

PE



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand	Entire Curriculum		
	Termly Focus	Fundamental movement skills	Dance	Team Games
2	Strand	Entire Curriculum		
	Termly Focus	Fundamental movement skills	Dance	Team Games
3	Strand	Competitive Games/ Athletics		
	Termly Focus	Athletics/competitive games	Dance/competitive games	Athletics/competitive games
4	Strand	Competitive Games/ Athletics		
	Termly Focus	Athletics/competitive games	Dance/competitive games	Athletics/competitive games
5	Strand	Entire Curriculum		
	Termly Focus			
6	Strand	Entire Curriculum		
	Termly Focus			



Music (Year 1): Strand of learning

Crucial Knowledge- Term 1 (Fundamental Moves)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Describe how the body feels when still and when exercising. • Travel in different ways, including sideways and backwards. • Run in a straight line. • Jumping vertically and horizontally. • Roll equipment in different ways. • Move a ball in different ways, including bouncing and kicking. • Throwing (underarm and overarm) with a range of equipment. • Catching with a range of equipment. • Catch equipment using two hands. • Catch and bounce a ball. • Practice accurate throwing and consistent catching. • Practice kicking a ball from a standing position. • Move safely around the space and equipment. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Develop balance, agility and coordination. 	<ul style="list-style-type: none"> • Throwing towards a target with some accuracy. • Catching using one hand. • Kicking a ball whilst moving. • Balance on equipment. 	<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Demonstrate running in a straight line. • Demonstrate different jumps. • Demonstrate the different throwing techniques. • Demonstrate catching with two hands. • Demonstrate catching and bouncing a ball. • Demonstrate kicking a ball from a standing position. • Demonstrate how to move around a space safely. • Travel with a ball in different directions. • Demonstrate some balance, agility and coordination.
Crucial Knowledge- Term 2 (Dance)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Develop balance, agility and coordination. • Perform dances using simple repetitive movement patterns. • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. 	<ul style="list-style-type: none"> • Explain how balance, flexibility, control and coordination help a performer. 	<ul style="list-style-type: none"> • Demonstrate balance. • Demonstrate control and coordination. • Discuss how they can improve their movements.



<ul style="list-style-type: none"> • Watch and describe performances. • Begin to say how they could improve. 		<ul style="list-style-type: none"> • Perform simple repetitive movements. • Perform a range of actions and body parts with some coordination. • Discuss performances.
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Crucial Knowledge- Term 3 (Team Games)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Running with a purpose • Run at different speeds. • Jumping with a purpose • Use rolling skills in a game. • Throwing with a purpose • Pass the ball to another player in a game. • Catching with a purpose • Use kicking skills in a game. • Begin to use space in a game. • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Performing within a team 	<ul style="list-style-type: none"> • Develop an awareness of sportsmanship. 	<ul style="list-style-type: none"> • Demonstrate changing speed whilst running. • Demonstrate different ways of travelling. • Demonstrate how to jump and discuss how to improve their technique. • Demonstrate passing a ball to another person in a game. • Demonstrate throwing and catching for a purpose. • Uses space within a game. • Follows simple rules. • Can perform as part of a team.



