

Great Corby School and Nursery



Physical Education

PE Subject Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE	Fundamentals: Unit 1	Dance	Swimming Bowling	Gymnastics	Games Ball Skills
Class 1	Fundamentals Athletics	Yoga Dance	Gymnastics Dance	Swimming Balls Skills	Bowling Invasion Games	Team Building Net and Wall Games (Squash)
Class 2	Dance Gymnastics	Dance Bouldering	Swimming Yoga	Dodgeball Handball	Bowling Netball	Tennis OAA
Class 3	Bouldering Athletics	Dance Gymnastics	Dance Yoga	Dodgeball Handball	Bowling Netball	Tennis Swimming

Strand	Fundamental motor skills	Gymnastics	Outdoor and Adventurous Activities	Games	Dance	Swimming (and water safety)
	<p>EYFS</p> <p>Revise and refine the fundamental movement skills they've already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully in PE sessions.</p> <p>Confidently and safely use a range of small and large apparatus indoors and outdoors.</p>	<p>EYFS</p> <p>Revise and refine the fundamental movement skills they've already acquired (rolling, crawling, walking, jumping and hopping).</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully in PE sessions.</p> <p>Use their core muscle strength to achieve good posture.</p> <p>Confidently and safely use a range of small and large apparatus indoors and outdoors.</p>	<p>EYFS</p> <p>Based on Development Matters content.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully in Outdoor activities.</p> <p>Confidently and safely use a range of small and large apparatus outdoors.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst they are outside.</p>	<p>EYFS</p> <p>Based on Development Matters content.</p> <p>Confidently and safely use a range of small and large apparatus indoors and outdoors.</p> <p>Further develop and refine a range of ball skills, including, throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Build constructive and respectful relationships.</p>	<p>EYFS</p> <p>Based on Development Matters content.</p> <p>Revise and refine the fundamental movement skills they've already acquired (rolling, crawling, walking, jumping and hopping).</p> <p>Progress towards a more fluency style of moving with confidence and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully in PE sessions.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>EYFS</p> <p>Children in reception take part in a block of swimming sessions.</p>

					Listen attentively, move to and talk about music expressing their feelings and responses.	
	<p>ELG Gross Motor Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and other Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping, jumping <p>ELG EAD</p> <ul style="list-style-type: none"> Share their creations explaining the process they have used Perform songs, rhymes, stories and dances with others and move in time with music. <p>ELG PSED</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 					
Year Group	<p>KS1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>KS2</p>	<p>KS1 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>KS2 Develop flexibility, strength, technique, control and balance</p>	<p>KS1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>KS2 Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>KS1 Participate in team games, developing simple tactics for attacking and defending</p> <p>KS2 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>KS1 Perform dances using simple movement patterns.</p> <p>KS2 Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>KS2 Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>

	Use running, jumping, throwing and catching in isolation and in combination					
EYFS	<p>Run and stop with control.</p> <p>Explore skipping and travelling actions.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into a space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to task.</p> <p>Making decisions where to move in different spaces.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Drop and catch with two hands.</p> <p>Move a ball with feet,</p> <p>Throw and roll a variety of beanbags and larger balls to a space.</p> <p>Kick larger balls to a space.</p> <p>Stop a beanbag or a large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing an awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling, actions, shapes and balances.</p> <p>Travelling different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	

<p>Year 1</p>	<p>Attempt to run and different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and coordination when changing direction.</p> <p>Use coordination with and without equipment.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and like simple actions together.</p>	<p>Following instructions.</p> <p>Begin to work with a partner and small group.</p> <p>Understand the rules of different games and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others success.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium size ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tack ticks with guidance.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	
<p>Year 2</p>	<p>Show balance and coordination when running at different speeds.</p>	<p>Perform balances on different body parts with some control and balance.</p>	<p>Follow instructions accurately</p>	<p>Dribble a ball with two hands on the move.</p>	<p>Copy, remember and repeat a series of actions.</p>	

	<p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some control and balance.</p> <p>Change technique to throw for difference.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrate balance and coordination when changing direction.</p> <p>Performs actions with increasing control when coordinating their body with and without equipment.</p> <p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take-off and landing.</p>	<p>Take body weight on different body parts with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Work cooperatively with a partner and small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Dribble a ball with some success, stopping it when required,</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet using limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to a space to help score goals or limit others scoring.</p> <p>Use simple tack ticks.</p>	<p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timings with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	
Year 3	<p>Show balance, coordination and techniques when running at different speeds, stopping with control.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control</p>	<p>Follow instructions from a peer and give simple instructions.</p>	<p>Dribble a ball with one hand and some control in games situations.</p>	<p>Copy remember and preform a dance phrase.</p>	<p>Beginners Submerge and regain feet in the water.</p>

	<p>Link running, hopping and jumping actions using different take-off and landing.</p> <p>Jump for distance with distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing actions for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills.</p> <p>Can coordinate their body with increased consistency in a variety of activities.</p>	<p>when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Work collaboratively with a partner and small group, listening to and accepting others ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use other's success to help them improve.</p>	<p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in games situations.</p> <p>Catch a ball passed to them with one and two hands using some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tack ticks individually and in a team.</p>	<p>Create short dance phrases that communicate an idea.</p> <p>Use cannon, unison, and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water,</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p> <p><u>Developers</u> Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to coordinate breath in time with basic strokes showing some consistency and timing,</p>
Year 4	Demonstrate how and when to speed up and slow down when running	Use body tension to perform balances both individually and with a partner.	Accurately follow instructions given by a peer and give clear and useable	Link dribbling the ball with other actions and increasing control.	Copy, remember and adapt set choreography.	Demonstrate a fair level of technique, consistently coordinating the

	<p>Link hopping and jumping actions with some control/</p> <p>Jump for distance in height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction in speed in combination with other skills.</p> <p>Begin to coordinate their body in speed with response to a task.</p>	<p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing technique with and without a partner.</p>	<p>instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvement.</p>	<p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball with different parts of the foot under pressure.</p> <p>Strike a ball with varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create a new space with some success in game situations.</p> <p>Use simple tack ticks to help their team score or</p>	<p>Choreograph considering structure individually, with a partner and a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>correct body parts in a range of strokes.</p> <p>Combing gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p> <p>Intermediate Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently coordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p>
Year 5	<p>Run at the appropriate speed over longer distances</p>	<p>Show increasing control and balance when</p>	<p>Use clear communication when working in a</p>	<p>Use dribbling to change the direction of play</p>	<p>Accurately and repeat choreography in different styles of</p>	<p>Combine gliding and transition into an</p>

<p>or for longer periods of time,</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing a range of technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can coordinate a range of body parts at increased speed.</p>	<p>moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of actions they perform as well as the actions they chose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>group and taking on different roles.</p> <p>Begin to lead others providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it confidently to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control some control under increasing pressure.</p> <p>Use a variety of kicking techniques some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands using some success in game situation.</p> <p>Receive a ball using different ball under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p>	<p>dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent and idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>
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				<p>Create a new space for self and others with some success.</p> <p>Understand the need for tack ticks and can identify when to use them for different situations.</p>	
Year 6	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and coordination.</p> <p>Performs jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p>	<p>Combine and perform more complex balance with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key feature to navigate around a course.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball with one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p>	<p>Perform dances confidently with fluency and accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group choreograph longer phrases and structured dance considering actions, space, relationship and the dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness on the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

	<p>Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>		<p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>	<p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create a new space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tack ticks within their team and evaluate the effectiveness of these.</p>		
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