

PE Whole School Overview



	KS1		LKS2		UKS2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery/Reception						
<p>Development Matters (3–4 years) – Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Continue to develop movement, balancing, riding (scooters, trikes) and ball skills Go up steps and stairs, or climb using alternate feet Skip, hop, stand on one leg and hold a pose briefly Use large-muscle movements to wave flags, streamers, paint and make marks Start taking part in group activities (e.g. ring games, simple team games increasingly) <p>Reception Gross Motor Skills (ELG)</p> <p>Children can:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, including running, jumping, dancing, hopping, skipping, climbing 	<p>NC Objectives KS1</p> <p>Content</p> <ul style="list-style-type: none"> 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 		<p>NC Objectives KS2</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 			

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Beyond the Physical – Half-Termly Themes							
AUTUMN 1	Play move explore	Agility balance coordination Run look avoid	Agility balance coordination Run look avoid	Hands feet equipment Inspire create perform	Hands feet equipment Inspire create perform	Fair share dare Evade invade capture	Evade invade capture Modified game – netball or tag rugby
AUTUMN 2	Move match magic	Throw prepare catch Hands feet equipment	Throw prepare catch Hands feet equipment	Strike react rally Run look avoid	Strike react rally Run look avoid	Inspire create perform Block guard support	Inspire create perform Modified game - football
SPRING 1	Explore evade escape	Jump shape create Fair share dare	Jump shape create Fair share dare	Agility balance coordination React roll retrieve	React roll retrieve Throw prepare catch	Lend move score Watch move connect	Symmetry balance travel Modified game - handball
SPRING 2	Search steal share	Duel win lose Inspire create perform	Duel win lose Inspire create perform	Run jump throw Fair share dare	Run jump throw Fair share dare	Symmetry balance travel Swimming	Lend move score Modified game – basketball
SUMMER 1	Crawl climb collect	Run jump throw React roll retrieve	Run jump throw React roll retrieve	Duel win lose Pass position patience	Duel win lose Pass position patience	Aim strike retrieve Swimming	Speed distance strength Modified game – tennis
SUMMER 2	Hands feet equipment	Target control combine Send receive return	Target control combine Send receive return	Jump shape create Accuracy power distance	Symmetry balance travel Accuracy power distance	Run jump throw Swimming	Aim strike retrieve Modified game - rounders
Autumn 1	<p>Play move explore</p> <p>Links to Development Matters / EYFS Framework Physical Development Develop overall body strength, balance, coordination and agility Use core muscle strength to achieve a good posture Combine different movements with ease and fluency Progress towards a more fluent and controlled style of moving</p> <p>Personal, Social and Emotional Development Take turns and share with others Follow rules and understand why they are important</p>	<p>Unit: Agility, Balance, Coordination</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running, jumping, throwing and catching Develop balance, agility and coordination Begin to apply these skills in a range of activities</p> <p>Personal, Social and Emotional Development (wider curriculum links) Work cooperatively, take turns and develop perseverance</p>	<p>Unit: Agility, Balance, Coordination</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running, jumping, throwing and catching Develop balance, agility and coordination, and apply these in a range of activities Participate in cooperative and competitive physical activities</p> <p>Personal, Social and Emotional Development (wider curriculum links) Demonstrate perseverance and resilience in challenging activities</p>	<p>Unit: Hands, Feet, Equipment</p> <p>Links to National Curriculum (KS2 PE) Apply and develop a broader range of skills, learning how to use them in different ways Play competitive games, applying basic principles for attacking and defending Improve control and coordination when using equipment</p> <p>Personal, Social and Emotional Development (wider curriculum links) Demonstrate confidence, resilience and sportsmanship Work collaboratively within teams and support others</p> <p>Communication and Language</p>	<p>Unit: Hands, Feet, Equipment</p> <p>Links to National Curriculum (KS2 PE) Apply and develop a broader range of skills, using them in different ways Play competitive games, applying principles of attacking and defending Develop control, coordination and movement skills in game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show resilience and confidence when developing control skills Work collaboratively, supporting and encouraging others</p> <p>Communication and Language</p>	<p>Unit: Fair, Share, Dare</p> <p>Links to National Curriculum (KS2 PE) Participate in team games, developing tactics for attacking and defending Apply rules, strategies and fair play within competitive activities Develop cooperation, communication and healthy participation</p> <p>Personal, Social and Emotional Development (wider curriculum links) Demonstrate fairness, respect and leadership within team contexts</p>	<p>Unit: Evade, Invade, Capture</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping, throwing and catching in isolation and in combination Play competitive games, applying tactical principles of attacking and defending Develop agility, coordination and strategic awareness in invasion-style activities</p> <p>Personal, Social and Emotional Development (wider curriculum links)</p>

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<p>Work and play cooperatively with others Communication and Language Understand and follow instructions Express ideas about movement and activities</p> <p>ELG (Physical Development) Negotiate space and obstacles safely with consideration for themselves and others Demonstrate strength, balance and coordination Move energetically (running, jumping, hopping, skipping, climbing)</p> <p>Why are children learning this? To develop fundamental movement skills including locomotion, balance and object control To build confidence in moving in different ways and using equipment To introduce rules, cooperation and fair play through simple games To develop early problem-solving, communication and teamwork skills through physical activity To support children in becoming “masterful movers, skilful solvers and confident connectors”</p> <p>Why are they learning this now (curriculum sequencing)? This unit provides a progressive sequence across EYFS: Play → exploration and basic skill development Move → increasing control, variation and creativity Explore → application of skills with equipment and simple challenges Builds strong foundations in physical literacy before transition to KS1 PE (games, competition, tactics) Establishes key behaviours (listening, following instructions, cooperation) needed for future learning Ensures children are physically confident and ready to access more structured and skill-based PE</p>	<p>Show leadership, independence and fairness within group activities <i>Communication and Language</i> Understand instructions and use key vocabulary (e.g. agility, balance, coordination) Discuss performance and reflect on challenges</p> <p>Why are children learning this? To develop core fundamental movement skills, including agility (changing speed and direction), balance (stability and control) and coordination (using body parts together) To improve movement competence in running, jumping, catching, landing and turning To build understanding of how to control their body in different situations and activities To develop problem-solving and resilience, particularly when completing circuits and challenges To promote teamwork, independence and leadership, through collaborative and carousel-based activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds directly on EYFS physical development, where children develop basic movement, balance and spatial awareness Consolidates and refines fundamental movement skills, moving from exploration to greater control and consistency Introduces structured approaches such as circuits and skill stations, preparing pupils for more formal PE learning Provides a foundation for Year 1 and KS1 PE units, including games, tactics and applying skills in different contexts Prepares children for progression into more complex skills and sport-specific movements in KS1 and beyond</p>	<p><i>Take on roles within groups, showing leadership and responsibility</i></p> <p>Communication and Language <i>Use key vocabulary (agility, balance, coordination, stability, control)</i> <i>Share ideas, give feedback and reflect on performance</i></p> <p>Why are children learning this? To develop fundamental movement skills of agility (changing speed and direction), balance (control and stability) and coordination (using body parts together effectively) To improve movement efficiency, including running, turning, landing, catching and controlling the body To build understanding of how these skills are applied in sports and everyday physical activity To develop problem-solving and independence, through circuit-based and exploratory activities To promote teamwork, leadership and resilience, working collaboratively in groups and supporting others</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by refining and developing greater control, precision and consistency in fundamental movement skills Moves from simple tasks to more complex circuits and combined movements, requiring higher levels of coordination Introduces deeper understanding of why and how skills are used, not just performing them Prepares pupils for KS2 PE, where agility, balance and coordination are applied in game play, gymnastics and athletics Strengthens the foundations for all physical activity and sport, supporting long-term physical development and participation</p>	<p><i>Use key vocabulary (dribble, control, coordination, strategy, position, direction)</i> <i>Share ideas, give feedback and reflect on performance</i></p> <p>Why are children learning this? To develop advanced dribbling skills using hands, feet and a variety of equipment To improve control, coordination and manipulation of objects while moving To understand how to select appropriate techniques depending on the situation To develop strategic thinking, including how to avoid defenders and maintain possession To build teamwork, communication and confidence, working collaboratively in game-like situations</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by refining control, consistency and precision when dribbling Moves from isolated skill practice into game-based application, including attacking and defending Introduces decision-making and strategy, such as when and how to change direction or speed Prepares pupils for KS2 invasion games, where dribbling, control and tactical awareness are essential Supports progression into more complex gameplay, combining movement, control, teamwork and decision-making</p>	<p><i>Use key vocabulary (dribble, control, direction, coordination, transfer, manipulate)</i> <i>Communicate strategies and reflect on performance</i></p> <p>Why are children learning this? To develop dribbling skills using hands, feet and equipment To improve object control, including movement, direction and close control To understand how to apply different techniques depending on equipment and context To