PE (Year 2): Strand of learning

Crucial Knowledge- Term 1 (Fundamental moves)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">Describe how the body feels before, during and after exercise.Explain what they need to do to stay healthy.Develop a running technique (starting position, use of arms, strides).Develop jumping techniques vertically and horizontally (spring, arms, landing position).Different throwing techniques (under arm, over arm, shot put, chest, bounce etc) with a range of equipment incorporating aiming.Catching with a range of equipment incorporating aiming.Bounce and kick a ball whilst moving.Develop balance, agility and coordination.	<ul style="list-style-type: none">Throwing over a distanceCatching from long distance (over a metre)Balance on equipment.	<ul style="list-style-type: none">Describe how the body feels before, during and after exercise.Explain what they need to do to stay healthy.Discuss/ demonstrate the correct running technique.Discuss/ demonstrate the correct jumping techniques.Discuss/ demonstrate the correct throwing techniques.Discuss/ demonstrate the correct catching technique.Demonstrate kicking a ball whilst moving.Demonstrate balance, agility and coordination.
Crucial Knowledge- Term 2 (Dance)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">Describe how the body feels before, during and after exercise.Develop balance, flexibility, control and coordination.Perform dances using simple movement patterns.Perform learnt skills with increasing control.Follow a simple dance sequence.Perform sequences of their own composition with coordination.Watch and describe performances, and use what they see to improve their own performance.	<ul style="list-style-type: none">Explain how balance, flexibility, control and coordination help a performer.	<ul style="list-style-type: none">Demonstrate balance.Demonstrate control and coordination.Discuss how they can improve their flexibility.Perform a simple dance sequence.Discuss performances.



<ul style="list-style-type: none"> Talk about the differences between their work and that of others. 		
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Crucial Knowledge- Term 3 (Team Games)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Run with a purpose. Change speed and direction whilst running. Use different ways of travelling at different speeds and following different pathways, directions or courses. Jump with a purpose Throw different types of equipment in different ways, for accuracy and distances varying the types of throw used. Throw, catch and bounce a ball with a partner. Catch with a purpose. Know how to pass the ball in different ways. Performing within a team Begin to use and understand the terms attacking and defending. Using simple attacking and defending tactics. Understand the importance of rules in games. Develop sportsmanship. 	<ul style="list-style-type: none"> Explain basic attacking and defending tactics. Explain the importance of following the rules of a game. Explain when and why to use different throws. 	<ul style="list-style-type: none"> Demonstrate changing speed and direction whilst running. Demonstrate different ways of travelling for a purpose. Demonstrate how to jump effectively and discuss how to improve their technique. Demonstrate throwing, catching and bouncing a ball with a partner. Explain/ justify their attacking and defending techniques. Explain why you should follow the rules of a game. Showing sportsmanship during team games.

PE (Year 3/4): Strand of learning (Cycle B 2021-22)

Crucial Knowledge – Competitive games (Autumn)	Expanded Knowledge	Intent/Prove
<p>Running:</p> <p>Sprinting:</p>	<p>Running:</p> <ul style="list-style-type: none"> Developing relay running 	<p>Running:</p>



