



PE Overview with links to the National Curriculum
KS1 Year 1

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 Running 1 Playing games	<ul style="list-style-type: none"> • Explore running and apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game <ul style="list-style-type: none"> • Following instructions when playing games • Keeping count (the score) when playing games • Competing against myself • Competing against others • Playing competitive games 	<p>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.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
Autumn 2 Hands 1 Heroes	<ul style="list-style-type: none"> • Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills <ul style="list-style-type: none"> • Performing movements in sequence • Creating movements that represent superpowers • Creating movements that represent a superhero rescuing/saving, someone/something 	<p>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.</p>

	<ul style="list-style-type: none"> • Exploring character movements 	Perform dances using simple movement patterns.
Spring 1 Wide, narrow, curved Feet 1	<ul style="list-style-type: none"> • Introduction to wide, narrow and curled and exploring the difference between wide, narrow and curled • Transitioning between wide, narrow and curled movements • Linking two movements together • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point 	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.
Spring 2 Health and Wellbeing Hands 2	<ul style="list-style-type: none"> • Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: • Bouncing, rolling and throwing • Introduce throwing with accuracy • Apply throwing with accuracy in a team • Introduce stopping a ball • Develop sending (rolling) skills to score a point • Consolidate sending and stopping to win a game 	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.
Summer 1 Rackets, bats and balls Jumping 1	<ul style="list-style-type: none"> • Develop pushing (dribbling) a ball with a racket: Introducing control • Explore hitting and develop pushing a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with accuracy and power • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game 	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.

Summer 2 Games for Understanding	<ul style="list-style-type: none"> • Understanding the principles of attack/defence • Applying attacking/defending principles into a game • Consolidate attacking/defending 	Participate in team games, developing simple tactics for attacking and defending.
Growing	<ul style="list-style-type: none"> • Responding to rhythm • Developing the growing plant 'dance' • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance 	Perform dances using simple movement patterns.

KS1 Year 2

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 Dodging	<ul style="list-style-type: none"> • Explore dodging • Develop dodging • Apply dodging: <p>Explore attacking to beat an opponent</p> <ul style="list-style-type: none"> • Apply dodging in teams 	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.
Creating games	<ul style="list-style-type: none"> • Creating games on our own and with a partner and in teams • Exploring the role of the referee • Playing and creating competitive games with a referee <ul style="list-style-type: none"> • Playing competitive games 	Participate in team games, developing simple tactics for attacking and defending
Autumn 2 Hands	<ul style="list-style-type: none"> • Develop dribbling/passing and receiving • Combine dribbling, passing and receiving, keeping possession • Develop dribbling/passing and receiving to score a point • Combine dribbling, passing and receiving 	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-

Water	<p>Responding to stimuli</p> <ul style="list-style-type: none"> • Developing whole group movement • Improvisation and physical descriptions • Creating contrasting movement sequences • Sequences, relationships and performance 	<p>ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>
Spring 1 Linking	<ul style="list-style-type: none"> • Developing linking • Linking on apparatus • Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance 	<p>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.</p>
Feet 1	<ul style="list-style-type: none"> • Develop dribbling/passing/receiving, keeping possession • Combine dribbling, passing and receiving, keeping possession/ to score a point • Apply dribbling, passing and receiving as a team 	
Spring 2 Hands 2	<p>Consolidate pupils application and understanding of underarm throwing</p> <ul style="list-style-type: none"> • Applying the underarm and overarm throw to win a game • Applying the underarm throw to beat an opponent 	<p>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.</p> <p>Perform dances using simple movement patterns.</p>
Explorers	<ul style="list-style-type: none"> • Responding to stimuli • Developing our motif with expression and emotion • Applying choreography in our motifs • Extending our motifs • Sequences, relationships 	
Summer 1 Rackets, bats and balls	<ul style="list-style-type: none"> • Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent • Introduce hitting (sending/striking) a ball into a space: Where and why? • Striking the ball (with a bat) into space with intent 	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-</p>

