



Physical Education Curriculum Overview

Silverdale St John's CE Primary School



YEAR A	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1/2	EYFS – how to catch a star Year 1 – underarm throw. Year 2 – Gymnastics activity 1 Y2 - Games - Net and Wall	EYFS – FMS – mini beasts Year 1 – FMS rolling a ball Year 2 – playground games in 20 th Century Y2 Dance - Wind in the Willows	EYFS – Elmer Year 1- kicking unit - OAA The Great Outdoors FMS Bounce Ball
Bitterns Year 3/4	Year 3/4 Dance - Rock and Roll Year 3 – invasion games rugby1 Year 4 – gymnastics activities 1 Year 3 – invasion games netball	Year 3 – Gymnastics activities 2 Year 3/4 striking and fielding – cricket Year 3/4Invasion Games - 3 Touch Ball Year 3/4 Dance - Superheroes	Year 3/4 – net and wall core task 1 Year 3/4 – striking and fielding games – rounders Year 3/4 Athletics Year 3/4 Dance - Myths and Legends
Harriers Year 5/6	Year 5/6 Invasion Games - Rugby 1 Year 5/6 net wall – tennis Year 5/6 Gymnastic Activities 1 Year 5/6 Invasion Games - Football	Year 5/6 – Dance - food glorious food Year 6 – Gymnastics activities 1 Year 5/6 Dance - Seaside Year 5/6 Net and Wall - Badminton	Year 5 invasion games – netball Year 5/6 striking and fielding – rounders Year 5/6 – Striking and fielding Cricket Year 5 Invasion Games Hockey
YEAR B	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Curlews Year R/1/2	KS1 - FMS – Supertato KS1 Y1 FMS – Zog EYFS - FMS - Jack and the Beanstalk A2 Year 2 Athletics	EYFS FMS space Year 1 – gymnastics activity 2 EYFS transport Year 1 – FMS Over arm throw	EYFS – Rosie's Walk Year 1- Toy story EYFS – hungry caterpillar Year 1 athletics
Bitterns Year 3/4	Year 3 Invasion Games – Handball Year 3/4 OAA - Team Work & Problem Solving Year 3 Gymnastics Activities 3 Year 3/4 Health Related Fitness	Year 3 invasion games – rugby 2 Year 3/4 – target games Boccia Year 3/4 Dance – Ironman Year 3/4 - Net and Wall Unit Core Task 2	Year 3 –target games – dodgeball Year 3 – OAA – Trust and Trails Year 3/4 Dance - The Great Plague Year 3 Gymnastics Activities 4
Harriers Year 5/6	Year 5 Gymnastic Activities 2 Year 5 Orienteering Year 5/6 Dance – Earthlings Year 5/6 Invasion Games - Rugby 2	Year 5/6 – Dance highwayman Year 5/6 – striking and fielding – rounders Year 5/6 OAA - Teamwork and Problem Solving 1 Year 5/6 Gymnastic Activities 3	Year 5/6 – athletics Year 5/6 OAA – team building 2 Year 5/6 Gymnastic Activities 4 Year 5/6 - Creative Games