develop decision-making, selecting appropriate dribbling methods to avoid defenders To build coordination and adaptability, transferring skills across a range of activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by refining control, coordination and consistency in movement with equipment Moves from isolated skills into applied dribbling in game-like situations Introduces more tactical thinking, including evasion, direction and control under pressure Prepares pupils for UKS2 invasion and net/wall games, where controlling objects is essential Supports progression into complex gameplay, combining movement, control, decision-making and teamwork</p>	<p><i>Show resilience, confidence and willingness to take risks</i></p> <p>Communication and Language <i>Use key vocabulary (fair, rules, share, cooperate, challenge, respect, participate)</i> <i>Communicate effectively to organise teams, strategies and gameplay</i></p> <p>Why are children learning this? To develop fair play and rule understanding, including self-officiating and decision-making To strengthen teamwork and collaboration, ensuring all players are involved To build leadership and communication skills, organising and adapting games To encourage risk-taking and challenge, developing confidence in competitive situations To support emotional development, including managing competition, success and setbacks</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 4 by developing greater independence in applying rules, fairness and teamwork Moves from structured team roles into pupil-led decision-making, strategy and officiating Introduces more advanced concepts such as tactical scoring systems, inclusion strategies and risk vs reward Prepares pupils for UKS2 sport and competition, where leadership, resilience and collaboration are essential Supports progression into complex team games, combining tactics, communication and social responsibility</p>	<p><i>Demonstrate leadership, resilience and determination in competitive contexts</i> <i>Work collaboratively, communicating effectively to support team success</i></p> <p>Communication and Language <i>Use key vocabulary (evade, invade, capture, dodge, positioning, strategy, communication)</i> <i>Justify decisions and evaluate performance</i></p> <p>Why are children learning this? To master evasion skills, including dodging, timing and change of direction To apply strategies to invade space effectively, using positioning and movement To develop the ability to capture objects or territory, using attacking tactics To improve tactical awareness, including anticipating opponents and adapting strategies To build teamwork and communication, analysing and refining performance within games</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 by developing advanced tactical awareness and decision-making in invasion games Moves from applying strategies to analysing, justifying and adapting tactics during gameplay Introduces higher-level thinking, including evaluating team strengths and refining approaches Prepares pupils for secondary PE, where game understanding, tactics and performance analysis are expected Supports progression into complex, competitive gameplay, combining physical skill, strategy, leadership and communication</p>
	<p>Unit: Look, Run, Avoid</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running</p>	<p>Unit: Look, Run, Avoid</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running</p>	<p>Unit: Inspire, Create, Perform</p> <p>Links to National Curriculum (KS2 PE) Perform dances using a range of movement patterns Develop flexibility, strength, control and balance</p>	<p>Unit: Inspire, Create, Perform</p> <p>Links to National Curriculum (KS2 PE) Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance</p>	<p>Unit: Evade, Invade, Capture</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Unit: Modified Games – Netball</p> <p>Links to National Curriculum (KS2 PE) Play competitive games, applying principles of attacking and defending</p>

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		<p>Develop balance, agility and coordination Begin to apply these skills in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Work cooperatively and take turns Develop confidence and fairness in game situations</i></p> <p>Communication and Language <i>Understand and follow instructions in games Use key vocabulary (space, speed, dodge, awareness) and discuss strategies</i></p> <p>Why are children learning this? To develop fundamental movement skills such as running, turning and dodging To understand how to find and use space effectively in games To introduce simple tactical thinking, including avoiding defenders and choosing when to move To build awareness of others and surroundings, supporting safe and effective participation To develop teamwork, communication and fair play within simple invasion-style games</p> <p>Why are they learning this now (curriculum sequencing)? Builds on EYFS learning where children explore movement, space and avoiding others Moves pupils from basic movement into applying skills within simple game contexts Introduces key concepts of invasion games (space, attacking, defending, evading) Provides a foundation for later KS1 and KS2 units involving team games, tactics and decision-making Develops the early understanding needed for progressing into structured games and competitive activities</p>	<p>Develop balance, agility and coordination and apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Work cooperatively and make decisions as part of a team Show resilience and confidence in competitive situations</i></p> <p>Communication and Language <i>Use key vocabulary (space, dodge, awareness, speed, timing) Communicate ideas and strategies effectively with others</i></p> <p>Why are children learning this? To develop movement skills such as running, turning and dodging in increasingly complex situations To understand how to find, create and use space effectively in games To build tactical awareness, including avoiding defenders and choosing when and where to move To improve spatial awareness and decision-making, responding to others and the environment To develop teamwork, communication and game understanding, particularly in invasion-style activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by extending simple movement into more tactical, game-based situations Develops from basic evasion into strategic movement and awareness of space and opponents Introduces clearer understanding of invasion game principles, such as attacking, defending and evading Prepares pupils for KS2 games, where tactical decision-making and positioning become more important Deepens understanding of how skills work together in real game contexts, not just isolated practice</p>	<p>Create and perform dances using different styles and expressive qualities.</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Work collaboratively and show confidence in performance Support and inspire others during creative tasks</i></p> <p>Communication and Language <i>Use key vocabulary (motif, choreography, sequence, improvise, mirroring, pathways, timing) Explain ideas, reflect on performances and provide constructive feedback</i></p> <p>Why are children learning this? To develop dance and performance skills, including creating and linking movements into sequences To explore and apply choreographic principles, such as motif, timing, pathways and levels To use movement to express themes, ideas and emotions To develop creativity and improvisation, experimenting with different movements and stimuli To build collaboration and communication, working in groups and pairs to create and perform dances</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 dance by developing longer, more structured sequences and routines Moves from simple movement into complex choreography, including motifs, travelling sequences and partner work Introduces key dance concepts such as pathways, mirroring, dynamics and expression Prepares pupils for UKS2 dance, where performance quality, creativity and technical skill are more refined Supports progression in confidence, creativity and performance skills, combining physical and expressive movement</p>	<p>Create and perform sequences using choreographic principles</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Work collaboratively and support others in creative performance Show confidence and resilience when performing and refining ideas</i></p> <p>Communication and Language <i>Use key vocabulary (motif, choreography, sequence, improvisation, pathways, mirroring, timing) Discuss ideas, reflect on performances and provide constructive feedback</i></p> <p>Why are children learning this? To develop dance skills, including creating, refining and performing sequences To explore movement creatively, responding to themes, music and stimuli To understand and apply choreographic principles, including motif, pathways, levels and timing To develop collaboration, creating performances in groups and pairs (including mirroring work) To improve evaluation and reflection, giving and receiving feedback to refine performance</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing more complex sequences and choreographic understanding Moves from simple movement creation into structured routines with multiple sections (motif, travelling, paired work) Introduces advanced concepts, such as pathways, dynamics, mirroring and performance quality Prepares pupils for UKS2 dance, where routines become more detailed, expressive and technical Supports progression in creativity, performance confidence and collaborative choreography</p>	<p>Play competitive games, applying principles of attacking and defending Develop agility, coordination and tactical awareness in invasion-style activities</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show confidence, determination and teamwork in competitive contexts Communicate effectively and support others within team challenges</i></p> <p>Communication and Language <i>Use key vocabulary (evade, invade, capture, dodge, strategy, positioning, communication) Explain tactical decisions and reflect on performance</i></p> <p>Why are children learning this? To develop evasion skills, including dodging, change of direction and timing To understand how to invade space effectively, using positioning and decision-making To improve the ability to capture objects or territory, applying attacking strategies To develop tactical awareness, including attacking, defending and transition play To build teamwork and communication, working together to achieve shared goals</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 4 by developing more advanced tactical understanding in invasion games Moves from simple evasion into multi-player, competitive and strategic game situations Introduces faster decision-making and adaptation, responding to opponents' actions Prepares pupils for UKS2 competitive sport (e.g. rugby, football, netball) where tactics are key Supports progression into complex gameplay, combining movement skills, strategy, communication and teamwork</p>	<p>Use passing, catching and movement skills in combination Develop tactical awareness, positioning and teamwork within game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate leadership, teamwork and respect for rules and opponents Show resilience, confidence and sportsmanship during competitive play</i></p> <p>Communication and Language <i>Use key vocabulary (possession, movement, zones, attacking, defending, passing, position) Communicate strategies and justify decisions during gameplay</i></p> <p>Why are children learning this? To develop netball-specific skills, including passing, catching, pivoting and shooting To understand and apply rules of netball, including footwork, positioning and no-contact play To improve attacking play, creating space and maintaining possession To develop defensive strategies, including marking and intercepting To build tactical understanding, making decisions about when to pass, move or defend</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 invasion game units by applying advanced tactics within a structured sport (netball) Moves from general gameplay into sport-specific roles, positions and rules Develops game intelligence, including decision-making, spatial awareness and timing Introduces more formal competitive play, bridging towards secondary school sport Supports progression into confident, independent performers, capable of analysing and improving team performance</p>
