










## PE & Games Curriculum Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Physical development</b></p> 	<p><b>Body Management Unit 1</b> Explore balance and managing own body including manipulating small objects; stretch, reach and extend in a variety of ways and positions; control body and perform specific movements on command.</p>	<p><b>Body Management Unit 2</b> Explore a variety of rolling, sliding and slithering; jump using a variety of take offs and landings on low apparatus using varied combinations of hands and feet</p>	<p><b>Gymnastics Unit 1</b> Experience jumping, sliding, rolling and moving over and under apparatus – developing coordination and gross motor skills and confidence in fundamental movements</p>	<p><b>Dance Unit 1</b> Recognise that actions can be reproduced in time to movement, beat patterns and different speeds; copy, repeat and perform simple movement patterns and a wide variety of dance actions</p>	<p><b>Manipulation &amp; co-ordination Unit 1</b> Send and receive a variety of objects with different body Parts; work with others to control objects in space; and coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p><b>Athletics Sports day activities</b> Building on relevant skills learnt this year</p>	<p><b>Speed, agility, travel Unit 1</b> Travel with some control and coordination; change direction at speed through both choice and Instructions; perform actions demonstrating changes in speed; and stop, start, pause, prepare for and anticipate movement in a variety of situations.</p> <p><b>Co-operate and solve problems unit 1</b> Building Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas and question. Collect, distinguish and differentiate colours and create a shape as a team.</p>



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<b>Indoor</b> 	<b>Gymnastics</b> <b>Unit 1</b> Identify and use simple gymnastics actions and shapes, applying basic strength and recognising like actions and linking them	<b>Real PE</b> <b>Unit 2 – Social skills</b> Work sensibly with others, taking turns and sharing.	<b>Dance</b> <b>Unit 1</b> Respond to a range of stimuli and types of music; explore space, direction, levels and speeds; and experiment creating actions and performing movements with different body parts	<b>Real PE</b> <b>Unit 3 – Cognitive skills</b> Physical focus on dynamic balance and static balance (small base)	<b>Games</b> <b>Send and return</b> <b>Unit 1</b> Able to send an object with increased confidence using hand or bat; move towards a moving ball to return; and send and return a variety of balls.	<b>Real PE</b> <b>Unit 4 – Creative skills</b> Explore and describe different movements
<b>Outdoor</b> 	<b>Games</b> <b>Attack, Defend and Shoot</b> <b>Unit 1</b> Practise basic movements – including running, jumping, throwing and catching – and experience opportunities to improve agility, balance and coordination as well as beginning to engage in competitive activities	<b>Games</b> <b>Attack, Defend and Shoot</b> <b>Unit 2</b> Use and apply simple strategies for invasion games, recognising rules and applying them – also explaining reasons why we enjoy exercise	<b>Games</b> <b>Hit, catch and run</b> <b>Unit 1</b> Able to hit objects with hand or bat; track and retrieve a rolling ball; and throw and catch a variety of balls and objects.	<b>Games</b> <b>Hit, catch and run</b> <b>Unit 2</b> Develop sending and receiving skills to benefit fielding as a team; distinguish between the roles of batters and fielders; and introduce the concept of simple tactics.	<b>Athletics</b> <b>Run, Jump, Throw</b> <b>Unit 1</b> Begin to link running and jumping; learn and refine a range of running which includes varying pathways and speeds; and develop throwing techniques to send objects over long distances.	<b>Games</b> <b>Send and return</b> <b>Unit 2</b> Develop sending skills with a variety of balls; track, intercept and stop a variety of objects such as balls and beanbags; and select and apply skills to beat opposition

