Overview of PE Content

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Dance and Gymnastics | | | | | | |
| Reception | Dance  Safely moving  in a space.  Different movement qualities i.e. fast, slow, strong, light. | Dance  Responding  to basic  actions and  moving whole  body. | Dance  Creating different body shapes  Acting out phases in a pattern e.g.  step, step, step and  stop. Hop, hop, hop and stop. | Dance  Responding  freely to a  range of  music. | Gymnastics  Traveling  and use of  space. | Gymnastics  Stretching, curling jumping and  landing. |
| Year 1 | Dance  Travel and transport  Perform a variety of travelling skills.  Demonstrate a range of turning movements.  Combine actions to make a short dance.  Demonstrate the difference between two types of stillness ( wait and pause)  Perform a movement phase to portray a vehicle.  Try hard at an activity even if it's something you don't enjoy. | Gymnastics  Moving quietly and safely. Introduce the four basic actions - jumping, rolling, weight on hands, travelling close to the floor.  Demonstrate one way for each of the four basic actions.  Demonstrate balances using large and small body parts  Demonstrate taking turns on a mat.  What can you do if you find an activity difficult? Demonstrate a tuck  roll. | Gymnastics  Develop the four basic actions.  Demonstrate weight on hands.  Demonstrate different ways to jump, roll and travel.  Describe how you feel when you perform your gymnastics and say 1 thing you do well  Demonstrate the beginning of a forward roll from a straddle position, hands in line with feet, looking through your legs. | Dance  Rainforest Dance  Create a short dance  Explore body shapes and actions. Look at the changes of speed and direction.  Perform a variety of travelling/ jumping skills.  Demonstrate a range of turning movements.  Perform the movement phase to portray an event/emotion/animal/ weather | Gymnastics  Developing the 4 actions to include different directions, link and repeat actions.  Demonstrate weight on hands.  Demonstrate different ways to jump, roll and travel.  Demonstrate the beginning of a forward roll from a straddle position, hands in line with feet, looking through your legs.  Perform a forward roll from a straddle position and stand up. | Dance  Famous group dances  To perform using dynamic qualities to express dance ideas.  To explore a style of dance.  Change actions in a dance sequence.  Combine actions to make a short dance.  Work with a partner to combine two or three action movements.  Describe how it feels when you work hard to achieve something. |
| Year 2 | Dance  Superhero Dance  Show gesture and expression through movement.  Show how a superhero might move  Demonstrate a number of gestures.  (nod, point etc)  Use your whole body show expression  Perform contrasting movements. ( quickly, slowly, quietly, forcefully)  Create and perform a short dance sequence to demonstrate ways superheroes move. Evaluate the performance of a partner, describing strengths, areas of improvement and some ideas of how to do that.  What can you say to encourage a friend to take part in PE | Gymnastics  5 types of jumps with controlled landings.  Describe what I do well and what I need to do to get better  Choose and demonstrate 4 different types of jumps  Demonstrate taking turns on a mat.  Say which aspects of gymnastics you enjoy and which do you find difficult.  Design and demonstrate a sequence of 4/5 different jumps. Use movement adaptations to add interest to the sequence.  Design and perform a sequence of 5 different jumps using the apparatus. Use movement adaptations to add interest to the sequence. | Dance  Great Fire of London Dance  Change movement using different levels and directions.  Perform a range of turn movements  Demonstrate three different gestures using different body parts.  Work with others to combine action movements  Perform a group dance  Evaluate the difference in the way you feel if you have to work hard to achieve something to how you feel if you find something easy. | Dance  African Dance  Link dance actions.  Demonstrate movement actions to the beat.  Compare different orders of movements, choosing the most effective order.  Perform the movement phase to portray an emotion. | Gymnastics  Create a simple sequence of actions.  Describe what I do well and what I need to do to get better.  Demonstrate three ways of traveling, balancing, rolling and jumping.  Choose moves that you can perform well and join together fluently.  Watch a partner and pick out two things they did well.  Use movement adaptations to vary ways of travelling, jumping, balancing and rolling. (height and speed)  Rock forwards and backwards in a small shape then stand up, without using your hands to help you.  