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<p>Autumn 2</p>	<p>Unit: Move, Match, Magic</p> <p>Links to Development Matters / EYFS Framework Physical Development Develop overall body strength, balance, coordination and agility Combine different movements with increasing fluency and control Develop fine and gross motor skills through handling and manipulating equipment</p> <p>Personal, Social and Emotional Development Work and play cooperatively with others Show respectful behaviour and understand rules Take turns and share resources</p> <p>Communication and Language <i>Understand and follow verbal and visual instructions</i> <i>Listen carefully and respond to cues</i> <i>Express ideas and communicate when working with others</i></p> <p>ELG (Physical Development) <i>Negotiate space and obstacles safely with consideration for others</i> <i>Demonstrate strength, balance and coordination</i> <i>Move energetically (running, hopping, skipping, jumping, climbing)</i></p> <p>Why are children learning this? To develop control and coordination in movement, including travelling, stopping, turning and manipulating objects To respond to stimuli and instructions (verbal and visual), including matching, copying and performing movements To build early problem-solving skills through sorting, collecting, matching and creating To develop imagination and creativity through movement (e.g. performing "spells", copying images, designing patterns) To strengthen cooperation, communication and independence, working both individually and with others</p> <p>Why are they learning this now (curriculum sequencing)? Builds on prior EYFS units by developing greater precision,</p>	<p>Throw prepare catch</p> <p>Unit: Throw, Prepare, Catch Links to National Curriculum (KS1 PE) Master basic movements including throwing and catching Develop balance, agility and coordination Begin to apply these skills in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) Work collaboratively and support others Share ideas and take turns within activities</p> <p>Communication and Language Use and understand key vocabulary (throw, catch, prepare, aim, predict) Discuss performance and give feedback to others</p> <p>Why are children learning this? To develop object control skills, particularly throwing and catching with increasing accuracy To improve hand-eye coordination and reaction skills when predicting and receiving objects To understand how to adjust technique depending on the object, distance or activity To build awareness of ready position ("prepare") when receiving or reacting to an object To develop communication, teamwork and problem-solving, including giving feedback and adapting games</p> <p>Why are they learning this now (curriculum sequencing)? Builds on EYFS experiences of exploring objects by introducing more controlled and purposeful manipulation skills Develops from basic object interaction to accurate throwing, catching and decision-making Introduces the concept of anticipation and prediction, key for game play Provides a foundation for KS1 games, particularly invasion and</p>	<p>Unit: Throw, Prepare, Catch</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including throwing and catching Develop coordination and apply skills in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Support and encourage others to improve performance</i> <i>Show resilience and confidence when learning new skills</i></p> <p>Communication and Language Use key vocabulary (throw, catch, prepare, aim, predict, react) Share ideas and provide feedback during activities</p> <p>Why are children learning this? To develop throwing and catching techniques with greater accuracy and control To improve hand-eye coordination, particularly when tracking and receiving objects To understand the importance of being 'ready' (prepare position) when catching or receiving To learn how to adapt throwing and catching skills depending on equipment, distance and task To develop prediction and reaction skills, anticipating where objects will travel</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by moving from basic throwing and catching to greater control, consistency and decision-making Develops preparation and anticipation skills, linking to game contexts and teamwork Introduces early tactical thinking, such as choosing the correct type of throw Prepares pupils for KS2 invasion and striking/fielding games, where passing, receiving and positioning are key Strengthens core object control skills, supporting wider success across PE units</p>	<p>Unit: Strike, React, Rally</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping, throwing and catching in combination Apply and develop a broader range of skills in different ways Play competitive games, applying tactics and strategies</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show focus, resilience and a positive attitude during skill development</i> <i>Work collaboratively and encourage others in group activities</i></p> <p>Communication and Language <i>Use key vocabulary (strike, react, rally, return, control, respond, teamwork)</i> <i>Communicate effectively to support teamwork and performance</i></p> <p>Why are children learning this? To develop striking skills using hands and equipment (e.g. racquets, bats) To improve reaction speed and coordination, responding to moving objects To learn how to rally, maintaining control and sustaining play with a partner or team To develop hand-eye coordination, including tracking, timing and control To build teamwork, communication and decision-making, especially in net/wall-style activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 units by developing greater consistency and control in sending and receiving Moves from simple skills into sustained rallies and game-based situations Introduces tactical elements, such as positioning, reacting and choosing appropriate techniques Prepares pupils for UKS2 net/wall and striking/fielding games, requiring sustained rallies and strategy Supports progression into more complex gameplay, combining striking, movement, reaction and teamwork</p>	<p>Unit: Strike, React, Rally</p> <p>Links to National Curriculum (KS2 PE) Apply and develop a broader range of skills, using them in different ways Play competitive net/wall and striking games, applying tactics Use running, jumping, throwing and catching in combination</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate perseverance, focus and teamwork during rallies and games</i> <i>Show respect and cooperation when working with partners and groups</i></p> <p>Communication and Language <i>Use key vocabulary (strike, react, rally, control, return, teamwork, respond)</i> <i>Communicate tactics and reflect on performance</i></p> <p>Why are children learning this? To develop striking skills, using hands and a range of equipment (racquets, bats) To improve reaction speed, responding quickly to moving objects To build the ability to sustain rallies, developing control and consistency To develop hand-eye coordination, including tracking, timing and positioning To understand basic net/wall concepts, including returning, placement and control</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing greater control, accuracy and consistency in striking and rallying Moves from simple rallies into longer, more sustained gameplay with increasing challenge Introduces tactical awareness, including positioning, court space and shot selection Prepares pupils for UKS2 net/wall and striking/fielding games, where sustained rallies and strategy are essential Supports progression into advanced gameplay, combining movement, reaction, coordination and teamwork</p>	<p>Unit: Inspire, Create, Perform</p> <p>Links to National Curriculum (KS2 PE) Perform dances using a range of movement patterns Develop control, technique and expressive quality in performance Create and perform sequences using choreographic principles</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate confidence, resilience and collaboration in group performances</i> <i>Support others through giving and receiving constructive feedback</i></p> <p>Communication and Language <i>Use key vocabulary (motif, choreography, sequence, dynamics, canon, unison, formation, transition)</i> <i>Explain ideas and evaluate performance</i></p> <p>Why are children learning this? To develop dance skills, including creating, refining and performing sequences To explore creative expression, using themes, music and stimuli to inspire movement To understand and apply choreographic principles, including motif, unison, canon, formations and transitions To develop collaboration skills, working in pairs and groups to create performances To improve performance quality, including timing, control, expression and structure</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 4 by developing more complex choreography and performance structures Moves from simple sequences into multi-part routines, including motif, paired work and group formations Introduces advanced concepts such as canon, unison, dynamics and transitions Prepares pupils for UKS2 performance and choreography,</p>	<p>Unit: Inspire, Create, Perform</p> <p>Links to National Curriculum (KS2 PE) Perform dances using a range of movement patterns Develop technical control, expression and performance quality Create and perform sequences using advanced choreographic principles</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show confidence, leadership and resilience in group performance</i> <i>Collaborate effectively, supporting others and responding to feedback</i></p> <p>Communication and Language <i>Use key vocabulary (motif, choreography, dynamics, canon, unison, formation, transition, expression)</i> <i>Justify creative decisions and evaluate performance</i></p> <p>Why are children learning this? To refine dance and performance skills, including creating, structuring and performing sequences To develop advanced choreography, combining motifs, paired work and group formations To explore expression and storytelling, using music, themes and dynamics effectively To improve performance quality, including timing, control, coordination and fluency To develop evaluation skills, analysing and improving their own and others' performances</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 by developing greater complexity, precision and depth in choreography Moves from structured routines into independent, refined performance pieces Introduces higher-level concepts, including audience awareness, transitions and expressive intent</p>
