



# PE Curriculum Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b><u>Space (negotiating space/ avoiding obstacles).</u></b></p> <p><b><u>Ball skills</u></b></p> <p><b>Health &amp; Self-Care</b> 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><b>Movement &amp; Handling</b> 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><b><u>Nativity/ Movements</u></b></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><b>Movement &amp; Handling</b> 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><b><u>Travelling and balancing</u></b></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><b>Movement &amp; Handling</b> 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><b><u>Ball skills - Having increasing control over an object.</u></b></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><b>Movement &amp; Handling</b> 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><b><u>Dancing and expressive movement</u></b></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><b>Movement &amp; Handling</b> 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><b><u>Races, team games and following instructions.</u></b></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><b>Movement &amp; Handling</b> 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><b><u>Space (negotiating space/ avoiding obstacles).</u></b> <b><u>Ball skills</u></b></p> <p><b>Health &amp; Self-Care</b> 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><b><u>Nativity/ Movements</u></b></p> <p><b>Movement &amp; Handling</b> 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><b><u>Travelling and balancing</u></b></p> <p><b>Health &amp; Self-Care</b> 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><b><u>Ball skills - Having increasing control over an object.</u></b></p> <p><b>Movement &amp; Handling</b> 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><b><u>Dancing and expressive movement</u></b></p> <p><b>Health &amp; Self-Care</b> 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) <b>Movement &amp; Handling</b> Run skilfully and negotiate space successfully (30-50) Move freely in a</p>	<p><b><u>Races, team games and following instructions.</u></b></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 <b>Movement &amp; Handling</b> 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><b>Movement &amp; Handling</b> 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><b>Health &amp; Self-Care:</b> 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><b>Movement &amp; Handling</b> 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><b>Health &amp; Self-Care:</b> 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	<b>Gymnastics</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Dance</b>

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



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



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	<p>with greater speed and flow</p> <ul style="list-style-type: none"> <li>• KPI: Invasion Games: Use a range of tactics to keep possession of the ball and attack goal</li> <li>• KPI: Invasion Games: Change direction and speed when dribbling a ball</li> <li>• KPI: Invasion Games: Use a range of techniques when passing and play with greater speed and flow</li> <li>• KPI: Invasion Games: Use a range of tactics to keep possession of the ball and attack goal</li> <li>• KPI: Invasion Games: Use a range of tactics to keep possession of the ball and attack goal</li> </ul>	<p>possession</p> <ul style="list-style-type: none"> <li>• KPI Invasion Games: Make progress towards a goal and know how to exploit spaces</li> <li>• KPI Invasion Games: Make good decisions on what to do and where to pass</li> <li>• KPI Invasion Games: Make good decisions on what to do and where to pass</li> </ul>	<ul style="list-style-type: none"> <li>• KPI Invasion Games: Make progress towards a goal and know how to exploit spaces</li> <li>• KPI Invasion Games: Make good decisions on what to do and where to pass</li> </ul>	<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"> <li>• KPI: Describe what is successful in their own and others work</li> <li>• KPI Athletics: Throw a range of implements into a target area (10m+)</li> <li>• KPI Athletics: Run consistently and smoothly at different speeds</li> <li>• KPI Athletics: Recognise that there are different styles of running, jumping and throwing</li> </ul>	<p>with purpose, varying the speed, height and direction</p> <ul style="list-style-type: none"> <li>• Net/Wall: Hit the ball into space, at speeds or different heights to outwit the opponent</li> <li>• Net/Wall: Get in line with ball and keep a small rally going</li> </ul>
4	<b>Invasion Games</b>	<b>Gymnastics/Danc</b>	<b>Hockey</b>	<b>Netball</b>	<b>Athletics</b>	<b>Rounders</b>



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



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	<p>attacking and defending skills with confidence and accuracy.</p> <ul style="list-style-type: none"> <li>• KPI: To know how to mark and defend their goal</li> </ul>		<p>skills.</p> <ul style="list-style-type: none"> <li>• To identify parts of the performance that need to be practised, refines and suggest improvements</li> </ul>	<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"> <li>• KPI: Adopt sequences to include a partner or small group.</li> <li>• KPI: Watch and comment of quality of movements, shapes and balances.</li> </ul> <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"> <li>• KPI: Perform a range of jumps showing power, control and consistency.</li> <li>• KPI: Know the basic principles of relay take-overs and take part well in relay events</li> </ul>
6	<b>Football</b>	<b>Basketball</b>	<b>Circuit training</b>	<b>Gymnastics</b>	<b>Indoor athletics</b>	<b>Commando Jane</b>





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