<ul style="list-style-type: none">- Keep a low body position until they pick up speed- Drive the arms and legs quickly- Push off the balls of their feet <p>Distance Running:</p> <ul style="list-style-type: none">- Keep body tall and relaxed- Drive the arms and legs at a comfortable pace- If you can't talk, you're going too fast! <p>Throwing:</p> <ul style="list-style-type: none">- Fling Throw <p>Jumping:</p> <ul style="list-style-type: none">- 2 feet to 1 foot- 1 foot to 2 feet- 1 foot to the other foot (bound)- 1 foot to same foot (hop) <p>Fitness:</p> <ul style="list-style-type: none">- Warming up and cooling down- The importance of warming up and cooling down- How athletics improves health and fitness	<p>Throwing:</p> <ul style="list-style-type: none">- Push and pull throw <p>Jumping:</p> <ul style="list-style-type: none">- Scissor jump for height <p>Fitness:</p> <ul style="list-style-type: none">- Muscle groups used- Choosing cool down and warm ups based on the skills being used	<ul style="list-style-type: none">- Children can explain different types of running and when/why they are used in different sports and athletics- In different sports, children can describe when they are sprinting or distance running and how to best do this- In athletics, children will run at different speeds, knowing how to change the stance of their body accordingly <p>Throwing:</p> <ul style="list-style-type: none">- Children will be able to demonstrate a wide variety of throws and explain which is their preferred throw and why- Children will be able to select a certain throw for certain equipment- Children will use this knowledge when playing other sports which involve throwing <p>Jumping:</p> <ul style="list-style-type: none">- Children will be able to use jumps to make a sequence of jumps- Children will recognise that some jumps are best for distance and others for height and use them appropriately <p>Fitness:</p> <ul style="list-style-type: none">- Children will be able to explain the importance of warming up and cooling down
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<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Keep moving, get into space, small touches to keep it close. - Shooting: Keeping your eye on the goal, finesse shots and power shots. - Passing and receiving: Use the inside of your strongest foot to pass and receive. - Tricks: Be aware of the tricks elastico and the drag back. <p>Teamwork:</p> <ul style="list-style-type: none"> - Looking at team members and calling their name before passing. - Moving into space and giving others space. - Congratulating others. <p>Fitness:</p> <ul style="list-style-type: none"> - Warming up and cooling down - The importance of warming up and cooling down - How football improves health and fitness 	<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Turning with the ball to change direction. - Shooting: Shooting accurately when pressure is on. - Passing and receiving: Different types of passes, depending on how far away the other player is → long pass vs. short pass. - Tricks: Perfect different tricks – elastico and the drag back. <p>Teamwork:</p> <ul style="list-style-type: none"> - Working as a team to attack, changing positions. - Working as a team to defend, changing positions. <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used - Choosing cool down and warm ups based on the skills being used 	<ul style="list-style-type: none"> - Children will be able to describe the effects of exercise on both their physical and mental health <p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Children will be able to explain what dribbling is, dribble in drills and apply it in a match. - Shooting: Children will be able to explain what shooting is, shoot in drills and apply it in a match. - Passing and receiving: Children will be able to explain what passing and receiving is, pass and receive in drills and apply it in a match. - Tricks: Children will be able to explain what tricks are and their advantages. <p>Teamwork:</p> <ul style="list-style-type: none"> - Children will be able to use teamwork skills in matches and skills. - Children will be able to explain how teamwork helps in competitive sports. <p>Fitness:</p> <ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down
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		<ul style="list-style-type: none"> - Children will be able to describe the effects of exercise on both their physical and mental health
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Crucial Knowledge – Dance (Spring)	Expanded Knowledge	Intent/Prove
<p>Vocabulary:</p> <ul style="list-style-type: none"> - Levels, directions, pathways, dynamics, start position, end position, shapes, travelling, compositional elements (unison, canon, repetition) <p>Exploration:</p> <ul style="list-style-type: none"> - Using stimuli to inspire dance movements <ul style="list-style-type: none"> – shape, dynamics, directions, pathways - Using stimuli to express emotions through dance - Using stimuli to create a character through dance <p>Selection, composition and development:</p> <ul style="list-style-type: none"> - Clear, separate movements - Clear start and end positions (freeze) - Linking movements with travelling - Selecting some compositional elements <p>Performance:</p> <ul style="list-style-type: none"> - Being a good audience – listening and watching appropriately 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Action and reaction, improvisation, atmosphere, mood, intention, motifs <p>Exploration:</p> <ul style="list-style-type: none"> - Researching events, finding own stimuli <p>Selection, composition and development:</p> <ul style="list-style-type: none"> - Creating contrasting sequences - Using motifs - Selecting a variety compositional elements <p>Performance:</p> <ul style="list-style-type: none"> - Adapting a dance based on the audience - Improvising if something goes wrong 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Using the vocabulary appropriately when evaluating own dances or others' dances - Adding the correct technique/skill in a dance when the vocabulary is used by peers/teacher <p>Exploration:</p> <ul style="list-style-type: none"> - Creating a dance based on stimuli, which relates to the stimuli <p>Selection, composition and development:</p> <ul style="list-style-type: none"> - Movements, positions, travelling and compositional elements are used in the dance <p>Performance:</p> <ul style="list-style-type: none"> - Dance is performed to a variety of audiences, peers, adults, other classes, other teachers