PE - Year B

2023/2024 2025/2026	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There and Everywhere
Curlews Year R/1/2	KS1 - FMS – Supertato KS1 Y1 FMS – Zog EYFS - FMS - Jack and the Beanstalk A2 Year 2 Athletics	EYFS FMS space Year 1 – gymnastics activity 2 EYFS transport Year 1 – FMS Over arm throw	EYFS – Rosie’s Walk Year 1- Toy story EYFS – hungry caterpillar Year 1 athletics
Topic outcomes (4 units)	<p>* show an egg roll with some co-ordination * show an pencil roll with some co-ordination * demonstrate jumping off a bench and land on two feet. * demonstrate bouncing a ball with some control. * demonstrate rolling a ball through a target with some accuracy and control.</p> <p>* demonstrate a travel and pencil roll * show a jump 2 feet * 2 feet with a straight shape * demonstrate travelling actions i.e. frog & bunny hop. * show an egg roll * show a jump 2 feet * 2 feet with a tuck shape. * demonstrate travelling actions * show a travel and roll with a shape * jump 2 feet * 2 feet with a wide shape * apply the skills of travelling, rolling, jumping in * a sequence. * apply the skills of travelling, rolling, and jumping in * a sequence with two different shapes. * show the skills of travelling, rolling, and jumping in * a sequence with two different shapes using apparatus. * perform the skill of running and changing direction quickly. * demonstrate how * jump as far as possible, landing safely with control. * Demonstrate an overarm throw and hopping. * demonstrate travelling on feet and hands and feet on apparatus. * Demonstrate an overarm throw and hopping. * Demonstrate an overarm throw and hopping. * experiment with different ways of moving. * use increasing control over an object by *uching, pushing, patting, throwing, or catching. * move with control and co-ordination * use a range of small and large equipment * jump and land appropriately. * roll in a variety of ways. * roll a ball accurately. * climb up and down apparatus using alternate fe</p>	<p>* travel in a variety of ways. * adjust speed and direction * avoid obstacles. * show increasing control over an object pushing it. * perform a variety of gymnastic rolls. * over arm throw for distance * climb nursery, play climbing equipment * demonstrate different shapes in a sequence. * demonstrate a sequence using travelling, and 3 balances. * demonstrate a sequence using travelling, and 2 balances on large body parts. Character - Concentration - * focus on keeping still when balancing on large body parts. * demonstrate a sequence using travelling, balance and 2 rolling actions. * show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. * show the skills of combining travelling, rolling, balancing and jumping in * a sequence using apparatus. * travel in a variety of ways. * adjust speed and direction * avoid obstacles. o show increasing control over an object pushing it. * perform a variety of gymnastic rolls. * over arm throw for distance * climb nursery play climbing equipment * demonstrate an overarm throw with some accuracy. * demonstrate an overarm throw with some accuracy. * show a fast running technique. * demonstrate an overarm throw with some accuracy in a game. * show a fast running technique’s demonstrate a simple tactic in a game * demonstrate a simple tactic in a game– * demonstrate a simple tactic in a game</p>	<p>* jump and land appropriately. * experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. * experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. * climb under over and through climbing equipment’s experiment with different ways of travelling on hands and feet.</p> <p>* link movements * show different character of a variety of different *ys. * convey the different emotions within a relationship. * link travel, turn and stillness within a sequence depicting a different mood. * travel from one space * another using different pathways and levels. * work in a group * create a sequence. * combine all the dance sequences in order * retell aspects of the s *ry.</p> <p>* perform the basic skill of jumping * travel in a variety of ways low * the ground.</p> <p>* travel over, under and through balance and climbing equipment. * balance on a range of body parts. * throw under arm. * roll in a variety of ways. * show a hopping skill with rhythm. * demonstrate rolling a ball with some accuracy. * show running and changing direction quickly. * demonstrate throwing underarm with some accuracy. * demonstrate jumping as far as possible and landing safely with control. * show good posture when running fast. * demonstrate rolling a ball with some accuracy and control.</p>
Bitterns Year 3/4	Year 3 Invasion Games – Handball Year 3/4 OAA - Team Work & Problem Solving Year 3 Gymnastics Activities 3 Year 3/4 Health Related Fitness	Year 3 invasion games – rugby 2 Year 3/4 – target games Boccia Year 3/4 Dance – Ironman Year 3/4 - Net and Wall Unit Core Task 2	Year 3 –target games – dodgeball Year 3 – OAA – Trust and Trails Year 3/4 Dance - The Great Plague Year 3 Gymnastics Activities 4
Topic outcomes (4 units)	<p>To demonstrate passing a ball using a handball pass. To move into space after using a handball pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a one handed pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in a game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender. To demonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To cooperate and work together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions. To explain how they worked as a team to solve challenges. . To demonstrate travelling actions on feet and hands and feet. o show balances in front and back support positions. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. To demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, and jumping. o demonstrate balance on one foot and arabesque. . To teach a sequence to a partner and make simple assessments of quality of their performance. show a sequence of six moves that meets Level 1 competition criteria. o recognise different fitness components that help maintain good health.</p>	<p>To demonstrate passing a ball using a swing pass accurately. To use a simple tactic in a game. To demonstrate how run with a rugby ball. To move into a space to receive a swing pass in a game. To demonstrate running and passing a rugby ball. To use a simple tactic in a game. To use tactics to outwit an opponent. To evaluate what worked well in a game. To use tactics to outwit an opponent. To evaluate what worked well in a team. To show different ways of how to propel a boccia ball (bean bag) towards a target.To demonstrate sending a ball into a target with accuracy. To play simple boccia type games using simple tactics. To send a boccia ball towards a target with accuracy. To play boccia using simple tactics. To show tactics as a team when playing boccia. Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Pupils can articulate their ideas well.Pupils can suggest verbs (actions) to taking from the chapter and can be perform their own interpretation of these. They can teach a movement to others. Pupils can demonstrate unusual movement and can keep in time with others and the music. Pupils will perform a well-structured duet which expresses character and explores patterning and timing. Pupils perform all dances created in the scheme, in a well-organised structure using teamwork skills and character. To know why warming up is important. To consolidate throwing actions. To suggest ideas and practices to improve their play Strike the ball using their hand or small bat. Strike the ball using their hand or small bat. Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net/wall type activities.</p>	<p>To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation. To demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation. To demonstrate with a partner how to solve true challenges. Can work with others to complete a journey within the school grounds. To know how to use a control card. To navigate safely to each control site. To show how to keep a map "set" or "orientated". To know some of the symbols on a orienteering map.Pupils will have created their own solo and explored a range of new and innovative ways of moving.Pupils will know more about The Great Plague, its context and its symptoms. Pupils will be able to name and demonstrate a variety of creative techniques in creating a group dance. They will show a group dance using action, space dynamics and relationships Pupils will perform in perfect unison. Pupils will be able to discuss how disease is spread. Pupils will demonstrate teamwork skills upils will perform a whole class/group dance that depicts an activity in the photograph. Pupils will articulate thoughts on the aftermath of the plague Pupils will perform the whole dance without teacher guidance. Pupils will have developed dance, creative and performance skills and a stronger understanding of the stages of the Great Plague, show a mirrored shape with a partner. To create a sequence of gymnastic actions with a partner. To show a matched balance with a partner. To create a sequence of gymnastic actions with a partner. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner.</p>
Harriers Year 5/6	Year 5 invasion games – netball Year 5 Gymnastic Activities 2 Year 5 Orienteering Year 5/6 Invasion Games - Rugby 2	Year 5/6 – Dance highwayman Year 5/6 – striking and fielding – rounders Year 5/6 OAA - Teamwork and Problem Solving 1 Year 5/6 Gymnastic Activities 3	Year 5/6 – athletics Year 5/6 OAA – team building 2 Year 5/6 Gymnastic Activities 4 Year 5/6 - Creative Games
Topic outcomes (4 units)	<p>To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass. To shoot a netball with some accuracy. To apply simple tactics when playing a netball type game.To apply simple tactics with and without the ball when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending. To apply simple attacking and defending tactics when playing a netball-type game. . * demonstrate bowling underarm with accuracy. To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. To show different travelling and balancing actions using the apparatus. To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. Can demonstrate how to "set or "orientate" a map when moving around a simple course. Can plan an efficient route around a simple course. an demonstrate how to get around a simple course using the 8 points of a compass. Can plan a route to a control. Can find the correct control marker using a map. Can find the correct control marker using a map during a score event. Can plan a route on which control markers to visit and how to get there. Can record answers accurately. Can navigate to a control markers during a score event. . To apply simple tactics when playing a rugby-type game. To apply simple attacking tactics when playing a rugby-type game. To kick a rugby ball with some accuracy and confidence. To apply simple attacking and defending tactics when playing a rugby-type game. To apply simple tactics when playing a competitive rugby-type game.</p>	<p>To the set the scene, investigating words and actions which create an atmosphere. To convey a character through movement. Combine travel, turn, jump, gesture and stillness to convey events and emotions. Use movement to convey the emotions of a character. Explore contrasting actions. To explore contrasting actions to depict different characters. To create a sequence using travel, jump, turn gesture and stillness. To retell the poem through movement linking travel, jump, turn, gesture and stillness. To demonstrate bowling underarm with accuracy. To catch a ball when fielding To strike a ball with a bat. To throw a ball overarm when fielding. To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. To demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game. To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game. emonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To cooperate and work together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions To explain how they worked as a team to solve challenges. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles. o perform shapes and balances with a partner.To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. To create a sequence of gymnastic actions, paired and group balances.</p>	<p>To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To take off and land one foot to two. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event and record times and distances. Van communicate effectively Can trust and work with others to solve problems Can take responsibility for others Can listen attentively, record information accurately and apply strategies for remembering important information Can follow instructions and work with others to complete a complex task. Can work effectively as part of a team to solve problems Can generate and share ideas Can review performance and apply learning Character Problem Solving - Understand the need to review performance and apply learning Can share ideas confidently, when working as part of a team Can review a performance and apply the learning to complete a task successfully. Can work effectively as part of a team. Can encourage others to improve performance Demonstrate a part weight bearing balance.To create a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a group sequence using apparatus.. To create rugby type game and select and apply tactics to outwit an opponent. To work as a team to solve a tactical problem through designing a unique invasion game. To adapt an invasion game to include positions and attacking/defending options. To apply simple attacking and defending tactics when playing an invasion type game.</p>

