same foot</i>) - <u>Jumping</u> (<i>2 feet to 2 feet, 2 feet to 1 foot, 1 foot to 2 feet</i>) - <u>Bouncing</u> (<i>2 hand to 2 hand, 1 hand to same hand, 1 hand to the other hand</i>) <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p>	<p>Gymnastics Know how to carry and place apparatus</p> <p>Explore gymnastics still shapes (star, straight, tuck) using different body parts and different apparatus</p> <p>Explore different methods of travel at different levels and on the apparatus (e.g. skip, sidestep, hop, leap, gallop, stomach slide, hands and knees, hands and feet)</p>	<p>Games Master basic movement skills:</p> <ul style="list-style-type: none"> - <u>Throwing</u> (<i>underarm</i>) - <u>Catching</u> (<i>two handed</i>) <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p>	<p>Dance Explore movement ideas and respond imaginatively to a range of stimuli (e.g. poetry, pictures, sound, objects)</p> <p>Move confidently, using changes of speed, level and direction</p> <p>Compose and link movement phrases to make simple dances with clear beginnings, middles and ends</p> <p>Talk about dance ideas inspired by different stimuli.</p> <p>Copy, watch and describe dance movement.</p>	<p>Games Participate in team games, developing their understanding of key concepts:</p> <ul style="list-style-type: none"> - How to score - The need for accuracy - Defending <p>Watch, copy and describe what others are doing</p> <p>Develop their understanding of how physical activity links to health and wellbeing.</p>	<p>Gymnastics Explore different rolls (e.g. log roll, teddy bear roll)</p> <p>Copy or create basic movement phrases with beginnings, middles and ends, performing them using a range of body actions and body parts</p> <p>Watch, copy and describe their own and others' performances.</p>



<p>Year 2</p>	<p>Autumn 1: Throw, catch, underarm, leap, dribble, overarm</p> <p>Autumn 2: Star, straight, tuck, straddle, pike, dish, arch, balance, counter-balance</p> <p>Spring 1: Tactics, alert, space, heart rate</p> <p>Spring 2: Warm up, cool down, evaluate, improve, mood</p> <p>Summer 1: Evaluate, improve, feedback</p> <p>Summer 2: Star, straight, tuck, straddle, pike, dish, arch, apparatus, sequences, evaluate, improve, balance, counter-balance</p>	<p>Cristiano Ronaldo</p>	<p>Games Develop accuracy with previously taught basic movement skills, utilising different strengths and heights:</p> <ul style="list-style-type: none"> - <u>Throwing</u> (underarm) - <u>Catching</u> (two-handed) <p>Master basic movement skills:</p> <ul style="list-style-type: none"> - <u>Leaping</u> (1 foot to other foot) - <u>Dribbling</u> (1 hand to same hand bouncing while moving) - <u>Throwing</u> (overarm) - <u>Catching</u> (one-handed) <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p>	<p>Gymnastics Lift, move and place equipment safely</p> <p>Master and show precision with basic gymnastics shapes (star, straight, tuck, straddle, pike, dish, arch)</p> <p>Show control within different balances, including partner counter balances</p> <p>Link combinations of gymnastic actions, body shapes and balances</p>	<p>Games Participate in team games, developing their ability to choose, use and vary simple tactics.</p> <p>Describe what their bodies feel like during different types of activity</p>	<p>Dance Explore, remember, repeat and link a range of actions, showing co-ordination, control and an awareness of the expressive qualities of the dance.</p> <p>Compose and perform short dances that express moods, ideas and feelings.</p> <p>Recognise the importance of warming up and cooling down.</p> <p>Watch and describe dances and use what they learn to improve their own work.</p>	<p>Games Participate in team games, developing their ability to choose, use and vary simple tactics.</p> <p>Recognise good quality in performance</p>	<p>Gymnastics Link combinations of gymnastic actions, body shapes and balances using different apparatus.</p> <p>Create and perform sequences</p> <p>Make improvements to their work using information they have gained by watching, listening and investigating</p>
