



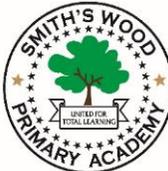
PE Curriculum Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Space (negotiating space/ avoiding obstacles).</u></p> <p><u>Ball skills</u></p> <p>Health & Self-Care 22-36months- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>30-50 months - Observes the effects of activity on their bodies.</p> <p>Movement & Handling 22-36months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Moves freely with pleasure and confidence in a range of ways (30-50). Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30-50).</p>	<p><u>Nativity/ Movements</u></p> <p>22-36months- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>30-50 months - Observes the effects of activity on their bodies.</p> <p>Movement & Handling 22-36months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Moves freely with pleasure and confidence in a range of ways (30-50). Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30-50).</p>	<p><u>Travelling and balancing</u></p> <p>22-36months- Beginning to recognise danger and seeks support of significant adults for help.</p> <p>30-50months •Understands that equipment and tools have to be used safely.</p> <p>Movement & Handling 22-36months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as, slithering, shuffling, rolling, crawling, walking, running,</p>	<p><u>Ball skills - Having increasing control over an object.</u></p> <p>22-36months- Beginning to recognise danger and seeks support of significant adults for help.</p> <p>•Understands that equipment and tools have to be used safely.</p> <p>Movement & Handling 22-36months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Moves freely with pleasure and confidence in a range of ways (30-50). Runs skilfully and negotiates space</p>	<p><u>Dancing and expressive movement</u></p> <p>22-36months- Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 months - Dresses with help, e.g. puts arms into open- fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Movement & Handling 22-36months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Run skilfully and negotiate space</p>	<p><u>Races, team games and following instructions.</u></p> <p>22-36months- Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 months - Dresses with help, e.g. puts arms into open- fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Movement & Handling 22-36months Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>22-36 months - Can</p>



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	<p>skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 30-50 months - Can catch a large ball.</p>		<p>jumping, skipping, sliding and hopping (30-50) Can stand momentarily on one foot when shown (30-50)</p>	<p>successfully, adjusting speed or direction to avoid obstacles (30-50).</p>	<p>successfully (30-50) Move freely in a range of ways (30-50)</p>	<p>kick a large ball. 30-50 months - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 30-50 months - Can catch a large ball</p>
Reception	<p><u>Space (negotiating space/ avoiding obstacles).</u> <u>Ball skills</u></p> <p>Health & Self-Care 30-50 months - Observes the effects of activity on their bodies. 30-50 months - Dresses with help, e.g. puts arms into open- fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 40-60+ months - Usually dry and clean</p>	<p><u>Nativity/ Movements</u></p> <p>Movement & Handling Moves freely with pleasure and confidence in a range of ways (30-50). Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30-50). Experiments with different ways of moving (40-60). Negotiates space successfully when playing racing and chasing games with other children,</p>	<p><u>Travelling and balancing</u></p> <p>Health & Self-Care Observes the effects of activity on their body (30-50) Understands that equipment and tools have to be used safely (30-50) Shows some understanding that good practices with regard to exercise, sleeping, eating and hygiene can contribute to good health (40-60) Shows understanding of how to transport and store equipment safely (40-60)</p>	<p><u>Ball skills - Having increasing control over an object.</u></p> <p>Movement & Handling Moves freely with pleasure and confidence in a range of ways (30-50). Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30-50). Experiments with different ways of moving (40-60). Negotiates space successfully when playing racing and chasing games with</p>	<p><u>Dancing and expressive movement</u></p> <p>Health & Self-Care Observes the effect of activity on their bodies (30-50) Shows understanding of the need for safety when tackling new challenges (40-60) Practices some appropriate safety measures without direct adult supervision (40-60) Movement & Handling Run skilfully and negotiate space successfully (30-50) Move freely in a</p>	<p><u>Races, team games and following instructions.</u></p> <p>30-50 months - Observes the effects of activity on their bodies 40-60+ months - Shows an understanding of the need for safety when tackling new challenges, and considers and manages some risks Movement & Handling 30-50 months - Runs skilfully and negotiates space successfully 40-60+ months -</p>



