



## PE - Curriculum Overview

Year	Subject specific vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p>Autumn 1: Run, jog, sprint, straight, zigzag, jumping for height, landing, hop, leap, sequence, take-off, track</p> <p>Autumn 2: Travelling, Star, straight, tuck, level, speed, skip, sidestep, hop, leap, gallop, stomach slide, balance</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><b>Games</b> Explore different ways of moving and using equipment.</p> <p>Master basic movement skills:</p> <ul style="list-style-type: none"> <li>- <u>Running</u> (jog, run, sprint)</li> <li>- <u>Changing Speed and Direction</u></li> <li>- <u>Hopping</u> (1 foot to same foot)</li> <li>- <u>Jumping</u> (2 feet to 2 feet, 2 feet to 1 foot, 1 foot to 2 feet)</li> <li>- <u>Leaping</u> (1 foot to the other foot)</li> <li>- <u>Rolling</u></li> </ul> <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p> <p><b>Dance</b> 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>Copy, watch and describe dance movement.</p>	<p><b>Gymnastics</b> Explore gymnastics still shapes (star, straight, tuck) using different body parts and different apparatus</p> <p>Explore different methods of travel at different speeds, levels and on the apparatus (e.g. skip, sidestep, hop, leap, gallop, stomach slide, hands and knees, hands and feet).</p> <p>Experiment with balances (on large body parts) and jumps, incorporating these in to simple sequences.</p>	<p><b>Games</b> Master basic movement skills:</p> <ul style="list-style-type: none"> <li>- <u>Throwing</u> (underarm)</li> <li>- <u>Catching</u> (two handed)</li> </ul> <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p>	<p><b>Games</b> Develop agility and co-ordination with previously-taught movement skills, whilst applying them to a range of activities.</p> <p><b>Dance</b> 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><b>Games</b> Participate in team games, developing their understanding of key concepts:</p> <ul style="list-style-type: none"> <li>- How to score</li> <li>- The need for accuracy</li> <li>- Defending</li> </ul> <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><b>Gymnastics</b> Know how to carry and place apparatus</p> <p>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><b>Year</b> <b>2</b></p>	<p>Autumn 1: Force, track, heart rate, hop, leap, evade, aim, quoit, expressive,</p> <p>Autumn 2: Star, straight, tuck, arch, balance, straddle, pike, dish, control, precision, element, sequence</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>Marcus Rashford</p>	<p><b>Games</b> Develop accuracy with previously taught basic movement skills, utilising different strengths and heights:</p> <ul style="list-style-type: none"> <li>- <u>Rolling</u></li> <li>- <u>Throwing</u> (underarm)</li> <li>- <u>Catching</u> (two-handed)</li> <li>- <u>Leaping</u> (1 foot to other foot)</li> </ul> <p>Master basic movement skills:</p> <ul style="list-style-type: none"> <li>- <u>Dribbling</u> (1 hand to same hand bouncing while moving)</li> <li>- <u>Bouncing</u></li> <li>- <u>Underarm sling</u></li> <li>- <u>Catching</u> (one-handed)</li> </ul> <p>Develop agility and co-ordination whilst applying the above skills to a range of activities.</p> <p><b>Dance</b> 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>Watch and describe dances and use what they learn to improve their own work.</p>	<p><b>Gymnastics</b> Lift, move and place mats safely</p> <p>Master and show precision with basic gymnastics shapes (star, straight, tuck, straddle, pike, dish, arch)</p> <p>Experiment with balancing on large body parts and small body parts and show control within different balances.</p> <p>Link combinations of gymnastic actions, body shapes and balances with increasing control and precision.</p>	<p><b>Games</b> Develop agility and co-ordination with previously-taught movement skills, whilst applying them to a range of activities.</p> <p>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><b>Games</b> 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><b>Dance</b> 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><b>Games</b> Participate in team games, further developing their ability to choose, use and vary simple tactics.</p> <p>Recognise good quality in performance</p>	<p><b>Gymnastics</b> Lift, move and place apparatus safely</p> <p>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><b>Year</b> <b>3</b></p>	<p><b>Autumn 1:</b> Invasion game, dodge, opponents, dribbling, possession, marking, intercept, feign, goalkeeper, dance phrase</p> <p><b>Autumn 2:</b> Positioning, ready position, control, accuracy, hand-eye coordination, rally, technique, forehand, backhand, heart rate, stamina, effectiveness, improvements</p> <p><b>Spring 1:</b> Actions, sequence, speed, level, direction, body shapes, balances, star, straight, tuck, straddle, pike, dish, arch, balance, counter-balance, suppleness, strength, evaluate</p> <p><b>Spring 2:</b> Improvise, dance phrases, rhythm, rules, tactics, strategies, warm up, compositional features</p> <p><b>Summer 1:</b> Technique, tactics, strategies, stamina, performance, evaluate</p> <p><b>Summer 2:</b> Control, co-ordination, accuracy, distance</p>	<p>Serena Williams</p>	<p><b><u>Invasion Games:</u></b> <b><u>Football</u></b> Consolidate previously-taught basic movement skills, improving their ability to link movements.</p> <p>Use simple tactics and strategies e.g. marking, intercepting and dodging).</p> <p>Know the importance of warming up.</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><b><u>Dance</u></b> Improvise freely on their own and with a partner, translating ideas from a stimulus (e.g. music, photo, story) into movement.</p> <p>Create dance phrases and perform dances.</p> <p>Recognise good performance and compositional features and identify aspects that need improving.</p>	<p><b><u>Net and Wall Games:</u></b> Consolidate and develop the range and consistency of their skills in net games (including footwork, using a racket and bouncing a ball)</p> <p>Keep, adapt and make rules for net games.</p> <p>Know the importance of warming up.</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><b><u>Gymnastics</u></b> 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><b><u>Dance</u></b> 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><b><u>Striking and Fielding Games:</u></b> Develop the range of skills.</p> <p>Use a range of simple tactics and strategies. Understand and use rules.</p> <p><b><u>Both units:</u></b> <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><b><u>Invasion Games:</u></b> Consolidate previously-taught 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><b><u>Athletics:</u></b> 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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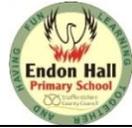