Jumping	<ul style="list-style-type: none"> • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations 	ordination, and begin to apply these in a range of activities.
Summer 2 Games for Understanding	<ul style="list-style-type: none"> • Attacking/defending as a team • Understanding the transition between defence and attack • Create and apply attacking/defensive tactics • Introducing teamwork 	Participate in team games, developing simple tactics for attacking and defending.
Team Building	<ul style="list-style-type: none"> • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving and consolidate teamwork 	

LKS2 Year 3

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1		
Golf	<ul style="list-style-type: none"> • Develop the underarm throw/roll for accuracy • Combine throwing and rolling with accuracy to beat an opponent • Introduce striking: Using Rollers (Putters) 	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
Problem solving	<p>Creating and applying simple tactics</p> <ul style="list-style-type: none"> • Developing leadership • Develop communication as a team • Create defending and attacking tactics as a team 	take part in outdoor and adventurous activity

		challenges both individually and within a team
Autumn 2 Cricket	<ul style="list-style-type: none"> • Understand the concept of batting and fielding • Introduce throwing overarm • Introduce throwing underarm • Introduce catching <ul style="list-style-type: none"> • Striking with intent 	use running, jumping, throwing and catching in isolation and in combination
Mindfulness	<p>Exploring relaxation techniques</p> <ul style="list-style-type: none"> • Applying relaxation techniques and using them effectively • Performing balanced meditative poses • Using props to help us balance in our meditative poses 	<p>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</p> <p>perform dances using a range of movement patterns</p>
Spring 1 Football	<ul style="list-style-type: none"> • Introduce/develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling 	<i>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</i>
Symmetry and asymmetry	<ul style="list-style-type: none"> • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation <ul style="list-style-type: none"> • Sequence completion 	develop flexibility, strength, technique, control and

		balance [for example, through athletics and gymnastics]
<p>Spring 2 Tag rugby</p> <p>Weather</p>	<ul style="list-style-type: none"> • Introduce moving with the ball, passing and receiving • Introduce tagging • Create space when attacking • Develop passing and moving • Combine passing/moving to create attacking <ul style="list-style-type: none"> • Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner 	<p>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</p> <p>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</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns</p>

<p>Summer 1</p> <p>Running and jumping</p> <p>Tennis</p>	<ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump <ul style="list-style-type: none"> • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand 	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p>
<p>Summer 2</p> <p>Athletics</p> <p>Netball</p>	<ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump <ul style="list-style-type: none"> • Introduce passing and receiving • Introduce passing and creating space • Introduce scoring and the concept of shooting 	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>

		example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.
Autumn 2 Cricket	<ul style="list-style-type: none"> • Develop an understanding of batting and fielding • Introduce bowling underarm • Develop stopping and returning the ball • Develop retrieving and returning the ball • Striking the ball at different angels and speeds 	use running, jumping, throwing and catching in isolation and in combination
Mindfulness (oak)	<ul style="list-style-type: none"> • Creating movements to help express ourselves and our emotions. • Using mime to manage positive and negative emotions • Using mediative poses to help control and manage our emotions 	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
Swimming (Pine)		<p>perform dances using a range of movement patterns</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>♣ swim competently, confidently and proficiently</p>

		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.
Spring 1 Netball	<ul style="list-style-type: none"> • Develop passing and receiving • Develop passing, moving and shooting • Develop Footwork • Introduce defending and the concept of marking 	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
Bridges	<ul style="list-style-type: none"> • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation <ul style="list-style-type: none"> • Sequence completion 	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Spring 2 Tag rugby	<ul style="list-style-type: none"> • Develop passing, moving and creating space • Apply learning to 3v3 mini games • Develop defending in game situations • Combine passing and moving to create an attack and score 	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
Space	<ul style="list-style-type: none"> • Extending sequences with a partner in character • Developing sequences with a partner in character that show relationships and interlinking dance moves • Sequences, relationships, choreography 	

	<ul style="list-style-type: none"> • Using mime to manage positive and negative emotions • Using mediative poses to help control and manage our emotions 	perform dances using a range of movement patterns
<p>Summer 2</p> <p>Athletics</p> <p>Swimming (oak)</p>	<ul style="list-style-type: none"> • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Javelin • Standing Triple Jump 	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <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.