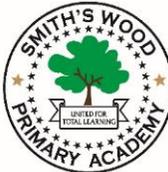
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	<p>during the day, Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Movement & Handling 30-50 months - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles 30-50 months - Can catch a large ball. 40-60+ months - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles 40-60+ months - Shows increasing control over an object in pushing, patting, throwing,</p>	<p>adjusting speed or changing direction to avoid obstacles (40-60).</p> <p>Health & Self-Care: Observes the effects of activity on their bodies (30-50). Dresses with help (30-50) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60). Practices some appropriate safety measures without direct supervision (40-60).</p>	<p>Movement & Handling Moves freely and with pleasure and confidence in a range of ways, such as, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (30-50) Can stand momentarily on one foot when shown (30-50) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (40-60)</p>	<p>other children, adjusting speed or changing direction to avoid obstacles (40-60).</p> <p>Health & Self-Care: Observes the effects of activity on their bodies (30-50). Dresses with help (30-50) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60). Practices some appropriate safety measures without direct supervision (40-60).</p>	<p>range of ways (30-50) Travel with confidence and skill around, under over objects (40-60) Experiments with different ways of moving (40-60)</p>	<p>Negotiates space successfully when playing racing</p>
1	Gymnastics	Dance	Gymnastics	Games	Gymnastics	Dance



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	<ul style="list-style-type: none"> • KPI: Know the difference between tension and relaxation through balancing. • KPI: Perform movements with some control and accuracy. • KPI: Perform movements with some control and accuracy. • KPI: Practise and repeat their phrase with some control. • KPI: Perform movements with some control and accuracy. • KPI: Gymnastics: Use space safely, being aware of others and apparatus. • KPI: To explore and copy basic movements. 	<ul style="list-style-type: none"> • KPI: Dance: Copy and explore basic body actions demonstrated by teacher. • KPI: Dance: Choose movements to make into their own phrases • KPI: Dance: Choose movements to make into their own phrases • KPI: Dance: Practise and repeat their phrase with some control • KPI: Dance: Perform their piece. 	<ul style="list-style-type: none"> • KPI: Practise and repeat their phrase with some control. • KPI: Gymnastics: Use space safely, being aware of others and apparatus. • KPI: Perform movements with some control and accuracy. 	<ul style="list-style-type: none"> • KPI: Move fluently, changing direction and speed easily without collision • Games: Get in line with the ball to receive • Games: Roll, throw, strike, kick with some control 	<p>Athletics</p> <ul style="list-style-type: none"> • KPI: Move fluently, changing direction and speed easily without collision • KPI: Perform simple gymnastics movements (jump, roll, travel, climb, still) • KPI: roll, throw, strike, kick with some control 	<ul style="list-style-type: none"> • KPI: To move with some accuracy and control. • KPI: Perform movements with some control and accuracy. • KPI: Practise and repeat their phrase with some control. • KPI: Perform movements with some control and accuracy • KPI: Perform movements with some control and accuracy • KPI: Practice and repeat their phrase with some control • KPI: Perform movements with some control and accuracy
2	<p>Basketball</p> <ul style="list-style-type: none"> • KPI: Perform a range of throwing, rolling, striking, kicking and 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Warm up OPI: Understand and explain changes in their heart rate 	<p>Dance</p> <ul style="list-style-type: none"> • KPI Dance: Repeat a short dance phrase, improving control 	<p>Hockey</p> <ul style="list-style-type: none"> • KPI Games: Choose and use tactics to suit different 	<p>Tennis</p> <ul style="list-style-type: none"> • KPI: Perform a range of actions with control and co-ordination 	<p>Athletics</p> <ul style="list-style-type: none"> • KPI Games: Perform a range of throwing, rolling, striking,