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<p>responsiveness and creativity in movement Introduces matching, copying and performing, which are key precursors to choreography, games and tactics in KS1 Progresses from simple movement to movement linked to cues, ideas and problem-solving Prepares children for KS1 PE by combining movement, control, decision-making and cooperation (e.g. reacting, retrieving, creating patterns)</p>	<p>target games involving passing and receiving Prepares pupils for progression into more advanced skills and tactics in KS2 (e.g. positioning, passing under pressure)</p>	<p>Unit: Hands, Feet, Equipment</p> <p>Links to National Curriculum (KS1 PE) Develop fundamental movement skills, particularly object control Master basic movements including running and handling equipment Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show resilience when learning new skills Work cooperatively and share ideas with others</i></p> <p>Communication and Language <i>Use key vocabulary (dribble, control, direction, position) Discuss performance and suggest improvements</i></p> <p>Why are children learning this? To develop dribbling and object control skills using hands, feet and equipment To improve coordination and control when moving with an object To understand how to maintain control while moving, changing direction and avoiding obstacles To introduce skills linked to a range of sports, such as football, basketball and hockey To develop problem-solving, teamwork and resilience, including adapting techniques and sharing ideas</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by refining dribbling with greater control, precision and awareness</p>	<p>Unit: Hands, Feet, Equipment</p> <p>Links to National Curriculum (KS1 PE) Develop fundamental movement skills, particularly object control Master basic movements and apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate resilience when learning and refining skills Work collaboratively and share ideas with others</i></p> <p>Communication and Language <i>Use key vocabulary (dribble, control, direction, coordination, position) Reflect on performance and suggest improvements</i></p> <p>Why are children learning this? To develop dribbling skills using hands, feet and equipment To improve object control and coordination, especially when moving with a ball To learn how to keep control while changing direction, speed and navigating obstacles To understand how to protect and manipulate an object in game situations To develop decision-making, teamwork and problem-solving, including adapting techniques to be more successful</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by refining dribbling with greater control, precision and awareness</p>	<p>Unit: Look, Run, Avoid</p> <p>Links to National Curriculum (KS2 PE) Use running in combination with other skills Play competitive games, applying attacking and defending principles Develop agility, coordination and tactical awareness</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show resilience, ambition and confidence when facing challenges Work collaboratively and adapt behaviour within group activities</i></p> <p>Communication and Language <i>Use key vocabulary (space, speed, timing, dodge, awareness, agility) Explain strategies and reflect on how to improve performance</i></p> <p>Why are children learning this? To develop the ability to find and use space effectively in games To improve running, dodging and change of direction skills To understand how to evade defenders using speed, timing and movement To build spatial awareness and decision-making, reacting to others and the environment To develop teamwork and tactical thinking, including attacking and defending strategies</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing more advanced movement and evasion skills in game contexts Moves from basic avoidance into tactical use of space, speed and timing Introduces more structured understanding of invasion games, including attacking and defending roles</p>	<p>Unit: Look, Run, Avoid</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping and movement skills in combination Play competitive games, applying attacking and defending principles Develop agility, coordination and tactical awareness</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show ambition, resilience and confidence when facing challenges Work collaboratively and adapt behaviour within group activities</i></p> <p>Communication and Language <i>Use key vocabulary (space, speed, timing, dodge, agility, awareness, strategy) Explain decisions and reflect on how to improve performance</i></p> <p>Why are children learning this? To develop the ability to identify and use space effectively in games To improve running, dodging and change of direction skills To learn how to evade defenders, using speed, timing and decision-making To build spatial awareness and tactical understanding, reacting to others in game situations To develop teamwork and problem-solving, including attacking and defending strategies</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing greater control, speed and confidence in evasion skills Moves from simple avoidance into more tactical gameplay, including attacking and defending roles Introduces decision-making under pressure, including timing, positioning and awareness</p>	<p>where routines become more expressive and refined Supports progression in creativity, evaluation and performance confidence, combining technical and expressive skills</p> <p>Unit: Block, Guard, Support</p> <p>Links to National Curriculum (KS2 PE) Play competitive games, applying principles of attacking and defending Develop tactical awareness, including positioning and strategy Use movement skills effectively within team game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate teamwork, communication and cooperation in defensive situations Show resilience and responsibility when working as part of a team</i></p> <p>Communication and Language <i>Use key vocabulary (block, guard, mark, position, support, teamwork, strategy) Communicate clearly to organise and adapt defensive strategies</i></p> <p>Why are children learning this? To develop defensive skills, including blocking, guarding and marking opponents To understand how to protect space and prevent scoring opportunities To learn how to support teammates defensively, working together effectively To develop tactical awareness, including positioning and decision-making To build communication and teamwork, coordinating actions during gameplay</p> <p>Why are they learning this now (curriculum sequencing)?</p>	<p>Prepares pupils for secondary PE and performance, where evaluation and creativity are key Supports progression into confident, expressive performers, combining technical skill, creativity and analysis</p> <p>Unit: Modified Games – Football</p> <p>Links to National Curriculum (KS2 PE) Play competitive games, applying principles of attacking and defending Use dribbling, passing and control skills in combination Develop tactical awareness, teamwork and movement within game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate teamwork, leadership and encouragement in competitive play Show resilience, confidence and respect for others and rules</i></p> <p>Communication and Language <i>Use key vocabulary (pass, move, control, tactics, positioning, communication, technique) Justify decisions and reflect on performance</i></p> <p>Why are children learning this? To develop football-specific skills, including dribbling, passing and ball control To understand how to use control and move the ball effectively To apply attacking and defensive tactics, including creating space and supporting teammates To improve decision-making, choosing when to pass, dribble or shoot To develop team play, communication and collaboration in game situations</p> <p>Why are they learning this now (curriculum sequencing)?</p>
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		Builds on EYFS object control by introducing more refined and sport-specific skills Develops from simple object manipulation to controlled dribbling in dynamic environments Links directly to earlier Year 1 units (e.g. agility and games), applying movement in more complex, game-like situations Prepares pupils for KS1 invasion games, where dribbling, control and spatial awareness are key Supports progression into KS2, where pupils use these skills in structured games with tactics and decision-making	Develops from simple control into more dynamic game situations, including avoiding defenders Introduces the application of skills across different equipment and sports contexts (e.g. football, basketball, hockey) Prepares pupils for KS2 invasion games, where dribbling, control and positioning are key Supports progression into more advanced tactical play, combining movement, control and decision-making	Prepares pupils for UKS2 invasion games, where positioning, strategy and teamwork are key Supports progression into complex gameplay, combining movement, decision-making and tactical awareness	Prepares pupils for UKS2 invasion games, where strategy, positioning and teamwork are key Supports progression into complex game situations, combining movement, tactics and communication	Builds on Year 4 by developing more advanced defensive strategies in invasion games Moves from individual defending into coordinated team defence and support roles Introduces more complex ideas such as player-to-player marking, zone defence and communication systems Prepares pupils for UKS2 competitive sport, where defensive organisation is key Supports progression into high-level gameplay, combining tactics, communication and teamwork	Builds on Year 5 invasion game units by applying advanced tactics within a structured sport (football) Moves from general gameplay into refined control, decision-making and positional awareness Develops game intelligence, including anticipation, timing and tactical choices Prepares pupils for secondary PE sport participation, where rules and structure are more formal Supports progression into confident and independent players, capable of analysing and improving performance