Design and perform a sequence that includes dalances and travelling with smooth transitions. | Gymnastics  Transition smoothly from a position of stillness to another stillness and/or travelling movement.  Describe what I do well and what I need to do to get better.  Choose moves that you can perform well and join together fluently.  Suggest 6 moves for a routine which can be linked smoothly and fluently. Practise and perform them.  Design and perform a sequence of three different balances. Demonstrate smooth links between them.  Give a partner tips to improve two of their gymnastic moves.  Compose and perform a sequence of 6 moves. Use movement adaptations to add interest. |
| Year 3 | Dance  Stone Age  Perform a range of travelling movements with control.  Set targets to improve work.  Demonstrate the 5 basic dance movements - jump, turn, travel, Stillness and gesture  work with a partner to decide on the order of movements within a dance.  Create a dance in a small group or pair to show the evaluation of the Stone Age | Gym  Explore combinations of floor, mat and apparatus.  Set targets to improve work.  Demonstrate a half turn jump off a piece apparatus.  Perform a roll on a piece of apparatus.  Link actions together using floor, mat and apparatus  Use a bench to perform a progression to a cartwheel/handstand  Say two actions that you do well and one that you need to improve and make suggestions on how to improve.  . | Gym  Devise a gymnastic sequence to show a beginning, middle and end.  Set targets to improve work.  Demonstrate rolls, jumps, travelling, weight on hands and balances.  Link together a variety of gymnastic actions from 5 categories - jumping, rolling, balancing, travelling and weight on hands  Evaluate routine. | Dance  Egyptian Dance  Copy and develop a sequence of movement that is linked to a theme.  Set targets to improve work.  Demonstrate actions and gestures that mimic an egptian.  Plan and deliver a warm up/cool down  Link together actions fluently from the actions/gestures given.  Think of strategies that you can use to resolve any conflicts when working in groups.  Create and perform a short dance within a small group. | Gym  Paired sequences to include different speeds, levels or directions.  Set targets to improve work.  Practise some basic partner balances (mathing, mirroring and contrasting). Work with a partner to create a short routine using unison and canon.  Choose 5 different ways of travelling and balancing individually and with a partner.  How can you encourage a partner if they are struggling.  Choose and perform five jumps and balances. | Dance  Spanish Dance  Contrast body actions - Paso Doble/ Flamenco  Strictly link  History and development of the dance.  Demonstrate gestures and flamenco movements.  Create a repeating movement phase.  link together fluently actions from the movements given.  Show emotion through dance..  know a variety of warm ups and cool downs. |
| Year 4 | Gym  Linking actions in a sequence focusing on fluency and controlling their movement.  Demonstrate a front support on a piece of apparatus.  Perform rolls using different body shapes.  Demonstrate a full turn jump off a piece of apparatus.  Create a short sequence linking actions to show fluency and control. | Dance  World Dance  World of Dance  (TV show)  Create a stepping pattern  jive/salsa/irish dance/country/afro-american  Demonstrate a stepping sequence.  Perform a basic salsa/ jive step  Plan a short dance phrase.  Perform a basic popping routine.  Plan a 3 section dance to include three dance styles. | Dance  Greek dance  Ancient Olympic Games  Demonstrate gestures that mimic the olympic games events.  Demonstrate different formations in dance to reflect the opening ceremony, events and closing ceremony.  Watch video and use dances to inspire movement patterns into your routine.  True or false  If you don't want to join in you shouldnt have to. | Dance  Roman Dance  Contrasting body actions.  Demonstrate gestures to reflect a roman gladiator.  Clap out regular and slower beats.  Link together actions fluently.  Show emotions and personality through body movements to reflect the roman gods/goddesses | Gym  Linking actions in a sequence focusing on balances.  Demonstrate 1-5 point balances/body shape balances ( twisted/high/low)  Create a short sequence linking balances with other actions to create a smooth sequence.  Perform a cart-wheel along a line. | Gym  Linking actions in a sequence focusing on changing speed and contrasting body shapes.  Demonstrate using 3 of the 5 basic actions in a sequence.  Using apparatus perform a sequence using 3 of the 4 basic actions. Create a sequence with changes in speed and contrasting body shapes.  If at first you don't succeed, try, try again. What does this quote mean? |