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	<p>gathering skills</p> <ul style="list-style-type: none"> • Games: Choose and use tactics to suit different situations • KPI Games: React to situations that helps others and makes it difficult for the opponent • KPI Games: Know how to score and keep the rules of the game 	<ul style="list-style-type: none"> • KPI: Perform a range of actions with control and co-ordination • KPI: Move smoothly from position of stillness to another • Warm up OPI: Understand and explain changes in their heart rate • KPI: Perform a range of actions with control and co-ordination • Warm up OPI: Understand and explain changes in their heart rate • KPI: Create, repeat and perform a short sequence • KPI: Repeat sequences of gymnastic actions 	<ul style="list-style-type: none"> • KPI Dance: Perform short dance phrases using rhythm, movement- using music to guide phrases • KPI Dance: Say what they like and dislike supporting with reasons • Warm up OPI: Understand and explain changes in their heart rate 	<p>situations</p> <ul style="list-style-type: none"> • KPI Games: React to situations that helps others and makes it difficult for the opponent • KPI Games: Know how to score and keep the rules of the game • Warm up OPI: Understand and explain changes in their heart rate 	<ul style="list-style-type: none"> • OPI: Know how their body feels after physical activity • KPI: Perform a range of throwing, rolling, striking, kicking and gathering skills 	<p>kicking and gathering skills</p> <ul style="list-style-type: none"> • KPI: Perform a range of actions with control and co-ordination
<p style="text-align: center;">3</p>	<p style="text-align: center;">Hockey</p> <ul style="list-style-type: none"> • KPI: Invasion Games: Use a range of techniques when passing and play 	<p style="text-align: center;">Invasion Games</p> <ul style="list-style-type: none"> • KPI Invasion Games: Pass, receive and dribble to keep control and 	<p style="text-align: center;">Tag Rugby</p> <ul style="list-style-type: none"> • KPI Invasion Games: Pass, receive and dribble to keep control and possession 	<p style="text-align: center;">Swimming</p> <p>KS2 National curriculum: By end of KS2 Pupils taught to: swim competently, confidently and</p>	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • KPI: Recognise what happens to the body during/after physical exercise • KPI: Explain why 	<p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> • Net/Wall: Use rules and keep games going without dispute • KPI: Hit the ball

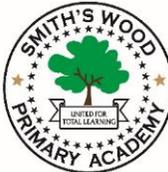


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	<p>with greater speed and flow</p> <ul style="list-style-type: none"> • KPI: Invasion Games: Use a range of tactics to keep possession of the ball and attack goal • KPI: Invasion Games: Change direction and speed when dribbling a ball • KPI: Invasion Games: Use a range of techniques when passing and play with greater speed and flow • KPI: Invasion Games: Use a range of tactics to keep possession of the ball and attack goal • KPI: Invasion Games: Use a range of tactics to keep possession of the ball and attack goal 	<p>possession</p> <ul style="list-style-type: none"> • KPI Invasion Games: Make progress towards a goal and know how to exploit spaces • KPI Invasion Games: Make good decisions on what to do and where to pass • KPI Invasion Games: Make good decisions on what to do and where to pass 	<ul style="list-style-type: none"> • KPI Invasion Games: Make progress towards a goal and know how to exploit spaces • KPI Invasion Games: Make good decisions on what to do and where to pass 	<p>proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>	<p>they warm up and cool down</p> <ul style="list-style-type: none"> • KPI: Describe what is successful in their own and others work • KPI Athletics: Throw a range of implements into a target area (10m+) • KPI Athletics: Run consistently and smoothly at different speeds • KPI Athletics: Recognise that there are different styles of running, jumping and throwing 	<p>with purpose, varying the speed, height and direction</p> <ul style="list-style-type: none"> • Net/Wall: Hit the ball into space, at speeds or different heights to outwit the opponent • Net/Wall: Get in line with ball and keep a small rally going
4	Invasion Games	Gymnastics/Dance	Hockey	Netball	Athletics	Rounders

