



Hilton Lane Primary School

PE Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum reference		<i>Perform dances using simple movement patterns.</i>		<i>Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>			
Dance		<ul style="list-style-type: none"> · Explore movement ideas and respond imaginatively to a range of stimuli. · Move confidently and safely in their own general space using changes of speed level and direction. · Compose and link movements to make simple beginnings, middles and ends. 	<ul style="list-style-type: none"> · Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance. · Explore the change of rhythm, speed, level and direction. 	<ul style="list-style-type: none"> · Repeat, remember and perform these phrases in a dance. · Use dynamic and expressive qualities in relation to an idea. · Use counts to keep in time with a group and the music. · Recognise and talk about the movements used and the expressive qualities of dance. 	<ul style="list-style-type: none"> · Use formation, canon and unison to develop a dance. · Refine, repeat and remember dance phrases and dances. · Perform dances clearly and fluently. 	<ul style="list-style-type: none"> · Perform different styles of dance clearly and fluently. · Recognise and comment on dances, showing an understanding of style. · Suggest ways to improve their own and other people's work. 	
National Curriculum reference (Individual sports)		<i>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</i>		<i>Develop flexibility, strength, techniques, control and balance (for example, through athletics and gymnastics) Use running, jumping, throwing and catching in isolation and in combination</i>			
Gymnastics		<ul style="list-style-type: none"> · Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. · Move confidently and safely in their own and general space, using change of speed and direction. · Copy, create and link movement phrases with beginnings, middles and ends. · Perform movement phrases using a range of body actions and body parts. 	<ul style="list-style-type: none"> · Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions. · Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. · Create routines which have a clear beginning and ending. · Work with a partner sharing ideas and creating a simple sequence. 	<ul style="list-style-type: none"> · Choose and plan sequences of contrasting actions. · Complete actions with increasing balance and control. · Move in unison with a partner. · Choose actions that flow well into one another. 	<ul style="list-style-type: none"> · Safely perform balances individually and with a partner. · Plan and perform sequences with a partner that include a change of level and shape. · Understand how body tension can improve the control and quality of their movements. · Watch, describe and suggest possible improvements to a performance. 	<ul style="list-style-type: none"> · Create and perform sequences using apparatus, individually and with a partner. · Use set criteria to make simple judgments about performances and suggest ways they could be improved. · Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. 	<ul style="list-style-type: none"> · Understand what counter balance and counter tension is and show examples with a partner. · Combine and perform gymnastic actions, shapes and balances with control and fluency. · Suggest changes and use feedback to improve a sequence.



		<ul style="list-style-type: none"> · Explore making their body tense, relaxed, stretched and curled. · Can they explore different ways of stretching, balancing, rolling, and travelling. 					
Athletics		<ul style="list-style-type: none"> · Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. · Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running. 	<ul style="list-style-type: none"> · Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. · Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running. 	<ul style="list-style-type: none"> · Run at fast, medium and slow speeds. · Use different take off and landings when jumping. · Develop jumping for distance and height. · Take part in a relay activity, remembering when to run and what to do. 	<ul style="list-style-type: none"> · Demonstrate the difference between sprinting and running over varying distances. · Demonstrate different throwing techniques. · Jump for distance and height with control and balance. 	<ul style="list-style-type: none"> · Demonstrate the difference between sprinting and running over varying distances. · Demonstrate different throwing techniques. · Jump for distance and height with control and balance. 	<ul style="list-style-type: none"> · Select and apply the best pace for a running event. · Exchange a baton with success. Perform jumps for height and distance using good technique. · Show accuracy and good technique when throwing for distance. · Lead a small group through a short warm-up routine.
Curriculum reference (Team sports)		<p style="text-align: center;"><i>Participate in team games developing simple tactics for attacking and defending</i></p>		<p style="text-align: center;"><i>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</i></p> <p style="text-align: center;"><i>Use running, jumping, throwing and catching in isolation and in combination</i></p>			