| Year 5 | Gym  Asymmetrical balances and matching balances  Compose a short sequence to include three partner balances, one with contact but no weight bearing.  Perform a cartwheel with the correct technique.  What does acting responsibly mean in relation to this activity? | Dance  Vikings  Develop a dance and perform in unison with a partner.  Create a dance linking to a topic you are studying in another curriculum area.  Link at least 5 actions together fluently to make a short dance.  Do you always need a leader? What qualities must a good leader have. | Dance  Macbeth dance  Transitions within dance - rhythm, speed, tension, etc  Tudor dance  Perform a traditional dance from another period of time with accurate replications of key features.  Create a short dance linking to a topic you are studying in another curriculum area  Work with others to create a short dance to include canon, unison and gesture.  Create a short dance to feature two sections of armograhy. | Gym  Move in and out of a range of balances.  Demonstrate a cartwheel and cat leap.  Demonstrate smooth exits out of and entries into the partner/ individual balances chosen.  Design and follow a training programme to improve fitness in this area. Keep a record of your improvements. | Dance  Brazilian/ carnival dance  Samba  Dancer Focus  Oti Mabuse  Explore a dance style or type  Perform a traditional dance from another culture with accurate replications of key features.  Watch a video of dance. Identify any dance techniques that you recognise. Explain the impact they had on the dance.  Showcase short samba dances and perform a whole class short dance.  Compare the samba and flamenco. | Gym  Rhythmic Gymnastics  jumps, rolls and balances to create a sequence.  Demonstrate two different circling ribbon techniques.  Perform a short routine using equipment.  Use videos to analyse your performance. List some strengths and identify areas for improvement.  Perform a short gymnastics sequence containing movements from the 5 categories, demonstrating ribbon techniques. |
| Year 6 | Gym  Actions that involve tension and extensions.  Demonstrate a cartwheel.  Demonstrate a scissor jump.  Demonstrate a split leap  Compose a group sequence that involves tension and extensions, making use of relationship strategies, to ensure gymnasts are all in the right place to perform group balances. | Dance  Victorian Dance - The Waltz  Link actions to make a sequence of movements.  Len Goodman  Demonstrate a basic box step.  Demonstrate rise and fall in a short routine.  Perform a partnered Waltz to include swing, sliding and gliding.  Analyse and evaluate a dance. | Gym  Rhythmic Gymnastics  with props - ribbons/hoops/ball  Creating a sequence to involve varying speed, direction and levels.  Perform a short routine using equipment of choice with a partner.  Perform a short gymnastic sequence to include two different hoop/ball/ribbon techniques.  Use a video to analyse your group performance. How has the choice of movement techniques impacted on the final performance? | Gym  Mirroring and timing whilst working with others.  Demonstrate different ways of travelling, weight on hands, jumping, rolling and balancing.  Join together the 5 basic actions with a partner or small group including mirroring and matching.  What does sensitive feedback mean?  What qualities make a good partner?  Evaluate your strengths and weaknesses - how can you improve? | Dance  Slavery themed  A group dance based on changing formation.  Tommie Smith and John Carlos  Demonstrate some group formations.  Create a dance that incorporates clapping, marching, formations and emotion.  Discuss the effect dance/music can have in the lives of others. | Dance  Light and Dark  A dance that tells a story.  Demonstrate gestures to show the light and dark.  Work in a group to develop a sequence that tells a story.  Incorporate dance techniques and movements learnt during your time at St Anne’s to make your dance aesthetic. |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Outdoor Games and OAA | | | | | | |
| Reception  Fundamental movement skills | Games  Focus on using  beanbags. | Games  Focus on  using  beanbags. | Games  Focus on  using a ball | Games  Focus on  using hoops  and quoits | Games  Focus on  using ropes,  bats and  balls. | Games  Focus on  using ropes,  bats and  balls. |