<ul style="list-style-type: none"> - Giving and receiving advice and constructive criticism - Staying in character - Exaggerated movements - Self-evaluating and reflecting <p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Push the ball, keep your head up, small bounces and keep the ball close to your body. - Shooting: Lay-up shot. Using the correct footwork and hand positions to shoot: arm bent, finger tips, not palms, guide with other arm and aim at target. - Passing and receiving: Chest pass, bounce pass. Arms open to receive. Knowing when to use the different passes. <p>Teamwork:</p> <ul style="list-style-type: none"> - Looking at team members and calling their name before passing. - Moving into space and giving others space. - Congratulating others. <p>Fitness:</p> <ul style="list-style-type: none"> - Warming up and cooling down - The importance of warming up and cooling down - How basketball improves health and fitness 	<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Turning with the ball to change direction. - Shooting: Shooting accurately when pressure is on. - Passing and receiving: Overhead pass. Knowing when to use different passes and using the correct footwork when passing. Being able to pass accurately while moving. <p>Teamwork:</p> <ul style="list-style-type: none"> - Working as a team to attack, changing positions. - Working as a team to defend, changing positions. <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used - Choosing cool down and warm ups based on the skills being used 	<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Children will be able to explain what dribbling is, dribble in drills and apply it in a match. - Shooting: Children will be able to explain what shooting is, shoot in drills and apply it in a match. - Passing and receiving: Children will be able to explain what passing and receiving is, pass and receive in drills and apply it in a match. <p>Teamwork:</p> <ul style="list-style-type: none"> - Children will be able to use teamwork skills in matches and skills. - Children will be able to explain how teamwork helps in competitive sports. <p>Fitness:</p> <ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down - Children will be able to describe the effects of exercise on both their physical and mental health
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Crucial Knowledge –(Summer)	Expanded Knowledge	Intent/Prove
<p>Sprinting vs. Distance running</p> <p>Sprinting:</p> <ul style="list-style-type: none"> - Keep a low body position until they pick up speed - Drive the arms and legs quickly - Push off the balls of their feet <p>Distance Running:</p> <ul style="list-style-type: none"> - Keep body tall and relaxed - Drive the arms and legs at a comfortable pace - If you can't talk, you're going too fast! <p>Running Over Obstacles:</p> <ul style="list-style-type: none"> - Find a good rhythm before applying speed - Maintain an even stride length throughout - Keep their head up when running to see obstacles coming up <p>Throwing:</p> <ul style="list-style-type: none"> - Two-handed Push Throw - One-handed Push Throw - Two-Handed Pull Throw - One- Handed Pull Throw <p>Jumping for Distance:</p> <ul style="list-style-type: none"> - 2 feet to 1 foot - 1 foot to 2 feet - 1 foot to the other foot (bound) 	<p>Running:</p> <ul style="list-style-type: none"> - Developing relay running <p>Throwing:</p> <ul style="list-style-type: none"> - Run and throw with the 3 stride approach <p>Throwing:</p> <ul style="list-style-type: none"> -Standing chest push <p>Jumping:</p> <ul style="list-style-type: none"> - Standing long jump - Standing triple jump <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used - Choosing cool down and warm ups based on the skills being used 	<p>Running:</p> <ul style="list-style-type: none"> - Children can explain different types of running and when/why they are used in different sports and athletics - In different sports, children can describe when they are sprinting or distance running and how to best do this - In athletics, children will run at different speeds, knowing how to change the stance of their body accordingly <p>Throwing:</p> <ul style="list-style-type: none"> - Children will be able to demonstrate a wide variety of throws and explain which is their preferred throw and why - Children will be able to select a certain throw for certain equipment - Children will use this knowledge when playing other sports which involve throwing <p>Jumping:</p> <ul style="list-style-type: none"> - Children will be able to use jumps to make a sequence of jumps - Children will recognise that some jumps are best for distance and others for height and use them appropriately <p>Fitness:</p>