<p>Invasion Games</p>		<ul style="list-style-type: none"> · To be confident and keep themselves safe in the space in which an activity/game is being played. · Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. · Show ability to work with a partner in throwing and catching games. · Choose and use skills effectively for particular games. 	<ul style="list-style-type: none"> · Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. · Develop basic tactics in simple team games and use them appropriately. · Choose use and vary simple tactics. · Catch and control a ball in movement working with a partner or in a small group. · Take part in games where there is an opposition. · Decide where to stand during a team game, to support the game. · Begin to lead others in a simple team game. · Be able to pass and stop a ball to a team mate accurately. · Understand how to intercept a moving ball. · Understand role of attacker and defender. 	<ul style="list-style-type: none"> · Move with a ball towards goals with increasing control. · Understand their role as an attacker and as a defender. · Move into space to help support a team. · Defend an opponent and try to win the ball. 	<ul style="list-style-type: none"> · Pass, receive and shoot the ball with increasing control. · Work as part of a team to keep possession and score goals when attacking. · Defend one on one and know when and how to win the ball. · Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> · Understand there are different skills for different situations and begin to use these. · Move into space to help a team. · Play in a range of positions and know how to contribute when attacking and defending. · Pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> · Pass, receive and shoot the ball with increasing control under pressure. · Select the appropriate action for the situation. · Create and use a variety of tactics to help a team. · Create and use space to help a team. · Select and apply different movement skills to lose a defender. · Use marking, and/or interception to improve defending.
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<p>Striking and Fielding Games</p>		<ul style="list-style-type: none"> · To be confident and keep themselves safe in the space in which an activity/game is being played. · Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. · Show ability to work with a partner in throwing and catching games. · Choose and use skills effectively for particular games: -Throw a ball accurately underarm to a target using increasing control. · Hit a ball with control using an appropriate object. · Explore throwing and catching in different ways 	<ul style="list-style-type: none"> · Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. · Catch and control a ball in movement working with a partner or in a small group. · Decide where to stand during a team game, to support the game. · Begin to lead others in a simple team game. · To be able to hit a ball accurately using a piece of equipment. 	<ul style="list-style-type: none"> · Use overarm and underarm throwing, and catching skills. · Begin to strike a bowled ball after a bounce. · Bowl a ball towards a target. · Develop an understanding of tactics and begin to use them in games. 	<ul style="list-style-type: none"> · Use overarm and underarm throwing, and catching skills with increasing accuracy. · Strike a bowl and ball after a bounce. · Bowl a ball with some accuracy, and consistency. · Choose and use simple tactics for different situations. 	<ul style="list-style-type: none"> · To sometimes strike a bowled ball. · Begin to develop a wider range of skills and use these under some pressure. · Use tactics effectively in a competitive situation. 	<ul style="list-style-type: none"> · Strike a bowled ball with increasing consistency. · Use some tactics in the game as a batter, bowler and fielder. · Select the appropriate action for the situation.
<p>Net & Wall Games</p>		<ul style="list-style-type: none"> · To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to 	<ul style="list-style-type: none"> · Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. 	<ul style="list-style-type: none"> · Return a ball to a partner and use basic racket skills. · Play a range of basic shots. · Move quickly around the court using a variety of movement patterns. 	<ul style="list-style-type: none"> · To play a continuous games. · Use a range of basic racket skills and variety of shots in different areas of the court. · Demonstrate good footwork on the court. · Return to the ready position to defend my own court. 	<ul style="list-style-type: none"> · Develop wider range of skills. · Select and apply preferred skills with increasing consistency. · Understand the need for tactics and make decisions about when best to use them. 	<ul style="list-style-type: none"> · Use a wider range of skills in game situations. · Play cooperatively with a partner / in a team. · Demonstrate good decision making when making shots within a game. · Identify and use a variety of tactics.



		<p>work with a partner in throwing and catching games.</p> <ul style="list-style-type: none"> · Hit a ball with control using an appropriate object. 	<ul style="list-style-type: none"> · Choose use and vary simple tactics. · Catch and control a ball in movement working with a partner or in a small group. · Take part in games where there is an opposition. · Decide where to stand during a team game, to support the game. · Begin to lead others in a simple team game. · To develop hand eye co-ordination to be able to receive and send balls. 			<ul style="list-style-type: none"> · Play cooperatively with a partner. · Demonstrate good footwork to cover a court space in a game situation. 	
Curriculum reference (OAA & Health Related Fitness)				<p style="text-align: center;"><i>Take part in outdoor and adventurous activity challenges both individually and within a team</i></p> <p style="text-align: center;"><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>			
OAA				- Orienteering			
Health Related Fitness	N/A	N/A			Swimming	Swimming	
					<ul style="list-style-type: none"> · A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence 	<ul style="list-style-type: none"> · A programme of swimming study delivered by local swimming coaches. An opportunity for all 	



				<p><i>through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</i></p> <ul style="list-style-type: none"> · <i>Swim competently, confidently and proficiently over a distance of at least 25 metres.</i> · <i>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</i> · <i>Perform safe self-rescue in different water-based situations.</i> 	<p><i>pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</i></p> <ul style="list-style-type: none"> · <i>Swim competently, confidently and proficiently over a distance of at least 25 metres.</i> · <i>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</i> · <i>Perform safe self-rescue in different water-based situations.</i> 	
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Autumn 1- Gymnastics</i>					
		<i>Autumn 1- Basketball</i>	<i>Autumn 1- Basketball</i>	<i>Autumn 1- Basketball</i>	<i>Autumn 1- Basketball</i>
		<i>Autumn 2- Dodgeball</i>	<i>Autumn 2- Dodgeball</i>	<i>Autumn 2- Dodgeball</i>	<i>Autumn 2- Dodgeball</i>
<i>Autumn 2- Dance</i>	<i>Autumn 2- Dance</i>	<i>Autumn 2- Dance</i>	<i>Autumn 2- Dance</i>	<i>Autumn 2- Dance</i>	<i>Autumn 2- Dance</i>
<i>Spring 1- Badminton</i>					



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		<i>Spring 1- Hockey</i>	<i>Spring 1- Hockey</i>	<i>Spring 1- Hockey</i>	<i>Spring 1- Hockey</i>
<i>Spring 2- Tennis</i>	<i>Spring 2-Tennis</i>	<i>Spring 2- Tennis</i>	<i>Spring 2- Tennis</i>	<i>Spring 2- Tennis</i>	<i>Spring 2- Tennis</i>
		<i>Spring 2- Netball</i>	<i>Spring 2- Swimming</i>	<i>Spring 2- Netball</i>	<i>Spring 2- Netball</i>
<i>Summer 1- Athletics</i>	<i>Summer 1- Athletics</i>	<i>Summer 1- Athletics</i>	<i>Summer 1- Swimming</i>	<i>Summer 1-Athletics</i>	<i>Summer 1- Athletics</i>
		<i>Summer 1- Rounders</i>	<i>Summer 1-Rounders</i>	<i>Summer 1- Rounders</i>	<i>Summer 1- Rounders</i>
<i>Summer 2- Football</i>	<i>Summer 2- Football</i>	<i>Summer 2- Cricket</i>	<i>Summer 2- Cricket</i>	<i>Summer 2- Cricket</i>	<i>Summer 2- Cricket</i>



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		Summer 2- Football	Summer 2- Swimming	Summer 2- Football	Summer 2- Football
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