Communication and tactics	<ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge <ul style="list-style-type: none"> • Caving challenges 	take part in outdoor and adventurous activity challenges both individually and within a team
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UKS2 Year 5

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 Basketball	<ul style="list-style-type: none"> • Refine passing and receiving • Apply passing, footwork and shooting into mini games, introduce officiating • Introduce defending • Explore the function of other passing styles 	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
Problem solving	<ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge <ul style="list-style-type: none"> • Caving challenges 	take part in outdoor and adventurous activity challenges both individually and within a team
Autumn 2 Tag rugby	<ul style="list-style-type: none"> • Refine passing and moving to create attacking opportunities • Explore different passes that can be used to outwit defenders • Refine defending as a team • Create and apply defending tactics. Develop officiating 	use running, jumping, throwing and catching in isolation and in combination

Health related exercises	<ul style="list-style-type: none"> • Explore and understand cardio fitness • Explore and understand flexibility fitness • Explore and understand strength fitness 	compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Spring 1 Counterbalance and counter tension	<ul style="list-style-type: none"> • Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion 	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Football	<ul style="list-style-type: none"> • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating 	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic
Spring 2 The circus	<ul style="list-style-type: none"> • Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers • Develop defending; blocking and tackling • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills 	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>play competitive games, modified where</p>

Hockey	developing transition from defence to attack	appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Summer 1 Cricket	<ul style="list-style-type: none"> • Refine batting, batting and bowling tactics • Refine fielding stopping, catching and throwing • Combine bowling and fielding creating and applying tactics • Introduce umpiring 	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
Netball	<ul style="list-style-type: none"> • Refine passing and receiving • Explore the function of other passes • Develop defending and marking the player with the ball • Tactical Play 	
Summer 2 Athletics	<ul style="list-style-type: none"> • Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles 	use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Rounders	<ul style="list-style-type: none"> • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball 	play competitive games, modified where appropriate [for example,

	<ul style="list-style-type: none"> • Refine fielding tactics, what players where? • Applying tactics 	badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
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UKS2 Year 6

Topic title/when taught:	Aims and objectives:	National Curriculum links:
Autumn 1 Basketball	<ul style="list-style-type: none"> • Consolidate keeping possession and officiating • Consolidate defending • Create, understand and apply attacking tactics in game situations • Create, understand and apply defending 	<p>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</p>
Communication and tactics	<ul style="list-style-type: none"> • Understanding what makes an effective leader • Communicating as a leader • Introducing the STEP principle: Space , Task, Equipment and People 	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>
Autumn 2 Tag rugby	<p>Consolidate passing and moving</p> <ul style="list-style-type: none"> • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations <ul style="list-style-type: none"> • Consolidate attacking 	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,</p>

Health related exercises	<ul style="list-style-type: none"> • Develop a secure understanding of cardio fitness • Develop a secure understanding of flexibility fitness • Develop a secure understanding of strength and fitness 	<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Spring 1 Football</p> <p>Matching and mirroring</p>	<ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Organise formations and manage teams • Organise formations decide tactics, manage teams and officiate games <ul style="list-style-type: none"> • Introduction to matching /mirroring • Application of matching mirroring learning onto apparatus <ul style="list-style-type: none"> • Sequence development 	<p>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</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>
Spring 2 Hockey	<p>Consolidate keeping possession, develop officiating</p> <ul style="list-style-type: none"> • Consolidate defending • Create, understand and apply attacking/defending tactics 	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>

Titanic	<ul style="list-style-type: none"> • Creating rhythmic patterns using our body • Extend choreography through controlled movements, character emotion and expression • Explore the relationships between characters applying character emotion and expression 	<p>tennis], and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p>
Summer 1 Cricket	<ul style="list-style-type: none"> • Consolidate batting, fielding and bowling • Create, understand and apply attacking and defensive tactics in game 	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
Netball	<ul style="list-style-type: none"> • Consolidate attacking • Consolidate defending • Understand and apply attacking tactics to game scenarios • Understand and apply defending tactics 	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
Summer 2 Rounders	<ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations 	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

Athletics	<ul style="list-style-type: none">• Running for speed competition• Running for distance competition• Throwing competition• Jumping competition	compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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