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Indoor</b> 	<b>Gymnastics</b> <b>Unit 1</b> Create and perform a simple sequence with control and consistency using basic actions at different speeds and on different levels – challenging themselves to develop strength and flexibility	<b>Real PE</b> <b>Unit 1 – Personal skills</b> Physical focus on coordination (floor movement patterns) and static balance (1 leg standing)	<b>Dance</b> <b>Unit 1</b> Perform basic actions with control and consistency at different speeds and on different levels and work as part of a group to create and perform short movement sequences (challenging themselves to move imaginatively) to music	<b>Real PE</b> <b>Unit 6 – Health and Fitness</b> Say how your body feels before, during and after exercise. Use equipment appropriately and move and land safely.	<b>Games</b> <b>Send and return</b> <b>Unit 1</b> Track the path of a ball over a net and move towards it; begin to hit and return a ball using a variety of hand and racquet with some consistency; and play modified net/wall games throwing, catching and sending over a net	<b>Real PE</b> <b>Unit 5 – Applying Physical skills</b> Focus on coordination with equipment and agility (reaction/response)
<b>Outdoor</b> 	<b>Games</b> <b>Attack, Defend and Shoot</b> <b>Unit 1</b> Can send and receive a ball using feet and recall and link a combination of skills e.g. dribbling and passing	<b>Games</b> <b>Attack, Defend and Shoot</b> <b>Unit 2</b> Select and apply a small range of simple tactics, recognising good quality in self and others and working together to build basic attacking play	<b>Games</b> <b>Hit, catch and run</b> <b>Unit 1</b> Develop hitting skills with a variety of bats; practice feeding/bowling skills; and hit and run to score points in games	<b>Games</b> <b>Hit, catch and run</b> <b>Unit 2</b> Work on a variety of ways to score runs in the different hit, catch, run games; work in teams to field; and begin to play the role of wicketkeeper or backstop	<b>Athletics</b> <b>Run, Jump, Throw</b> Develop power, agility, coordination and balance over a variety of activities; throw and handle a variety of objects including quoits, beanbags, balls and hoops; and negotiate obstacles showing increased control of body and limbs	<b>Games</b> <b>Send and return</b> <b>Unit 2</b> Make it difficult for their opponent to score a Point; begin to choose specific tactics appropriate to the situation; transfer net/wall skills to volleyball style games; and Improve agility and coordination and use in a game

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p data-bbox="203 272 353 316"><b>Indoor</b></p> 	<p data-bbox="472 272 607 316"><b>Dance</b></p> <p data-bbox="472 331 707 531">Practise different sections of a dance aiming to put together a performance – to include using facial expressions and performing with a prop</p>	<p data-bbox="741 272 898 316"><b>Real PE</b></p> <p data-bbox="741 331 958 411"><b>Unit 2 – Social skills</b></p> <p data-bbox="741 427 981 531">Physical focus on dynamic balance to agility and static balance (seated)</p>	<p data-bbox="1010 272 1234 316"><b>Gymnastics</b></p> <p data-bbox="1010 331 1238 579">Develop body management over a range of floor exercise and attempt to bring explosive moves into this through jumps and leaps whilst showing increasing flexibility in shapes and balances</p>	<p data-bbox="1283 272 1440 316"><b>Real PE</b></p> <p data-bbox="1283 331 1503 411"><b>Unit 3 – Cognitive skills</b></p> <p data-bbox="1283 427 1518 579">Understand the simple tactics of attacking and defending. Explain what you are doing well and begin to identify areas for improvement.</p>	<p data-bbox="1552 272 1742 316"><b>Athletics</b></p> <p data-bbox="1552 331 1794 531">Demonstrate agility and speed; jump for height and distance with control and balance; and throw with speed and power and apply appropriate force</p>	<p data-bbox="1823 272 1980 316"><b>Real PE</b></p> <p data-bbox="1823 331 2029 411"><b>Unit 4 – Creative skills</b></p> <p data-bbox="1823 427 2058 611">Make up own rules and versions of activities. Respond differently to a variety of tasks or music and select and link movements together to fit a theme.</p>