<p><b>Year 4</b></p>	<p>Autumn 1: Dribbling, travelling, chest pass, bounce pass, overhead pass, accuracy, pivoting, shielding, the crossover, defensive stance, man-to-man marking,</p> <p>Autumn 2: Chasse steps, running steps, serve, rally, tactics, feinting, defensive stance, block shot, consistency, adapt, speed, strength, stamina, success, performance, evaluate, improve, dance motif</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>Sir Mo Farah</p>	<p><b><u>Invasion Games:</u></b> <b><u>Basketball</u></b> Develop the range of their movement skills including dribbling, passing, pivoting and footwork.</p> <p>Devise and use rules.</p> <p>Use tactics (feinting, spotting patterns of play, defensive stance etc.)</p> <p>Begin to recognise 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><b><u>Dance</u></b> 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>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><b><u>Net and Wall Games:</u></b> <b><u>Badminton</u></b> Consolidate and further develop the range and consistency of their skills in net games (including using a racket, forehand and backhand)</p> <p>Keep, adapt and make rules for net games.</p> <p>Use tactics (feinting, defensive stance, block shot etc.)</p> <p>Begin to recognise 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><b><u>Gymnastics</u></b> 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><b><u>Dance</u></b> 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><b><u>Striking and Fielding Games:</u></b></p> <p>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><b><u>Invasion Games:</u></b> 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><b><u>Athletics:</u></b> 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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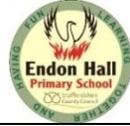
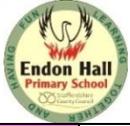
	<p>Summer 1: Tactics, feinting, patterns of play, rules, consistency, adapt, speed, strength, stamina, success, performance, evaluate, improve</p> <p>Summer 2: Pace, jump, jump combination, heartbeat, warm up, evaluate</p>					<p>Recognise how specific activities affect their bodies and begin to understand the importance of warming up.</p> <p>Recognise good performance and identify aspects that need improving.</p>		
Year 5	<p>Autumn 1: Contact, obstruction, shielding, evaluate, evade, intercept, single dodge, double dodge, possession, compose</p> <p>Autumn 2: forehand, backhand groundstroke, volley, opponent, accuracy, consistency, fluency of movement</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>	Alistair and Jonny Brownlee	<p><b><u>Invasion Games: Netball</u></b> Develop a 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><b><u>Dance</u></b> Explore and improvise dances in different styles.</p> <p>Compose dances using different dance styles.</p> <p>Describe, analyse and evaluate dances, showing understanding of some</p>	<p><b><u>Net and Wall Games: Tennis</u></b> Develop their range of skills (including racket work – forehand &amp; backhand and the ability to serve and volley) in tennis.</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>Evaluate their own and others' work.</p>	<p><b><u>Gymnastics</u></b> 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><b><u>Dance</u></b> 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><b><u>Striking and Fielding Games:</u></b> Develop the range of their skills.</p>	<p><b><u>Invasion Games:</u></b> 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><b><u>Athletics:</u></b> 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>aspects of style and context.</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><b>Year 6</b></p>	<p>Autumn 1: Push, receive, stance, technique, control, straight dribble, Indian dribble, tackle, compare, evaluate, improve, foul, dance phrases.</p> <p>Autumn 2: reaction time, opponent, tactic, strategy, horizontal, 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,</p>	<p>Ellie Simmonds</p>	<p><b><u>Invasion Games:</u></b> Choose, combine and perform skills more effectively in invasion games.</p> <p>Understand, use and adapt a range of tactics and strategies for defence and attack.</p> <p>Understand why warming up and cooling down are important and the need to prepare properly for games.</p> <p>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><b><u>Dance - MOVED TO AUTUMN 2 (2021-22) DUE TO SWIMMING</u></b> Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Create and structure motifs, phrases and dance sections.</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><b><u>Net and Wall Games:</u></b> Develop the range and consistency of skills (including racket work) in specific net games.</p> <p>Understand, use and adapt a range of tactics and strategies for defence and attack.</p> <p>Understand why warming up and cooling down are important and the need to prepare properly for games.</p> <p>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><b><u>Gymnastics</u></b> 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><b><u>Dance</u></b> 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><b><u>Striking and Fielding Games:</u></b> 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><b><u>Invasion Games:</u></b> 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><b><u>Athletics:</u></b> 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>wellbeing, cool down, warm up, strength, speed, stamina, evaluate, improve</p> <p>Summer 2: Technique, pace, jump, jump combination, heartbeat, warm up, evaluate</p>							
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