Spring 1	<p>Unit: Explore, Evade, Escape</p> <p>Links to Development Matters / EYFS Framework Physical Development Develop overall body strength, balance, coordination and agility Combine movements with increasing control and confidence Develop fine and gross motor skills through handling and manipulating equipment</p> <p>Personal, Social and Emotional Development Work and play cooperatively and take turns Show awareness of others when sharing space Build confidence and resilience in Challenges</p> <p>Communication and Language Understand and respond to instructions (e.g. start, stop, react) Use language to describe actions, strategies and ideas</p> <p>ELG (Physical Development) Negotiate space and obstacles safely, with consideration for others Demonstrate strength, balance and coordination Move energetically in a range of ways</p> <p>Why are children learning this? To develop the ability to move safely and confidently in space, including changing direction, speed and pathways To learn how to avoid obstacles and other people, building early tactical awareness</p>	<p>Unit: Jump, Shape, Create</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including jumping Develop balance, agility and coordination Apply movements in a range of activities Perform simple movement patterns and begin creating sequences</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Work cooperatively with others and share ideas</i> <i>Develop confidence in performing individually and in groups</i></p> <p>Communication and Language <i>Use key vocabulary (jump, land, shape, create, sequence)</i> <i>Describe and evaluate movement and performance</i></p> <p>Why are children learning this? To develop jumping and landing techniques, including control, balance and safe absorption of force To explore body shapes and balances, both static and during movement To begin linking movements together to create simple sequences To develop creativity and imagination, using the body to represent ideas, themes and stimuli</p>	<p>Unit: Jump, Shape, Create</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including jumping Develop balance, agility and coordination and apply these in a range of activities Perform simple movement patterns and create sequences</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Work collaboratively and support others in shared tasks</i> <i>Show confidence, motivation and resilience when performing</i></p> <p>Communication and Language <i>Use key vocabulary (jump, land, shape, level, create, sequence)</i> <i>Describe, evaluate and improve movement and performance</i></p> <p>Why are children learning this? To develop jumping techniques, including safe landing and control (absorption) To explore and refine body shapes and balances, both static and during movement To learn how to link movements together into short sequences To encourage creativity and imagination, using the body to represent ideas and themes To develop collaboration and communication, working with others to create and perform sequences</p>	<p>Unit: Agility, Balance, Coordination</p> <p>Links to National Curriculum (KS2 PE) Master basic movements including running, jumping, throwing and catching, applying these in a range of activities Develop balance, agility and coordination and begin to apply these within games Improve overall physical competence and movement efficiency</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show resilience and determination to achieve personal best</i> <i>Support others and model positive attitudes in physical activity</i></p> <p>Communication and Language <i>Use key vocabulary (agility, balance, coordination, stability, speed, control)</i> <i>Discuss techniques and give feedback to improve performance</i></p> <p>Why are children learning this? To develop core physical foundations of agility, balance and coordination To improve movement efficiency, including speed, control, stability and direction changes To understand how these skills are applied across different sports and activities To develop the ability to transfer skills from isolated practice into game situations To build confidence, resilience and physical competence through varied challenges</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing greater control, fluency and consistency in fundamental movement skills</p>	<p>Unit: React, Roll, Retrieve</p> <p>Links to National Curriculum (KS2 PE) Apply and develop a broader range of skills in different ways Participate in team games, developing control and decision-making Improve reaction, coordination and object control in game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show resilience, motivation and a positive mindset when challenged</i> <i>Encourage others and demonstrate teamwork in group tasks</i></p> <p>Communication and Language <i>Use key vocabulary (react, roll, retrieve, recover, adapt, direction, target, collect)</i> <i>Communicate strategies and reflect on performance</i></p> <p>Why are children learning this? To develop reaction speed, responding quickly to commands and moving objects To refine rolling techniques, improving accuracy, control and consistency To improve retrieval skills, including positioning, decision-making and movement efficiency To develop anticipation skills, thinking ahead to plan movements and actions To build teamwork and resilience, particularly in striking/fielding-style activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing greater speed, control and precision in reaction, rolling and retrieving</p>	<p>Unit: Lend, Move, Score</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping, throwing and catching in isolation and in combination Play competitive games, applying attacking and defending principles Develop tactical understanding and teamwork within invasion games</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate teamwork, communication and cooperation in games</i> <i>Show sportsmanship, resilience and respect in competitive situations</i></p> <p>Communication and Language <i>Use key vocabulary (pass, move, space, support, score, tactics, teamwork)</i> <i>Communicate strategies and reflect on performance</i></p> <p>Why are children learning this? To develop passing (lend) skills, using a range of techniques and making decisions about when to pass or dribble To improve movement off the ball, creating space and supporting teammates To understand how to create and convert scoring opportunities in invasion games To develop tactical awareness, including teamwork, positioning and decision-making</p>	<p>Unit: Symmetry, Balance, Travel</p> <p>Links to National Curriculum (KS2 PE) Develop flexibility, strength, technique, control and balance Perform gymnastic actions and sequences, linking movements with precision and fluency Compare performances and analyse to improve quality and effectiveness</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show confidence, resilience and leadership when performing and evaluating routines</i> <i>Work collaboratively, providing and responding to constructive feedback</i></p> <p>Communication and Language <i>Use key vocabulary (symmetry, asymmetry, balance, tension, travel, transition, sequence)</i> <i>Justify performance choices and evaluate routines</i></p> <p>Why are children learning this? To master gymnastics skills, including symmetry, balance and travelling movements To understand and apply advanced concepts, including symmetrical and asymmetrical shapes To develop balance techniques, including counter-balance and counter-tension To create and refine complex sequences, linking movements smoothly and effectively</p>

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<p>To apply movement skills in more purposeful and game-like situations (e.g. chasing, escaping, targeting) To develop decision-making and problem-solving, such as choosing how to navigate spaces or complete challenges To build cooperation, communication and teamwork through shared physical challenges</p> <p>Why are they learning this now (curriculum sequencing)?</p> <p>Builds on earlier EYFS units by applying movement skills in increasingly dynamic and interactive environments Introduces early tactical concepts such as evading, reacting and positioning Progresses from controlled exploration to decision-making under pressure (e.g. chasing, escaping, avoiding) Prepares children for KS1 PE, particularly games that involve space, opponents and simple strategies (e.g. invasion games, chasing and fleeing)</p>	<p>To build confidence, cooperation and communication, including performing and giving feedback to others</p> <p>Why are they learning this now (curriculum sequencing)?</p> <p>Builds on EYFS movement and exploration by introducing more structured control and creativity in movement Develops basic skills (jumping, balancing) into combined actions and sequences Introduces early concepts from dance and gymnastics, including shapes, levels and transitions Prepares pupils for KS1 and KS2 units where they create longer sequences and perform with greater control and expression Supports progression from individual movement to collaborative performance and composition</p>	<p>Why are they learning this now (curriculum sequencing)?</p> <p>Builds on Year 1 by increasing control, fluency and complexity in movement and sequences Develops from simple actions to structured sequences combining jumps and shapes Introduces more advanced concepts from dance and gymnastics, such as levels, transitions and linking movements Prepares pupils for KS2 choreography and gymnastics, where sequences are longer and more refined Strengthens the balance between physical skill, creativity and performance, supporting broader PE development</p>	<p>Moves from basic movement into application within games and dynamic activities Strengthens physical foundations needed for all other KS2 PE units (invasion, net/wall, dance, athletics) Prepares pupils for UKS2, where skills are applied with greater precision, speed and tactical awareness Supports progression towards lifelong physical activity, improving overall physical literacy</p>	<p>Moves from simple skill practice into more dynamic, competitive and game-based activities Introduces tactical thinking, including anticipation, positioning and decision-making Prepares pupils for UKS2 striking/fielding and target games, where reaction and retrieval are essential Supports progression into complex gameplay, combining movement, coordination, strategy and teamwork</p>	<p>To build game understanding, including rules, scoring systems and strategies</p> <p>Why are they learning this now (curriculum sequencing)?</p> <p>Builds on Year 4 by developing greater tactical awareness in invasion games Moves from isolated skills into fully applied gameplay, combining passing, movement and scoring Introduces decision-making under pressure, including when to pass, move or shoot Prepares pupils for UKS2 sport (e.g. football, netball) where coordinated team play is essential Supports progression into complex competitive gameplay, including designing games, applying tactics and evaluating performance</p>	<p>To improve performance quality and evaluation, including control, precision and presentation</p> <p>Why are they learning this now (curriculum sequencing)?</p> <p>Builds on Year 5 by developing greater precision, fluency and complexity in gymnastics sequences Moves from structured routines into refined, independent performance creation Emphasises justification and evaluation, with pupils explaining choices and refining work Prepares pupils for secondary PE, where performance quality, analysis and independence are expected Supports progression into confident, skilled performers, combining technical skill, creativity and critical thinking</p>