<p data-bbox="203 839 394 882"><b>Outdoor</b></p> 	<p data-bbox="472 839 645 882"><b>Football</b></p> <p data-bbox="472 898 707 1121">Basic control skills of sending and receiving; send the ball with some accuracy to maintain possession and build attacking play; implement the basic skills of football</p>	<p data-bbox="741 839 898 882"><b>Hockey</b></p> <p data-bbox="741 898 965 1249">Implement the basic rules of hockey and be able to consistently perform basic hockey skills such as dribbling and push pass; and develop tactics and apply them in competitive situations, increasing speed and endurance during gameplay</p>	<p data-bbox="1010 839 1234 882"><b>Basketball</b></p> <p data-bbox="1010 898 1249 1217">Perform some basic basketball skills, throwing, catching and dribbling. Building attacking/offensive play. Implement some basic rules of basketball.</p>	<p data-bbox="1283 839 1507 882"><b>Tag Rugby</b></p> <p data-bbox="1283 898 1525 1273">Combine basic tag rugby skills such as catching and quickly passing in one movement; select and implement appropriate skills in game situations and play effectively when attacking and defending; and increase the power of passes so the ball can move quickly over greater distance</p>	<p data-bbox="1552 839 1697 882"><b>Tennis</b></p> <p data-bbox="1552 898 1771 1042">Identify and describe some rules of tennis; serve to begin a game; and explore forehand hitting</p>	<p data-bbox="1823 839 1973 882"><b>Cricket</b></p> <p data-bbox="1823 898 2058 1153">Adhere to some of the basic rules of cricket; develop a range of skills to use in isolation and a competitive context; and use basic skills with more consistency including striking a bowled ball</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p data-bbox="203 272 353 316"><b>Indoor</b></p> 	<p data-bbox="465 272 607 316"><b>Dance</b></p> <p data-bbox="465 331 707 595">Unit 1 Practise and perform a variety of different formations in dance – developing a dance to perform as a group with a set starting position (to include freeze frames)</p>	<p data-bbox="736 272 902 316"><b>Real PE</b></p> <p data-bbox="736 331 978 563">Unit 1 – <b>Personal skills</b> Physical focus on coordination (floor movement patterns) and static balance (1 leg standing)</p>	<p data-bbox="1008 272 1234 316"><b>Gymnastics</b></p> <p data-bbox="1008 323 1249 643">Become increasingly competent and confident to perform skills more consistently and in time (with a partner and a group) and also use compositional ideas in sequences such as changes in height speed and direction</p>	<p data-bbox="1279 272 1442 316"><b>Real PE</b></p> <p data-bbox="1279 331 1520 611">Unit 5 – <b>Physical skills</b> Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities.</p>	<p data-bbox="1550 272 1789 316"><b>Badminton</b></p> <p data-bbox="1550 323 1792 515">Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation.</p>	<p data-bbox="1821 272 2051 316"><b>Real PE</b></p> <p data-bbox="1821 331 2051 507">Unit 6 – <b>Health and Fitness</b> Physical focus on agility (ball chasing) and static balance (small base)</p>
<p data-bbox="203 804 394 847"><b>Outdoor</b></p> 	<p data-bbox="465 804 696 847"><b>Swimming</b></p> <p data-bbox="465 863 707 1278">Perform safe self-rescue in different water-based situations. Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. (Term times may differ for some classes)</p>	<p data-bbox="736 804 967 847"><b>Swimming</b></p> <p data-bbox="736 863 978 1278">Perform safe self-rescue in different water-based situations. Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. (Term times may differ for some classes)</p>	<p data-bbox="1008 804 1173 847"><b>Netball</b></p> <p data-bbox="1008 863 1249 1134">Introduce high five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork.</p>	<p data-bbox="1279 804 1491 847"><b>Volleyball</b></p> <p data-bbox="1279 863 1520 1182">Consistently perform basic pairs volleyball skills such as rainbow pass and switching. Implement the basic rules of pairs volleyball. Develop tactics and apply them competitively. Increase accuracy and power during gameplay.</p>	<p data-bbox="1550 804 1740 847"><b>Athletics</b></p> <p data-bbox="1550 863 1789 1118">Investigate different ways of running, jumping and throwing and use a variety of equipment to measure, time and compare the effectiveness of different styles of runs, jumps and throws</p>	<p data-bbox="1821 804 2033 847"><b>Rounders</b></p> <p data-bbox="1821 863 2063 1086">Develop range of rounders skills that can be applied in a competitive context and choose and use a range of simple tactics in isolation and games context</p>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Indoor</b></p> 	<p><b>Gymnastics</b> Create longer and more complex sequences and adapt performances, (including developing symmetry as an individual, as a pair or in a group) - and also