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<p>Year 3</p>	<p>Autumn 1: Strength, technique, control, balance</p> <p>Autumn 2: Control, technique, tactics, heart rate, breathing rate, stamina, quality, effectiveness, improvements</p> <p>Spring 1: Actions, sequence, speed, level, direction, body shapes, balances, star, straight, tuck, straddle, pike, dish, arch, balance, counter-balance, suppleness, strength, evaluate</p> <p>Spring 2: Improvise, dance phrases, rhythm, rules, tactics, strategies, warm up, compositional features</p> <p>Summer 1: Technique, tactics, strategies, stamina, performance, evaluate</p> <p>Summer 2: Control, co-ordination, accuracy, distance</p>	<p>Venus Williams</p>	<p>Fitness: Develop strength, technique, control and balance.</p> <p>Take part in activity challenges, both individually and within a team.</p>	<p>Invasion Games: Consolidate previously-taught basic movement skills, improving their ability to link movements.</p> <p>Net and Wall Games: Consolidate and develop the range and consistency of their skills in net games (including using a racket)</p> <p>Keep, adapt and make rules for net games.</p> <p>Both units: <i>Use simple tactics and strategies.</i></p> <p><i>Know the importance of warming up.</i></p> <p><i>Describe the short-term effects of exercises on the body and understand how to improve stamina.</i></p> <p><i>Describe the quality of performance and use what they have learned to improve their work.</i></p>	<p>Gymnastics Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement.</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Describe the short-term effects of exercise on the body.</p> <p>Know the importance of suppleness and strength.</p> <p>Describe and evaluate the effectiveness and quality of a performance and recognise how their own performance has improved.</p>	<p>Dance Improvise freely on their own and with a partner, translating ideas from a stimulus (e.g. music, photo, story) into movement.</p> <p>Create and link dance phrases and perform dances, showing an awareness of rhythm.</p> <p>Striking and Fielding Games: Develop the range of skills.</p> <p>Use a range of simple tactics and strategies. Understand and use rules.</p> <p>Both units: <i>Understand the importance of warming up and recognizing how specific activities affect their bodies.</i></p> <p><i>Recognise good performance (and compositional features in dance) and identify aspects that need improving.</i></p>	<p>Invasion Games: Consolidate previously-taught basic movement skills, improving the quality of their technique and their ability to link movements.</p> <p>Improve their ability to use simple tactics and strategies.</p> <p>Describe the short-term effects of exercises on the body and understand how to improve stamina.</p> <p>Describe the quality of performance and use what they have learned to improve their work.</p>	<p>Athletics: Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with control and co-ordination.</p> <p>Choose skills and equipment to help them meet the challenges they are set.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Watch, copy and describe what they and others have done.</p>
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<p>Year 4</p>	<p>Autumn 1: Strength, technique, control, balance</p> <p>Autumn 2: Tactics, feinting, patterns of play, rules, consistency, adapt, speed, strength, stamina, success, performance, evaluate, improve</p> <p>Spring 1: Actions, sequence, speed, level, direction, body shapes, balances, star, straight, tuck, straddle, pike, dish, arch, front support, back support, balance, counter-balance, suppleness, strength, evaluate</p> <p>Spring 2: Characters, narratives, choreographic principles, dance phrases, warm up, cool down, evaluate, strategies, tactics, adapt, rules, evaluate</p> <p>Summer 1: Tactics, feinting, patterns of play, rules, consistency, adapt, speed, strength, stamina, success, performance, evaluate, improve</p>	<p>Sir Mo Farrah</p>	<p>Fitness: Develop strength, technique, control and balance.</p> <p>Take part in activity challenges, both individually and within a team.</p>	<p>Invasion Games: Develop the range of their movement skills.</p> <p>Net and Wall Games: Consolidate and develop the range and consistency of their skills in net games (including using a racket)</p> <p>Keep, adapt and make rules for net games.</p> <p>Both units: <i>Devise and use rules.</i></p> <p><i>Use tactics (feinting, spotting patterns of play etc.)</i></p> <p><i>Begin to recognise which activities help their speed, strength and stamina and when these traits are important in games.</i></p> <p><i>Explain their ideas and plans and recognise what skilful play looks like and which aspects of their work need improving.