	<p>Unit: Jump, Shape, Create</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including jumping Develop balance, agility and coordination Apply movements in a range of activities Perform simple movement patterns and begin creating sequences</p> <p>Personal, Social and Emotional Development (wider curriculum links) Work cooperatively with others and share ideas Develop confidence in performing individually and in groups</p> <p>Communication and Language Use key vocabulary (jump, land, shape, create, sequence) Describe and evaluate movement and performance</p> <p>Why are children learning this? To develop jumping and landing techniques, including control, balance and safe absorption of force</p>	<p>Unit: Fair, Share, Dare</p> <p>Links to National Curriculum (KS1 PE) Engage in cooperative and competitive physical activities Participate in team games, developing simple tactics Build character through fairness, respect and teamwork</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show respect, fairness and empathy towards others Demonstrate resilience, confidence and willingness to take risks Work collaboratively and resolve conflicts positively</p> <p>Communication and Language Use key vocabulary (fair, share, rules, respect, teamwork, risk) Express feelings about fairness and teamwork and discuss ideas with others</p> <p>Why are children learning this? To develop fair play and understanding of rules, including taking turns and respecting others</p>	<p>Unit: React, Roll, Retrieve</p> <p>Links to National Curriculum (KS2 PE) Apply and develop a broader range of skills, using them in different ways Participate in team games requiring control, reaction and decision-making Use fundamental movement skills within game-based contexts</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show resilience, motivation and a positive attitude during challenges Encourage others and work collaboratively in pairs and teams</p> <p>Communication and Language Use key vocabulary (react, adapt, roll, retrieve, direction, target, collect, return) Communicate strategies and reflect on performance</p> <p>Why are children learning this? To develop reaction speed and responsiveness, reacting quickly to commands, movement and objects To refine rolling techniques, improving accuracy, control and consistency To build retrieval skills, including positioning, anticipation and efficient movement</p>	<p>Unit: Throw, Prepare, Catch</p> <p>Links to National Curriculum (KS2 PE) Use throwing and catching in isolation and in combination Play competitive games, applying basic principles of attacking and defending Develop coordination and control in a range of activities</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show confidence and resilience when learning new techniques Communicate ideas and support others in paired and group work</p> <p>Communication and Language Use key vocabulary (throw, prepare, ready, position, catch, react, predict) Explain decisions and reflect on performance</p> <p>Why are children learning this? To develop throwing and catching techniques, improving accuracy and control To build hand-eye coordination, including tracking and timing To understand the importance of preparation and positioning, getting ready to catch or receive</p>	<p>Unit: Watch, Move, Connect</p> <p>Links to National Curriculum (KS2 PE) Use throwing and catching in isolation and in combination Play competitive games, applying principles of attacking and defending Develop coordination, agility and object control within game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show resilience and confidence when developing coordination and reaction skills Work collaboratively to solve problems and adapt activities</p> <p>Communication and Language Use key vocabulary (track, anticipate, ready-position, connect, collaborate, variation) Explain decisions and reflect on performance</p> <p>Why are children learning this? To develop tracking skills, improving the ability to watch and predict the movement of objects</p>	<p>Unit: Handball</p> <p>Links to National Curriculum (KS2 PE) Play competitive games, applying principles of attacking and defending Use passing, catching and movement skills in combination Develop tactical awareness, decision-making and teamwork within game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) Demonstrate teamwork, cooperation and fair play Show resilience, confidence and positive participation in competitive games</p> <p>Communication and Language Use key vocabulary (passing, possession, attacking, defending, shooting, strategy, movement) Communicate effectively to organise play and evaluate performance</p> <p>Why are children learning this?</p>

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		<p>To explore body shapes and balances, both static and during movement To begin linking movements together to create simple sequences To develop creativity and imagination, using the body to represent ideas, themes and stimuli To build confidence, cooperation and communication, including performing and giving feedback to others</p> <p>Why are they learning this now (curriculum sequencing)? Builds on EYFS movement and exploration by introducing more structured control and creativity in movement Develops basic skills (jumping, balancing) into combined actions and sequences Introduces early concepts from dance and gymnastics, including shapes, levels and transitions Prepares pupils for KS1 and KS2 units where they create longer sequences and perform with greater control and expression Supports progression from individual movement to collaborative performance and composition</p>	<p>To build teamwork and cooperation, working together to achieve shared goals To encourage risk-taking and confidence, trying new challenges and activities To develop social and emotional awareness, including recognising how actions affect others To promote positive attitudes towards competition, including winning and losing appropriately</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by deepening understanding of fairness, teamwork and competition Moves from simple cooperation into more structured games involving rules, scoring and strategy Encourages children to take greater ownership of games, including setting rules and solving challenges Prepares pupils for KS2 competitive sports, where teamwork, resilience and sportsmanship are essential Reinforces core values (respect, fairness, collaboration) that underpin all PE learning and wider school life</p>	<p>To improve decision-making, selecting the best way to collect and return objects To develop teamwork, resilience and problem-solving, especially in game-based scenarios</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing greater precision, speed and control when reacting, rolling and retrieving Moves from simple activities into more dynamic, game-based and tactical situations Introduces advanced thinking, including anticipation, positioning and planning movements Prepares pupils for UKS2 striking/fielding and target games, where reaction and retrieval are key Supports progression into more complex gameplay, combining movement, coordination, strategy and teamwork</p>	<p>To improve decision-making, selecting the most effective techniques for different situations To develop confidence and consistency, applying skills across a range of activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing greater accuracy, consistency and control in throwing and catching Moves from simple skill practice into more dynamic, game-based situations Introduces the concept of preparation, including positioning, anticipation and readiness Prepares pupils for UKS2 invasion and striking/fielding games, where throwing and catching are critical Supports progression into more complex gameplay, combining coordination, timing, technique and decision-making</p>	<p>To improve movement and positioning, including readiness, anticipation and reaction To refine hand-eye coordination, including catching, striking and controlling objects To develop the ability to connect with others, coordinating movement and teamwork To build problem-solving and decision-making, adapting techniques based on tasks and challenges</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 4 by developing more advanced coordination, reaction and object tracking skills Moves from isolated skills into applied game situations, combining watch, move and connect elements Introduces higher-level concepts such as anticipation, spatial awareness and tactical positioning Prepares pupils for UKS2 net/wall and striking/fielding games, where tracking and movement are critical Supports progression into complex gameplay, combining technical skill, decision-making and teamwork</p>	<p>To develop handball skills, including passing, catching, dribbling and shooting To improve ball handling and control, using different techniques and speeds To understand and apply game rules, including movement, possession and scoring systems To develop attacking strategies, creating space and maintaining possession To improve defensive awareness, intercepting passes and preventing scoring opportunities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 invasion and net/wall units by applying skills within a structured invasion-style sport (handball) Moves from general gameplay into faster, more dynamic transition play and decision-making Develops game intelligence, including quick passing, spatial awareness and anticipation Prepares pupils for secondary PE, where understanding of different sports and transferable skills is essential Supports progression into confident, adaptable performers, able to transfer skills across multiple team sports</p>
<p>Spring 2</p>	<p>Unit: Search, Steal, Share</p> <p>Links to Development Matters / EYFS Framework Physical Development Develop overall body strength, coordination, balance and agility Combine movements with increasing fluency (running, jumping, dodging, carrying) Develop object control through collecting, carrying and manipulating equipment</p> <p>Personal, Social and Emotional Development Work cooperatively, taking turns and sharing resources Show kindness and consideration for others Build resilience when faced with challenges</p> <p>Communication and Language</p>	<p>Unit: Duel, Win, Lose</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running, jumping, throwing and catching Develop balance, agility and coordination and apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show respect, fairness and good sportsmanship</i> <i>Develop resilience and perseverance in competitive situations</i> <i>Manage emotions when winning and losing</i></p>	<p>Unit: Duel, Win, Lose</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running, jumping, throwing and catching Develop balance, agility and coordination and apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show respect, fairness and sportsmanship</i> <i>Demonstrate resilience and perseverance in competitive situations</i> <i>Manage emotions when winning and losing</i></p>	<p>Unit: Run, Jump, Throw</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping and throwing in isolation and in combination Develop flexibility, strength, technique, control and balance Compare performances and strive to achieve personal best</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show determination, resilience and motivation to improve</i> <i>Support others and work collaboratively in competitive and cooperative activities</i></p> <p>Communication and Language Use key vocabulary (<i>sprint, accelerate, leap, distance, power, trajectory, aim</i>) <i>Reflect on performance and explain how to improve</i></p> <p>Why are children learning this?</p>	<p>Unit: Run, Jump, Throw</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping and throwing in isolation and in combination Develop flexibility, strength, technique, control and balance Compare performances and strive to achieve personal best</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show resilience, determination and motivation to improve performance</i> <i>Support others and work collaboratively in both competitive and cooperative contexts</i></p> <p>Communication and Language Use key vocabulary (<i>sprint, accelerate, speed, leap, distance, aim, power, trajectory</i>) <i>Reflect on performance and explain how to improve</i></p> <p>Why are children learning this?</p>	<p>Unit: Symmetry, Balance, Travel</p> <p>Links to National Curriculum (KS2 PE) Develop flexibility, strength, technique, control and balance Perform gymnastic actions and sequences, linking movements fluently Compare performances with previous ones to improve quality and technique</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show confidence, resilience and positive attitudes when performing</i> <i>Work collaboratively, giving and receiving constructive feedback</i></p> <p>Communication and Language</p>	<p>Unit: Lend, Move, Score</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping, throwing and catching in isolation and in combination Play competitive games, applying principles of attacking and defending Develop advanced tactical awareness and teamwork within invasion games</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate leadership, resilience and respect within team games</i> <i>Take responsibility for decision-making and supporting others</i></p> <p>Communication and Language</p>