taking the lead in a group when preparing a sequence</p>	<p><b>Real PE</b> <b>Unit 1 – Cognitive skills</b> Physical focus on coordination (ball skills) and agility (reaction/response)</p>	<p><b>Dance</b> <b>Unit 1 or Unit 2</b> Perform different styles of dance fluently and clearly and refine/improve dances, adapting them to include the use of space, rhythm and expression</p>	<p><b>Real PE</b> <b>Unit 2 – Creative skills</b> Physical focus on static balance (seated and floorwork)</p>	<p><b>Athletics</b> Sustain pace over short and longer distances as running 100m and running for 2 minutes; run as part of a relay teamworking at maximum speed; and perform a range of jumps and throws, demonstrating increasing power and accuracy</p>	<p><b>Real PE</b> <b>Unit 3 – Social skills</b> Physical focus on dynamic balance and counter balance in pairs.</p>
<p><b>Outdoor</b></p> 	<p><b>Tag Rugby</b> Combine basic tag rugby skills such as catching and quickly passing in one movement; select and implement appropriate skills in game situations and play effectively when attacking and defending; and increase the power of passes so the ball can move quickly over greater distance</p>	<p><b>OAA</b> Explore ways of communicating in a range of challenging activities; develop and use trust to complete a task and perform under pressure; and navigate and solve problems from memory</p>	<p><b>Football</b> Play effectively in a variety of positions and formations on the pitch, relating a greater number of attacking and defensive tactics to gameplay – becoming more skilful when performing movements at speed</p>	<p><b>Basketball</b> Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.</p>	<p><b>Tennis</b> Play with others to score and defend points in competitive games, introducing and applying volley shots and overhead shots</p>	<p><b>Cricket</b> Link together a range of skills and use in combination; collaborate with a team to choose, use and adapt rules in games; and recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</p> <p><b>Swimming</b> Booster sessions offered for those who need it</p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Indoor</b> 	<b>Gymnastics</b> Work independently and in groups to make up own sequences (including flight on and off high apparatus) – demonstrating accuracy, consistency and clarity of movement.	<b>Real PE</b> <b>Unit 4 – Applying Physical skills</b> Focus on static balance (1 leg standing) and dynamic balance to agility	<b>Dance</b> <b>Val Sabin – World of Sport unit 1</b> Perform with clear intention and meaning; perform set patterns with knowledge and understanding of their meaning; work collaboratively; and value the contributions that dance makes to different cultures	<b>Real PE</b> <b>Unit 5 – Health and fitness</b> Physical focus on static balance (small base) and coordination (floor movement patterns)	<b>Badminton</b> Develop a wider range of shots including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in doubles scenarios.	<b>Real PE</b> <b>Unit 6 – Personal Skills</b> Physical focus on coordination with equipment and agility (ball chasing)
<b>Outdoor</b> 	<b>Netball</b> Work as a team to improve group tactics and gameplay, developing defensive skills and playing within the rules (using blocking skills for shots and passes)	<b>OAA</b> Use information given by others to complete more complex tasks and work collaboratively and also take responsibility for a role in a task	<b>Hockey</b> Choose and implement a range of strategies and tactics to attack and defend, combining and performing more complex skills at great speed	<b>Handball</b> Work as a team to improve group tactics and gameplay, developing defensive skills and playing within the rules (using screening to break down offensive play)	<b>Athletics</b> Apply strength and flexibility to a range of throwing, jumping and running activities and become confident and expert in a range of techniques – demonstrating improvement when working with self and others	<b>Rounders</b> Play small sided games using standard rounders pitch layout, applying rounders rules consistently and using a range of tactics for attacking and defending in the role of bowler, batter and fielder  <b>Swimming</b> Booster sessions offered for those who need it.

Each year group will also receive at least one day's session of Forest School (covering OAA)