</i></p>	<p>Gymnastics Develop the range of actions (including front support and back support), body shapes and balances they include in a performance, performing them more accurately and consistently.</p> <p>Create sequences that meet a theme or set of conditions.</p> <p>Use compositional devices when creating sequences (e.g. changes in speed, level and direction)</p> <p>Describe how the body reacts during different types of activity.</p> <p>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</p>	<p>Dance Explore and create characters and narratives in response to a range of stimuli (e.g. pictures, music, stories)</p> <p>Use simple choreographic principles to create dance motifs.</p> <p>Perform more complex dance phrases that communicate character and narrative.</p> <p>Know and describe the steps of warming up and cooling down for dance.</p> <p>Describe and evaluate their own and others' dances, taking account of character and narrative.</p> <p>Striking and Fielding Games: Consolidate and develop the range and consistency of skills.</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules.</p>	<p>Invasion Games: Develop the range and consistency of their movement skills.</p> <p>Devise and use rules.</p> <p>Use tactics (feinting, spotting patterns of play etc.) and adapt them to suit different situations.</p> <p>Understand how playing affects their bodies, which activities help their speed, strength and stamina and when these traits are important in games.</p> <p>Explain their ideas and plans and recognise what skilful play looks like and which aspects of their work need improving.</p>	<p>Athletics: Consolidate and improve the quality, range and consistency of the techniques they use for particular activities (e.g. the 5 basic jumps)</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations (e.g. pacing)</p> <p>Know, measure and describe the short-term effects of exercise on the body and how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances and recognise aspects that need improving.</p>
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	Summer 2: Pace, jump, jump combination, heartbeat, warm up, evaluate					Recognise how specific activities affect their bodies and begin to understand the importance of warming up. Recognise good performance and identify aspects that need improving.		
Year 5	<p>Autumn 1: Strength, technique, control, balance, compare, evaluate, improve, personal best</p> <p>Autumn 2: Attacking, defending, shield, speed, direction, marking, opponent, accuracy, consistency, fluency of movement, warm up</p> <p>Spring 1: Symmetrical, asymmetrical, star, straight, tuck, straddle, pike, dish, arch, front support, back support, balance, counter-balance, suppleness, strength, evaluate</p> <p>Spring 2: Improvise, compose, expressive, warm up, cool down, analyse, evaluate,</p>	Ellie Simmonds	<p><u>Fitness:</u> Develop strength, technique, control and balance.</p> <p>Take part in activity challenges, both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Invasion Games:</u> Develop a range of techniques and skills for attacking and defending e.g. shielding, changing speed and direction, marking.</p> <p><u>Net and Wall Games:</u> Develop their range of skills (including racket work) in specific net games.</p> <p><u>Both units:</u> <i>Know and apply basic strategies and tactical principles of attack and adapt them to different situations.</i> <i>Understand the basic principles of warming up and choosing appropriate warm ups for the games they are going to play.</i></p>	<p><u>Gymnastics</u> Perform previously-taught actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to the sequences they create, adapting them to new situations.</p> <p>Understand the basic principles of warming up and why it is important for good-quality performance. Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p><u>Dance</u> Explore and improvise dances in different styles.</p> <p>Compose dances using different dance styles.</p> <p>Perform dances expressively.</p> <p>Understand the importance of warming up and cooling down and organise their own warm up and cool down activities to suit the dance.</p> <p>Describe, analyse and evaluate dances, showing understanding of some aspects of style and context.</p> <p><u>Striking and Fielding Games:</u> Develop the range of their skills.</p>	<p><u>Invasion Games:</u> Develop a broader range of techniques and skills for attacking and defending e.g. shielding, changing speed and direction, marking.</p> <p>Know and apply basic strategies and tactical principles of attack and adapt them to different situations.</p> <p>Understand the basic principles of warming up and choosing appropriate warm ups for the games they are going to play.</p>	<p><u>Athletics:</u> Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and other's work and recognise aspects that need improving.</p>