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<p>Understand and follow instructions in games Use language to describe challenges, strategies and solutions Communicate effectively with partners and teams</p> <p>ELG (Physical Development) Negotiate space and obstacles safely, with consideration for others Demonstrate strength, balance and coordination Move energetically in a range of ways</p> <p>Why are children learning this? To develop the ability to move efficiently and safely in shared spaces, including avoiding others and obstacles To apply movement skills in game-like situations involving searching, collecting, dodging and targeting To build problem-solving skills, including overcoming challenges independently and with others To develop cooperation, teamwork and sharing, including taking on different roles in games To support children in understanding fairness, collaboration and positive interaction with others</p> <p>Why are they learning this now (curriculum sequencing)? Builds on prior units by combining movement, decision-making and cooperation in more complex game scenarios Introduces early tactical awareness, including searching, avoiding, chasing and protecting Progresses towards team-based challenges and shared goals, developing social and strategic understanding Prepares children for KS1 PE, particularly games involving teamwork, simple competition, and applying skills in structured activities (e.g. invasion games, target games)</p>	<p>Communication and Language <i>Use key vocabulary (duel, win, lose, respect, persevere)</i> <i>Communicate ideas and reflect on performance and outcomes</i></p> <p>Why are children learning this? To introduce children to competition in a supportive and structured way To develop physical skills for competing, such as movement, speed, agility and control To learn how to play by rules, score points and apply simple tactics To support children in understanding how to win and lose appropriately, including celebrating success and managing disappointment To develop teamwork, communication and problem-solving within competitive activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on earlier Year 1 units (e.g. Fair, Share, Dare) by progressing from cooperation to structured competition Reinforces key movement and game skills (running, avoiding, controlling space) in competitive contexts Introduces the emotional and social aspects of competition, preparing pupils to cope with success and failure Provides a foundation for more complex competitive games and tactics in later KS1 and KS2 Supports the development of character, resilience and sportsmanship, which underpin all future PE learning</p>	<p>Communication and Language <i>Use key vocabulary (duel, win, lose, respect, persevere)</i> <i>Communicate ideas and reflect on performance and outcomes</i></p> <p>Why are children learning this? To introduce and develop competitive skills through duels and simple games To improve movement skills and decision-making in competitive situations To learn how to apply rules and scoring systems within games To understand how to win and lose appropriately, including celebrating success and coping with failure To develop problem-solving, teamwork and communication during competitive activities</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 units (e.g. <i>Duel, Win, Lose and Fair, Share, Dare</i>) by developing more structured competition and strategy Moves from simple participation to tactical thinking, including attacking, defending and scoring Develops pupils' ability to manage emotions and demonstrate sportsmanship in more competitive contexts Prepares pupils for KS2 competitive games, where skill execution, tactics and resilience are more advanced Reinforces key values (respect, perseverance, fairness) that underpin all PE and sport participation</p>	<p>To develop core athletic skills of running, jumping and throwing To improve technique, including speed, power, control and accuracy To understand how to adapt movements, including speed, distance and force To develop the ability to combine movements, applying them in different activities and challenges To build confidence, resilience and awareness of personal performance, including setting and improving personal bests</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing greater technical accuracy and consistency across all fundamental movement skills Moves from basic movement into applied athletic and game-based contexts Introduces performance awareness, including evaluating and improving personal technique Prepares pupils for UKS2 athletics, where focus increases on speed, power, distance and performance outcomes Strengthens the foundations for all other PE units, supporting physical literacy and long-term participation</p>	<p>To develop core athletic skills of running, jumping and throwing To improve technique, including speed, power, control and accuracy To understand how to adapt movements, including speed, direction, distance and force To develop the ability to apply and combine skills in a range of challenges and activities To build confidence, resilience and personal performance awareness, including achieving personal bests</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing greater technical accuracy, consistency and control across fundamental skills Moves from basic movement into applied athletic and game-based contexts Introduces more advanced concepts such as efficient movement, power generation and performance improvement Prepares pupils for UKS2 athletics, where greater emphasis is placed on performance, technique and outcomes Strengthens the foundations for all other PE units, supporting overall physical literacy and long-term participation [Year-</p>	<p><i>Use key vocabulary (symmetry, asymmetry, balance, tension, travel, transition, sequence)</i> <i>Describe, evaluate and improve performance</i></p> <p>Why are children learning this? To develop gymnastics skills, focusing on symmetry, balance and travelling movements To understand and apply symmetrical and asymmetrical shapes within routines To explore balance techniques, including counter-balance and counter-tension To create sequences, linking balances and travelling movements smoothly To improve performance quality, including control, coordination and presentation</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 4 by developing greater control, precision and complexity in gymnastics sequences Moves from simple combinations into structured routines with clear fluency and transitions Deepens understanding of technical concepts such as symmetry, tension and sequence design Prepares pupils for UKS2 dance and gymnastics performance units, where routines are more refined Supports progression in evaluation and choreography, combining creativity with technical skill</p>	<p><i>Use key vocabulary (pass, move, space, support, score, tactics, teamwork)</i> <i>Justify decisions and evaluate team performance</i></p> <p>Why are children learning this? To master passing (lend) skills, using a range of techniques with accuracy and precision To refine movement off the ball, creating space and supporting teammates effectively To develop the ability to create and finish scoring opportunities To enhance tactical awareness, analysing strategies and adapting gameplay To build leadership and evaluation skills, reflecting on team performance and improving outcomes</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 by developing advanced decision-making, precision and tactical awareness Moves from applying strategies to justifying, analysing and adapting them in competitive situations Introduces independence and leadership, including creating games and officiating Prepares pupils for secondary PE, where performance analysis and tactical understanding are expected Supports progression into high-level gameplay, combining skill, strategy, communication and reflection</p>
	<p>Unit: Inspire, Create, Perform</p> <p>Links to National Curriculum (KS1 PE) Perform dances using simple movement patterns Master basic movements including jumping and linking actions Develop balance, coordination and control within sequences</p>	<p>Unit: Inspire, Create, Perform</p> <p>Links to National Curriculum (KS1 PE) Perform dances using simple movement patterns Develop balance, coordination and control Apply movement skills creatively in performance contexts</p>	<p>Unit: Fair, Share, Dare</p> <p>Links to National Curriculum (KS2 PE) Participate in team games, developing cooperation and fair play Apply basic principles of attacking and defending Develop social skills, teamwork and communication through physical activity [</p> <p><i>Personal, Social and Emotional Development (wider curriculum links)</i></p>	<p>Unit: Fair, Share, Dare</p> <p>Links to National Curriculum (KS2 PE) Participate in team games, developing cooperation and fair play Play competitive activities that build character, respect and resilience Apply basic principles of attacking and defending within games</p> <p><i>Personal, Social and Emotional Development (wider curriculum links)</i></p>	<p>Swimming</p>	<p>Unit: Modified Games – Basketball</p> <p>Links to National Curriculum (KS2 PE) Play competitive games, applying principles of attacking and defending Use passing, dribbling and shooting skills in combination</p>

