

**PE Overview 2019-2020**

**Foundation**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>RDS and RRE</b>	Early Learning Goals	Early Learning Goals	Early Learning Goals

**KS1**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1KA</b> <b>1MS</b> <b>2MN</b> <b>2HY</b>	<i>Basic movements.                      Running, jumping,                      throwing and catching.                      (ABCS)</i>	<b>Dance</b>  <i>Perform dances                      using simple                      movement                      patterns.</i>	<b>Gym</b>  <i>Developing                      balance, agility and                      co-ordination, and                      begin to apply                      these in a range of                      activities.</i>	balance, agility and co-ordination (ABCS)	<b>Games</b>  <i>Participate in team                      games, developing                      simple tactics for                      attacking and                      defending.</i>	<b>Invasion Games-                      Matball</b>  Competitive games- Engage in competitive physical activities (both against self and against others)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<b>Outdoor                      Adventurous                      Activity</b>  Take part in outdoor and adventurous activity challenges	<b>Dance</b>  Perform dances using a range of movement patterns	<b>Gymnastics</b>  Develop flexibility, strength, technique, control and balance	<b>Track and Field                      Athletics</b>  Develop flexibility, strength, technique, control and balance	<b>Games (Net/Wall)-                      Tennis</b>  Apply basic principles suitable for attacking and defending  Engage in competitive physical activities	<b>Games (Invasion)-                      Hockey</b>  Apply basic principles suitable for attacking and defending  Engage in competitive physical activities (both against self and against others).

	both individually and within a team				(both against self and against others).	
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 4</b>	<p><b>Games</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Track and Field Athletics</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Games (Striking and Fielding)- Cricket</b></p> <p>Apply basic principles suitable for attacking and defending</p> <p>Engage in competitive physical activities (both against self and against others).</p>	<p><b>Games (Invasion)- Basketball</b></p> <p>Apply basic principles suitable for attacking and defending</p> <p>Engage in competitive physical activities (both against self and against others).</p>

<b>Year 5</b>	<p><b>Outdoor Adventurous Activities</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Dance</b></p> <p>perform dances using a range of movement patterns</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Track and Field Athletics</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Games (Net/Wall)- Volleyball</b></p> <p>Apply basic principles suitable for attacking and defending</p> <p>Engage in competitive physical activities (both against self</p>	<p><b>Games (Invasion)- Netball</b></p> <p>Apply basic principles suitable for attacking and defending</p> <p>Engage in competitive physical activities (both against self and against others).</p>
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					and against others).	
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<b>Year 6</b>	<p><b>Outdoor Adventurous Activities</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Track and Field Athletics</b></p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><b>Games (Striking and Fielding)- Rounders</b></p> <p>Apply basic principles suitable for attacking and defending</p> <p>Engage in competitive physical activities (both against self and against others).</p>	<p><b>Games (Invasion)- Rugby</b></p> <p>Apply basic principles suitable for attacking and defending</p> <p>Engage in competitive physical activities (both against self and against others).</p>
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## **Year 1 Objectives:**

### **Games**

- Roll, hit, run, jump, catch and kick with some control
- Throw, send and receive a ball in different of ways

### **Dance**

- Copy and explore basic body actions and movement patterns
- Select movements to create their own dance phrases with beginnings, middles and ends

### **Gymnastics**

- Perform the basic actions of travelling, rolling, jumping and climbing
- Change speed and direction when travelling
- Show awareness of body parts, points and position when making still shapes

### **Evaluation**

- Describe what they and others have done, using appropriate vocabulary with support.

## **Year 2 Objectives:**

### **Games**

- Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination
- Use basic tactics for attacking and defending

### **Dance**

- Copy, repeat and remember moves and shapes
- Movement shows control and coordination
- Perform a dance phrase with 2 or more joined movements / shapes

### **Gymnastics**

- Move and jump with some control and awareness of space
- Create a sequence using 2 or more linked actions
- Show contrasts on use of body and shape (such as small, tall, straight, curved)
- Balance on different points of the body, holding a still position

### **Evaluation**

- Improve their own work through watching and commenting on others work

## **Year 3 Objectives:**

### **Games**

- Choose, use and vary simple tactics for attacking and defending (e.g. positioning)
- Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing, catching