	<p>strategies, rules, tactics, batting, fielding, evaluate</p> <p>Summer 1: Attacking, defending, shield, speed, direction, marking, opponent, accuracy, consistency, fluency of movement, warm up</p> <p>Summer 2: Technique, pace, jump, jump combination, heartbeat, warm up, evaluate</p>			<p><i>Evaluate their own and others' work.</i></p>		<p>Use rules, strategies and tactics when batting and fielding.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Evaluate their own and others' performances and suggest improvements.</p>	<p>Evaluate their own and others' work.</p>	
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<p>Year 6</p>	<p>Autumn 1: Strength, technique, control, balance, compare, evaluate, improve, personal best</p> <p>Autumn 2: Opponent, fluently, tactic, strategy, defence, attack, wellbeing, cool down, warm up, strength, speed, stamina, evaluate, improve</p> <p>Spring 1: Symmetrical, asymmetrical, speed, level, direction, body shapes, balances, star, straight, tuck, straddle, pike, dish, arch, front support, back support, balance, counter-balance, suppleness, strength, evaluate</p> <p>Spring 2: Improvise, motifs, dance phrases, evaluate, refine, rules, strategies, tactics, batting, fielding, warm up, cool down, improve, evaluate</p> <p>Summer 1: Opponent, fluently, tactic, strategy, defence, attack, wellbeing, cool down, warm up, strength,</p>	<p>Alistair and Jonny Brownlee</p>	<p><u>Fitness:</u> Develop strength, technique, control and balance.</p> <p>Take part in activity challenges, both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Invasion Games:</u> Choose, combine and perform skills more effectively in invasion games.</p> <p><u>Net and Wall Games:</u> Develop the range and consistency of skills (including racket work) in specific net games.</p> <p><u>Both units:</u> <i>Understand, use and adapt a range of tactics and strategies for defence and attack.</i></p> <p><i>Understand why warming up and cooling down are important and the need to prepare properly for games.</i></p> <p><i>Know when exercise is good for their fitness, health and wellbeing.</i></p> <p><i>Develop their ability to evaluate their own and others' work and suggest ways to improve it.</i></p>	<p><u>Gymnastics</u> Combine and perform gymnastics actions, shapes and balances more fluently and effectively across the activity areas.</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p> <p>Understand why warming up and cooling down are important and carry out warm ups safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves.</p> <p>Evaluate their own and others' work, suggesting improvements.</p>	<p><u>Dance</u> Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p> <p>Prepare effectively for dancing and understand why dance is good for their fitness, health and wellbeing.</p> <p>Evaluate, refine and develop their own and others' work.</p> <p><u>Striking and Fielding Games:</u> Develop the range and consistency of their skills.</p> <p>Use and adapt rules, strategies and tactics when batting and fielding.</p> <p>Understand what to include in a warm up in order to improve performance.</p> <p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p>	<p><u>Invasion Games:</u> Choose, combine and perform skills more fluently and effectively in invasion games.</p> <p>Understand, use and adapt a range of tactics and strategies for defence and attack, using these more consistently in similar games.</p> <p>Understand why warming up and cooling down are important and the need to prepare properly for games. Know when exercise is good for their fitness, health and wellbeing.</p> <p>Develop their ability to evaluate their own and others' work and suggest ways to improve it.</p>	<p><u>Athletics:</u> Develop the consistency of their actions in a number of events.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p>
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	<p>speed, stamina, evaluate, improve</p> <p>Summer 2: Technique, pace, jump, jump combination, heartbeat, warm up, evaluate</p>							
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