| Year 1  Multi-games skills for agility, balance and coordination. | Ball games and skills  **Name different ways to travel / forwards, backwards,**  **follow simple instructions**  **How to throw a ball**  **How to roll a ball**  **Observe peers to see techniques**  **Demonstrate ball skills consistently** | Ball games and skills  Athlete Focus  Dina Asha-Smith  **Be able to kick a ball and Identify two ways to throw a ball - underarm and overarm**  **To know we need to do a warm up before exercise**  **To identify an underarm and overarm throw and say why it was used, to explain why we need to do a warmup - to help oxygen move quicker to our muscles, To explain that coordination means the ability to use different parts of the body together smoothly.** | Throwing, catching and aiming skills  **Name two ways to throw a ball - underarm and overarm,**  **To know that aim means to point and direct at a target,**  **To know we need to do a warm up before exercise**  **To identify an underarm and overarm throw and say why it was used**  **To be able to both accurately throw the ball/ beanbag both underarm and overarm and consistently catch the ball** | Bat and ball skills Skipping  **Know how to the ball consistently from an underarm bowl/throw**  **To be able to skip on the spot and how to move with the skipping rope**  **To know how to balance the ball on their racket whilst moving**  **To be able to bowl/throw the ball softly to their teammates**  **To understand how to manipulate the way the ball is hit to alter the direction it goes**  **To understand where to deliver the ball for a batter to hit it comfortably**  **Explain what they physically do in order to hit the ball in different directions - angling the body/opening up the racket/swinging earlier/later** | | Developing partner work.  **To know what it is to show good sportsmanship**  **To know how to effectively communicate on and off the pitch**  **To know how they can support teammates**  **To Understand how they can offer feedback to teammates**  **To be able to analyse each others performance** |
| Year 2  Multi-games skills for agility, balance and coordination. | Throwing, catching and hitting skills  **Name different ways to throw the ball**  **Name different ways to hit the ball**  **Name different ways to catch the ball**  **Compare and Contrast different throwing techniques**  **Apply catching techniques in different situations**  **Suggest which throwing technique should be used in different situations**  **underarm/overarm** | Throwing, catching and hitting skills Making up a game  Athlete Focus  Adam Gemili  **To know Adam Gemili is a British runner**  **Be able to hit the ball consistently with the racquet**  **Understand how to manipulate the ball to hit it in different directions**  **Create a game that involves physical activity and raises the children's heart rate**  **Create a team game that involves physical activity and raises the children's heart rate** | Dribbling, kicking and aiming skills  **To know how to dribble the ball with one foot**  **To know how to change direction with the ball**  **To know how and when to use different parts of their foot for more control i.e. side of foot or bottom of foot.**  **Be able to generate power when kicking the ball**  **How to kick the ball with more control**  **How to receive the ball from teammates**  **To understand which situations it is beneficial to kick the ball with more power and which situations may require more control**  **Explain different techniques to kick the ball - side foot/laces/outside of the foot**  **and why each one is suited to each situation**  **Explain why you may use different parts of your foot when dribbling the ball.** | | Group games and inventing rules  **To Know how to respect teammates and opposition throughout the game**  **To Know the importance of a warm up and cool down**  **To be able to work together in a team**  **To understand how to communicate effectively**  **Be able to reflect on each others and their owns performance**  **Create their own games and implement their ideas** | |
| Year 3 | Skills for basketball  **Name** **the key skills used in basketball**  **Passing**  **Shooting**  **Dribbling**  **Defending**  **To Understand the basic rules of basketball.**  **Understand how and when to use them in a game situation**  **Be able to explain which pass would be most successful in different situations. Bounce Pass/Chest Pass/ Shoulder Pass**  **Work out different techniques to deceive the opponent. For example fakes and screens.**  **Organise efficiently on the court to gain an advantage - correct spacing.** | Skills for handball  **Name** **the key skills used in handball**  **Passing**  **Shooting**  **Defending**  **To Understand the basic rules of handball.