

PE Curriculum Overview



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Framework	<u>Three and Four-Year-Olds (Nursery)</u> <u>PHYSICAL</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <ul style="list-style-type: none">• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.• Show a preference for a dominant hand.• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <u>PERSONAL, SOCIAL AND EMOTIONAL</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <ul style="list-style-type: none">• Increasingly follow rules, understanding why they are important.• Remember rules without needing an adult to remind them <u>EXPRESSIVE ARTS AND DESIGN</u> <ul style="list-style-type: none">• Respond to what they have heard, expressing their thoughts and feelings			<u>Reception</u> <u>PHYSICAL</u> Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <ul style="list-style-type: none">• Progress towards a more fluent style of moving, with developing control and grace.• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Combine different movements with ease and fluency.• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.• Develop overall body strength, balance, coordination and agility <u>PERSONAL, SOCIAL AND EMOTIONAL</u> Manage their own needs. - personal hygiene <ul style="list-style-type: none">• Know and talk about the different factors that support overall health and wellbeing: - regular physical activity <u>EXPRESSIVE ARTS AND DESIGN</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills.• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Explore and engage in music making and dance, performing solo or in groups.		
Early Learning Goal	<u>PHYSICAL</u> ELG- GROSS MOTOR SKILLS Negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none">• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <u>PERSONAL, SOCIAL AND EMOTIONAL</u> ELG-MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. <ul style="list-style-type: none">• Explain the reasons for rules, know right from wrong and try to behave accordingly• Manage their own basic hygiene and personal needs, including dressing. <u>ELG- BUILDING RELATIONSHIPS</u> Work and play cooperatively and take turns with others. <u>EXPRESSIVE ARTS AND DESIGN</u> ELG- BEING IMAGINATIVE AND EXPRESSIVE Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
Nursery	Locomotion	Social Distance	Stability	Fine Motor Skills Gymnastics	Target Games Gymnastics	Yoga Athletics Dance
Reception	Fundamental Movement Skills	Invasion Game Skills	Target Games	Net and Wall Game Skills Gymnastics	Object Manipulation Gymnastics	Athletics Dance
	<ul style="list-style-type: none">• develop competence to excel in a broad range of physical activities					

National Curriculum	<ul style="list-style-type: none"> are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives build character, embed values - fairness and respect 					
	<u>Key Stage 1</u> <ul style="list-style-type: none"> develop fundamental movement skills become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement pattern 	<u>Key Stage 2</u> <ul style="list-style-type: none"> apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best <u>Swimming and water safety</u> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 				
Year 1	Fundamental Movement Skills	Invasion Games Skills Gymnastics	Target Games	Net and Wall Game Skills Dance	Striking and Fielding Game Skills Dance	Athletics
Year 2	Fundamental Movement Skills Dance	Invasion Game Skills Dance	Target Games Gymnastics	Net and Wall Game Skills	Striking and Fielding Game Skills	Athletics
Year 3	Games - invasion (handball) Gymnastics	Games - invasion (football) Dance	OAA Swimming	Games - Net/wall (tennis) Swimming	Games- Striking and fielding (cricket) Swimming	Athletics Swimming
Year 4	Games - invasion (basketball)	Games - invasion (tag rugby)	OAA Dance	Games - Net/wall (dodgeball) Dance	Games - striking and fielding (rounders) Gymnastics	Athletics
Year 5	Games - invasion (handball) Gymnastics	Games -invasion (rugby)	OAA Dance	Games - net/wall (tennis) Gymnastics	Games - striking and fielding (cricket) Dance	Athletics
Year 6	Games - invasion (netball) OAA - Lledr Hall residential Dance	Games - invasion (hockey) Gymnastics	Team building and Problem Solving Gymnastics	Games - net/wall (volleyball)	Games - striking and fielding (rounders)	Athletics Bikeability Dance