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	<ul style="list-style-type: none"> • KPI: Use a range of techniques when passing and play with greater speed and flow • KPI Invasion Games: Use a range of tactics to keep possession of the ball and attack goal • KPI Invasion Games: Change direction and speed when dribbling a ball 	<p>e</p> <ul style="list-style-type: none"> • KPI: Think about character and narrative ideas and respond through movement. • KPI: Experiment with a wide range of actions, individually, with a partner or as a group • KPI: Practise and combine more complex phrases • KPI: Use different ideas to create motifs using unison and canon. 	<ul style="list-style-type: none"> • KPI: Invasion Games: Use a range of techniques when passing and play with greater speed and flow. • KPI: Invasion Games: Use a range of tactics to keep possession of the ball and attack goal. • KPI: Invasion Games: Change direction and speed when dribbling a ball. 	<ul style="list-style-type: none"> • KPI: Suggest how rules could be changed or adapted to improve the game. • KPI Invasion Games: Use a range of tactics to keep possession of the ball and attack goal. • KPI: Invasion Games: Change direction and speed when dribbling a ball. • KPI Invasion Games: Use a range of techniques when passing and play with greater speed and flow. 	<ul style="list-style-type: none"> • KPI: Show an understanding of warming up and cooling down. • KPI: To offer constructive ideas to their peers 	<ul style="list-style-type: none"> • KPI: Striking and fielding: Strike a ball with intent and throw it more accurately when bowling/fielding • Striking /Fielding: KPI: Intercept and stop the ball and sometimes catch it • KPI Striking and fielding: Choose and use batting or throwing skills to make the game harder for the opponents • KPI Striking/Fielding: Describe what is successful in their own and others play.
5	<p>Basketball</p> <ul style="list-style-type: none"> • KPI: Use a variety of tactics to keep the ball and find ways to get the ball to the opponents. • KPI: To know the difference between attacking and defending skills. • KPI: Perform 	<p>Hockey</p> <ul style="list-style-type: none"> • KPI: Perform attacking and defending skills with confidence and accuracy. 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Use a variety of tactics to keep the ball and find ways to get the ball to the opponents. • To know the difference between attacking and defending 	<p>Gymnastics KK/ Swimming</p> <ul style="list-style-type: none"> • KPI: Perform combinations of actions that show clear levels, speeds and directions • KPI: Repeat a longer sequence demonstrating: extension, clear 	<p>Dance KK/ Swimming</p> <ul style="list-style-type: none"> • KPI: choose own material and perform specific skills and movement patterns accurately. • KPI: Compose, develop and adapt motifs to make longer dances (6-8 	<p>Tennis/Athletics</p> <ul style="list-style-type: none"> • KPI: Hit the ball with purpose, varying the speed, height and direction. • KPI: Direct the ball reasonably well to the opponent's court. • Recognise



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	<p>attacking and defending skills with confidence and accuracy.</p> <ul style="list-style-type: none"> • KPI: To know how to mark and defend their goal 		<p>skills.</p> <ul style="list-style-type: none"> • To identify parts of the performance that need to be practised, refines and suggest improvements 	<p>body shape and changes in direction in phrases with a partner or small group (6-8 movements)</p> <ul style="list-style-type: none"> • KPI: Adopt sequences to include a partner or small group. • KPI: Watch and comment of quality of movements, shapes and balances. <p>Swimming: By end of KS2 Pupils taught to:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>	<p>movements)</p>	<p>activities that build strength, speed and stamina.</p> <ul style="list-style-type: none"> • KPI: Perform a range of jumps showing power, control and consistency. • KPI: Know the basic principles of relay take-overs and take part well in relay events
6	Football	Basketball	Circuit training	Gymnastics	Indoor athletics	Commando Jane

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	<ul style="list-style-type: none"> • KPI: Perform skills with control and greater speed, adapting them to the situation. • KPI: Choose when to pass or dribble, so that they keep possession and make progress towards the goal. • KPI: Use attacking and defending skills appropriately and choose formations to suit the game 	<ul style="list-style-type: none"> • KPI: Identify the best points in their own and others performance and suggest how performance could be improved. • KPI: To use appropriate language and terminology to describe, interpret and evaluate their own and others work. • KPI: Perform skills with control and greater speed, adapting them to the situation. 	<ul style="list-style-type: none"> • KPI: Identify the best points in their own and others performance and suggest how performance could be improved. • KPI: Understand how physical activity can contribute to a healthy lifestyle. 	<ul style="list-style-type: none"> • KPI: Make up a longer sequence and perform with fluency and clarity of movement(+ 8 movements) • KPI: Perform with a partner or group, difficult combinations fluently and with control. • KPI: Vary direction, levels and pathways, to improve the look of a sequence. • KPI: Explain how a sequence is formed, using appropriate terminology to describe technique and composition 	<ul style="list-style-type: none"> • KPI: Striking and Fielding: Bat effectively using different shot types. • KPI: Bowl underarm accurately and throw overarm from greater distances. • KPI: Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding. • KPI: Striking and Fielding: Field with increased accuracy 	<ul style="list-style-type: none"> • OPI: respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. • KPI: Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. • OPI: Outdoor Adventure: Read a variety of maps and plans accurately, recognising symbols and features.
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