**  **Understand how and when to use them in a game situation.**  **Be able to explain which pass would be most successful in different situations. Bounce Pass/Chest Pass/ Shoulder Pass**  **Explain the skills needed to play handball to a high level and what you can do to improve to improve your physical capabilities** | Skills for hockey  **Be able to pass the ball accurately to teammates**  **Understand the rules of Hockey**  **Shoot the ball from a range of different positions**  **Understand the importance of spacing out correctly around the pitch and**  **occupy different positions accordingly**  **Understand different ways of defending and when each should be used.**  **Discuss different tactics used and when they will be beneficial** | Skills for netball  **To know the basic rules of Hockey**  **How to bounce pass**  **How to chest pass**  **Be able to name the basic positions in netball**  **Effectively communicate with their teammates on the pitch.**  **To understand the importance of effective spacing**  **To explain the correct shooting technique**  **To understand the fundamentals of defending**  **To discuss more in depth ways to defend such as cutting off passing angles and showing an opponent a pass**  **To explain different techniques used to make more space when attacking** | Skills for tennis  **To know the basic rules of tennis**  **To know how to serve**  **To understand the difference between a forehand and a backhand**  **Explain advantages and disadvantages of both**  **To explain the benefits of moving around the court whilst facing forward**  **Understand how to move your opponent around the court** | Skills for badminton  **To know the basic rules of badminton**  **To know how to serve the shuttlecock**  **To understand the difference between a overhead clear and an underarm clear**  **To explain when each shot would be used and why**  **How to move around the court whilst facing forward**  **Understand how to move your opponent around the court** |
| Year 4  Skills for keeping possession, developing moving and passing skills. | Invasion games  Swimming  Adam Peaty | Invasion games  Swimming  Adam Peaty | Invasion games  Swimming  Adam Peaty  Michael Phelps | Invasion games  Swimming  Eleanor May Simmonds  Siobhan-Marie O’Connor | Invasion games  Swimming  Eleanor May Simmonds | Invasion games  Swimming  Eleanor May Simmonds  Katie Ledecky |
| Year 5  Skills for keeping possession, developing moving and passing skills. | Invasion games  Rugby  Athlete Focus  Owen Farrell  **To know the basic rules in rugby**  **To understand the importance of passing and positions in a rugby match.**  **To know the position as a team correctly - a rough line.**  **To explain the importance of keeping a tight line when both defending and attacking.**  **Suggest different ways of exploiting weaknesses in defence and attack.**  **Being able to invent different ways of breaking down organised defences. Crossovers and fakes.** | Skills for tennis  Athlete Focus  Serena Williams  Andy Murray  **To know the basic rules in tennis**  **To recognise a forehand, backhand and a serve**  **To be able to move effectively around the court**  **Explain the importance of returning to the middle of the court**  **Be able to manipulate the opponent around the**  **court**  **Understand more in depth tactics such as wrong footing the opponent and why slice shots may be effective** | Skills for rounders  ball handling focus  **To know the basic rules of Rounders**  **To understand the correct technique when batting**  **To understand the correct technique when bowling**  **To understand the correct technique when fielding**  **To explain different roles on the rounders pitch and which skills are necessary for each one**  **Discuss different tactics used and when they will be beneficial.** | Skills for football  kicking and control focus  Athlete Focus  Lionel Messi  **Know how to**  **Dribble the ball competently with both feet.**  **Dribble with the ball at a high speed.**  **Manipulate the ball with different parts of their foot.**  **Understand which situations each part of the foot may be used and how to shoot using both feet with control.**  **Be able to shoot the ball effectively when both stationary and when moving.**  **To understand why different parts of the foot are used at various times when shooting.**  **To understand the basic concepts of defending such as body in between the player and the goal.**  **To explain how space can be limited whilst defending.**  **To be able to communicate effectively on the pitch.**  **Potential positions they may play in and what is expected of each position.