<ul style="list-style-type: none"> - 1 foot to same foot (hop) <p>Jumping for Height:</p> <ul style="list-style-type: none"> - Scissor Jump <p>Skills:</p> <ul style="list-style-type: none"> - Throwing: Underarm throw – swing, step, throw, step with the opposite foot. Overarm throw – Side to target, Uppercase L, Step, Twist, Throw, Step with the opposite foot. - Catching: Ready position, hands up, eyes on the ball, reach and grab. - Batting: Body sideways on, hold bat with 1 hand, hold just below shoulder height, swing bat across body. <p>Teamwork:</p> <ul style="list-style-type: none"> - Looking at team members and calling their name before throwing. - Communicating with your team to encourage them to run or stop. - Congratulating others. <p>Fitness:</p> <ul style="list-style-type: none"> - Warming up and cooling down - The importance of warming up and cooling down - How rounders improves health and fitness. 	<p>Skills:</p> <ul style="list-style-type: none"> - Throwing: Knowing when to use each throw. Throwing accurately when under pressure. - Catching/Stopping: Short Barrier – Place foot behind aiming to stop the ball, hits foot if missed by the hand. Long Barrier – Lower left leg parallel and close to floor, right foot touching left knee so there is no gap, hands out in front to stop ball. - Batting: Aiming the ball. <p>Teamwork:</p> <ul style="list-style-type: none"> - Working as a team to field, changing positions. <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used - Choosing cool down and warm ups based on the skills being used 	<ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down - Children will be able to describe the effects of exercise on both their physical and mental health <p>Skills:</p> <ul style="list-style-type: none"> - Throwing: Children will be able to explain the different throws, throw in drills and apply it in a match. - Catching: Children will be able to explain what catching is, catch in drills and apply it in a match. - Batting: Children will be able to explain what batting is and the correct technique, bat in drills and apply it in a match. <p>Teamwork:</p> <ul style="list-style-type: none"> - Children will be able to use teamwork skills in matches and skills. - Children will be able to explain how teamwork helps in competitive sports. <p>Fitness:</p> <ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down
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		- Children will be able to describe the effects of exercise on both their physical and mental health
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PE (Year 5/6): Strand of learning – (Cycle B 2021-22)

Crucial Knowledge – Athletics	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • strength • balance • control • stamina • technique • pulse • heart rate 	<ul style="list-style-type: none"> • muscles (biceps, triceps, quadriceps [quads], pectorals [pecs], hamstring) • suggest ways of improving own performance 	<ul style="list-style-type: none"> • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner. • Become physically confident in a way which supports their health & fitness. • Demonstrates a positive attitude on how to improve themselves and others. • Can explain the effects of exercise on their body.

Crucial Knowledge - Competitive games	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • understand the rules of the game • teamwork • accuracy • striking and fielding • attacking and defending • technique • tactics • sportsmanship • pulse • heart rate 	<ul style="list-style-type: none"> • combining techniques for effect • adapting tactics where necessary • muscles (biceps, triceps, quadriceps [quads], pectorals [pecs], hamstring) 	<ul style="list-style-type: none"> • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner. • Become physically confident in a way which supports their health & fitness. • Demonstrates a positive attitude on how to improve themselves and others.



		<ul style="list-style-type: none"> • Can explain the effects of exercise on their body.
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Crucial Knowledge – Competitive games	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • creativity • posture • control • spatial awareness • timing • co-ordination • pulse • heart rate 	<ul style="list-style-type: none"> • Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end. • Understand their contribution to paired or group performance. • Muscles (biceps, triceps, quadriceps [quads], pectorals [pecs], hamstring) • Knows which muscles are involved in different movements. 	<ul style="list-style-type: none"> • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner. • Become physically confident in a way which supports their health & fitness. • Demonstrates a positive attitude on how to improve themselves and others. • Can explain the effects of exercise on their body.