### **Dance**

- Experiment with actions, dynamics, directions and levels
- Remember and repeat dance phrases

### **Gymnastics**

- Demonstrate control and coordination when performing a range of actions with transitions
- Devise, repeat and perform a short sequence that shows changes in speed, level and direction
- Create a sequence using apparatus

### **OAA**

- Use basic maps and diagrams to orientate themselves and to move from one place to another

### **Athletics**

- Run at a speed appropriate to the distance
- Jump from a standing position
- Able to throw a ball using an under and over arm technique

### **Health and Fitness**

- Explain how their body feels during a range of physical activities, making reference to different parts of the body

### **Evaluation**

- Describe the similarities and differences, and evaluate the effectiveness and quality of a performance

### **Year 4 Objectives:**

#### **Games**

- Strike, throw and catch with control and clear sense of direction
- Follow the formal rules of the game and demonstrate they can play fairly.
- Keep possession of a ball (with e.g. hockey stick, hands, feet)
- Show awareness and accuracy in passing.

#### **Dance**

- Vary speed and levels within a dance sequence
- Link movements into dance sequences

#### **Gymnastics**

- Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling
- Show changes of direction, speed and level during a gymnastic sequence
- Create successful and stable balances and shapes
- Decide on strategies, skills and equipment needed to complete a challenge based on previous experience

#### **Athletics**

- Sprint over a short distance
- Pace running over longer distances

- Develop technique to be able to throw further
- Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate

### **Health and Fitness**

- Recognise changes in heart rate, temperature and breathing rate

### **Evaluation**

- Describe their own and others' work, making simple judgements about the quality of performances
- Suggest ways to improve their performance



## **Year 5 Objectives:**

### **Games**

- Carefully select and use a variety of techniques to pass
- Develop consistency in their skills of running, throwing, catching, passing, jumping and kicking through practise and repetition of the skills
- Develop the skills of forehand or backhand when playing racket games, showing control when hitting
- Hit a bowled or volleyed ball with accuracy in return

### **Dance**

- Learn different dance styles, explaining the patterns and forms of the dance
- Actions are controlled and express emotions

### **Gymnastics**

- Perform a range of gymnastic actions with consistency, fluency and clarity of movement
- Show body tension and extension and good weight transference when performing
- Combine dynamics when making sequences using changes of speed, level and direction

### **Athletics**

- Choose the best pace for running over a variety of distances
- Use a range of throws accurately to hit a target over a range of distances

- Combine running and jumping in athletic activities (long jump)

### **OAA**

- Use maps and compasses to orientate themselves
- Adjusts plans and actions depending on changing situations
- Able to work in a group to plan actions to solve a problem

### **Health and Fitness**

- Explain and demonstrate why and how people warm up for exercise
- Explain how physical exercise is important for good health

### **Evaluation**

- Compare and contrast the skills and ideas shown in own and others' work
- Develop own basic criteria to evaluate own and others' work based on previous learning

## **Year 6 Objectives:**

### **Games**

- Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking)
- Work alone and with a team to outwit an opponent / opposing team
- Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play
- Act as a good role model within a team, taking a lead role when required

### **Dance**

- Choreograph creative and imaginative dance sequences, independently and in a group
- Choreograph and perform more complex sequences
- Demonstrate a consistent theme throughout a dance

### **Gymnastics**

- Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements
- Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances
- Rehearse, refine and perfect gymnastic skills

## **OAA**

- Read a variety of maps and plans of the environment, recognising symbols and features
- Value the importance of planning and thinking as they work through their challenge
- Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills

## **Athletics**

- When running over a range of distances, show stamina, speed and control
- Throw accurately, perfecting techniques by analysing the movement and body shape
- Demonstrate control, balance and power in take-off and landing when jumping
- Compete with others, recording results, setting targets and endeavouring to improve performance.

## **Health and Fitness**

- Understand and explain the short and long term effects of exercise
- Lead warm up and cool down activities in ways that enhance the forthcoming activity
- Explain why regular exercise is important to general health and well-being

## **Evaluation**

- Analyse and appraise skills and techniques used by others and apply in own work
- Practice, modify and perfect skills and techniques to improve performance