** | Skills for cricket  striking and fielding games  **To know the basic rules of cricket**  **To know the correct technique when Batting**  **To know the correct technique when bowling**  **The know the correct technique when fielding**  **To understand how to communicate effectively especially when batting**  **To explain how scoring in cricket works**  **To create basic fielding setups to prevent the batting team having an advantage** | Athletics  skills for relay/changing speeds  **To know to how to efficiently run a longer distance in a way that preserves energy**  **To know how to have an explosive start especially in a short distance race**  **To know the correct technique when passing over the baton**  **To know the correct technique when jumping hurdles**  **To able to accurately monitor and record results**  **Analyse technique and identify areas of improvement needed** |
| Year 6  Skills for keeping possession, developing moving and passing skills. | Invasion games  Rugby  **To know the basic rules in rugby**  **To understand the importance of passing and positions in a rugby match.**  **To know the position as a team correctly - a rough line.**  **To know the physical requirements of a rugby player.**  **To explain the importance of keeping a tight line when both defending and attacking.**  **Suggest different ways of exploiting weaknesses in defence and attack.**  **To demonstrate speed and agility both with and without the ball**  **Being able to invent different ways of breaking down organised defences. Crossovers and fakes** | Invasion games  Football  Athlete Focus:  Marcus Rashford  **To know the basic rules of football**  **To know football is a teamwork and communication is key**  **To be able to dribble pass and shoot effectively**  **To understand the benefits of being able to use both feet comfortably**  **Recognise how different parts of the foot affect the way the ball moves**  **Explain how and why players may use different parts of their foot in order to achieve different outcomes**  **Identify and explain different positions on the pitch and what skills are required to play them** | Court games  Basketball  Athlete Focus  Lebron James  **To know the basic rules of Basketball.**  **To know the correct technique when**   * **Shooting a ball** * **Passing the ball** * **Dribbling the ball** * **Defending the basket**   **Taught how to find space around the court and how to create chances when attacking.**  **Taught how to restrict space when defending and how to make it difficult for the attacking team.**  **Basic positions in Basketball and what is expected from each position.**  **Understand how to coordinate with each other on the court when both attacking and defending.**  **Analyse different tactics used and when they will be beneficial in game situations.** | Court games  pop lacrosse  Athlete Focus  Kylie Ohlmiller  **To know the fundamentals of Pop Lacrosse.**  **To know the rules of Pop Lacrosse.**  **To know the correct technique when holding the stick (strongest hand at the bottom of the stick).**  **How to Shoot the ball with control.**  **How to Pass the ball.**  **How to catch the ball.**  **To understand different ways you can defend without tackling (such as restricting space)**  **To understand how they can space out effectively to make space when attacking and restrict space when defending.**  **To explain the benefits of holding the stick with the strongest hand at the bottom and when it would be appropriate to switch.** | Striking and fielding games  **To know the basic rules of cricket and rounders**  **To know the correct technique when Batting**  **To know the correct technique when bowling**  **The know the correct technique when fielding**  **To understand how to communicate effectively especially when batting**  **To explain how scoring in cricket and rounders works**  **To create basic fielding setups to prevent the batting team having an advantage** | OAA  Athletics  run for speed and distance  throwing for distance  skills for jumping for height and distance  run for speed and distance  Athlete Focus  Katerina Johnson-Thompson  **To know how to efficiently run a longer distance in a way that preserves energy**  **To know how to have an explosive start especially in a short distance race**  **To know the correct technique when passing over the baton**  **To know the correct technique when throwing a javelin**  **To know the correct technique when throwing a shot putt**  **To know the correct technique when jumping hurdles**  **To able to accurately monitor and record results**  **Analyse technique and identify areas of improvement needed**  **Explain why different events require different techniques** |