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		<p>Personal, Social and Emotional Development (wider curriculum links)</p> <p>Work collaboratively and support others in performance Develop confidence in sharing and performing ideas</p> <p>Communication and Language Use key vocabulary (motif, sequence, choreography, perform) Describe, evaluate and refine movement and performance</p> <p>Why are children learning this? To develop creative movement and dance skills, including jumps, turns and gestures To learn how to create and link movements together into simple sequences (motifs) To explore space, levels, timing and dynamics when performing To build confidence in performing individually, in pairs and as a group To develop collaboration and communication, sharing ideas and performing together</p> <p>Why are they learning this now (curriculum sequencing)? Builds on earlier Year 1 units (e.g. Jump, Shape, Create) by extending movement into structured dance sequences Moves children from basic movement exploration to composition and performance Introduces key dance concepts (motif, sequence, unison, timing) as a foundation for KS2 dance Develops confidence in performing to others and refining work over time Completes the Year 1 curriculum by balancing physical skill development with creativity and expression</p>	<p>Personal, Social and Emotional Development (wider curriculum links)</p> <p>Work collaboratively and support others when performing Develop confidence in sharing and performing ideas</p> <p>Communication and Language Use key vocabulary (motif, choreography, sequence, unison, timing, performance) Describe, evaluate and refine movement and performance</p> <p>Why are children learning this? To develop dance and creative movement skills, including gestures, jumps and turns To learn how to create, link and perform movement sequences (motifs) To explore space, levels, direction, timing and dynamics in performance To develop creativity and imagination, responding to themes and stimuli To build confidence and collaboration, working individually, in pairs and as a group to perform</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by extending movement from simple sequences to more structured choreography and longer routines Develops from individual movement into combined group and partner performances Introduces more advanced dance concepts such as motif development, travelling sequences and unison work Prepares pupils for KS2 dance and performance, where creativity, structure and refinement are more advanced Supports progression in expressive movement and performance confidence, balancing physical skill with creativity</p>	<p><i>Demonstrate fairness, respect and resilience in competitive situations</i> <i>Show teamwork, empathy and inclusion when working with others</i></p> <p>Communication and Language Use key vocabulary (fair, share, teamwork, respect, strategies, risk, challenge) Communicate clearly, resolve conflicts and reflect on behaviour in games</p> <p>Why are children learning this? To develop fair play and understanding of rules, ensuring games are inclusive and respectful To build teamwork and collaboration skills, sharing responsibility within a group To encourage confidence and resilience, particularly when facing challenges or setbacks To explore risk-taking in a positive way, making decisions about when to be brave in games To support whole-child development, including social, emotional and behavioural skills alongside physical activity</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing more complex social and teamwork skills within competitive contexts Moves from simple cooperation into structured teamwork, strategy and shared responsibility Introduces concepts such as fairness, respect, inclusion and risk vs reward in gameplay Prepares pupils for UKS2, where teamwork, leadership and sportsmanship are more developed Supports progression into more advanced games, where collaboration, communication and decision-making are essential</p>	<p><i>Demonstrate fairness, respect and resilience in competitive situations</i> <i>Show confidence, teamwork and positive attitudes when facing challenge and risk</i></p> <p>Communication and Language Use key vocabulary (fair, rules, respect, teamwork, strategies, risk, brave) Communicate ideas, resolve conflict and reflect on behaviour and decisions</p> <p>Why are children learning this? To develop fair play, understanding rules and making ethical decisions in games To improve teamwork and collaboration, sharing roles and responsibilities To build confidence and willingness to take risks, trying new challenges in a supportive environment To develop resilience, responding positively to setbacks and competition To support whole-child development, including social, emotional and behavioural skills</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing more mature understanding of fairness, teamwork and competition Moves from simple cooperation into structured team roles, strategies and shared responsibility Introduces concepts such as risk vs reward, leadership and role allocation within games Prepares pupils for UKS2, where teamwork, leadership and sportsmanship are more advanced Supports progression into complex team games, where communication, fairness and decision-making are crucial</p>		<p>Develop tactical awareness, positioning and teamwork within game situations</p> <p>Personal, Social and Emotional Development (wider curriculum links) Demonstrate teamwork, resilience and fair play in competitive situations Communicate effectively and support others during gameplay</p> <p>Communication and Language Use key vocabulary (pass, move, space, dribble, possession, tactics, attack, defence) Justify decisions and evaluate team performance</p> <p>Why are children learning this? To develop basketball-specific skills, including dribbling, passing and shooting To improve ball control and coordination, using correct techniques in gameplay To understand and apply attacking and defensive tactics, including spacing and movement To enhance decision-making, choosing when to pass, dribble or shoot To develop teamwork and communication, working collaboratively to achieve success</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 invasion units by applying skills within a structured sport (basketball) Moves from general gameplay into refined technique, rules and tactical application Develops game intelligence, including positioning, anticipation and strategic play Prepares pupils for secondary PE invasion sports, such as basketball and netball Supports progression into confident, independent players, able to analyse and improve performance</p>
Summer 1	<p>Unit: Crawl, Climb, Collect</p> <p>Links to Development Matters / EYFS Framework Physical Development Develop overall body strength, balance, coordination and agility</p>	<p>Unit: Run, Jump, Throw</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running, jumping, throwing and catching</p>	<p>Unit: Run, Jump, Throw</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including running, jumping, throwing and catching</p>	<p>Unit: Duel, Win, Lose</p> <p>Links to National Curriculum (KS2 PE) Participate in team games, developing simple tactics for attacking and defending Apply and develop fundamental movement skills in competitive contexts</p>	<p>Unit: Duel, Win, Lose</p> <p>Links to National Curriculum (KS2 PE) Participate in team games, applying tactics for attacking and defending Apply fundamental movement skills in competitive contexts</p>	<p>Unit: Aim, Strike, Retrieve</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Unit: Speed, Distance, Strength</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping and throwing in isolation and in combination</p>

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<p>Use core muscle strength to achieve a good posture and stability Develop fine and gross motor skills through coordinated movement (hands and feet)</p> <p>Personal, Social and Emotional Development Show resilience and perseverance when learning new skills Work cooperatively with others and take turns Develop confidence when tackling new physical challenges</p> <p>Communication and Language Listen carefully and follow instructions Describe experiences and reflect on success and challenge</p> <p>ELG (Physical Development) Negotiate space and obstacles safely, with consideration for others Demonstrate strength, balance and coordination Move energetically in a range of ways</p> <p>Why are children learning this? To develop core strength, stability and coordination through crawling and climbing activities To improve spatial awareness and decision-making, including where to place hands and feet safely To build confidence in navigating different environments and obstacles To develop problem-solving skills, such as figuring out how to move through or across equipment To promote resilience, independence and teamwork, including encouraging others and persevering in challenges</p> <p>Why are they learning this now (curriculum sequencing)? Provides a strong physical foundation, focusing on core strength and stability needed for all later movement Builds early movement competence before progressing to more dynamic, game-based and tactical units Supports safe participation in increasingly complex physical tasks across EYFS Prepares children for KS1 PE, particularly activities involving agility, balance, coordination and applying movement skills in different contexts</p>	<p>Develop balance, agility and coordination Begin to apply these skills in a range of activities</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show determination and resilience when learning new skills Encourage others and work collaboratively</i></p> <p>Communication and Language <i>Use key vocabulary (run, jump, land, throw, aim, direction) Describe and reflect on performance and challenges</i></p> <p>Why are children learning this? To develop core fundamental movement skills of running, jumping and throwing To improve control, coordination and body awareness when performing these movements To understand how to adapt movements depending on the task (e.g. speed, distance, direction) To build confidence in physical activity through practising essential athletic skills To develop problem-solving, resilience and teamwork, including encouraging others and trying new challenges</p> <p>Why are they learning this now (curriculum sequencing)? Builds on EYFS movement development, strengthening foundations of physical literacy Reinforces key skills alongside other Year 1 units (e.g. agility, object control) to ensure breadth and repetition Provides essential preparation for KS1 athletics-style activities and more structured PE Supports progression into KS2, where running, jumping and throwing are refined into skills such as accuracy, power and distance Acts as a core unit underpinning all PE learning, as these movements are fundamental across games, athletics and physical activity</p>	<p>Develop balance, agility and coordination and apply these in a range of activities Apply fundamental movement skills in physical activities and simple games</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show determination and resilience when developing skills Encourage others and work collaboratively</i></p> <p>Communication and Language <i>Use key vocabulary (run, jump, land, throw, aim, speed, direction) Describe and reflect on performance and improvement</i></p> <p>Why are children learning this? To further develop core fundamental movement skills of running, jumping and throwing To improve control, balance and coordination, including safe landing and accurate throwing To understand how to adapt movements, changing speed, distance, direction and technique To build confidence and physical competence across a range of athletic-style activities To develop determination, teamwork and problem-solving, including setting challenges and improving performance</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by developing greater precision, control and consistency in key movement skills Moves from simple movements into more applied and varied contexts, including obstacles and challenges Reinforces key physical skills that underpin all other PE units, including games and athletics Prepares pupils for KS2 athletics, where skills are refined into accuracy, power and distance Strengthens the foundations of physical literacy, supporting lifelong participation in sport and activity</p>	<p>Learn how to compete fairly, demonstrating respect and sportsmanship</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Learn to cope with winning and losing positively Show respect, perseverance and sportsmanship in competitive situations</i></p> <p>Communication and Language <i>Use key vocabulary (duel, win, lose, tactics, respect, persevere, celebrate) Communicate strategies and reflect on performance and emotions</i></p> <p>Why are children learning this? To develop skills for competing against others, including spatial awareness and movement To understand and apply basic tactics, such as creating space and outwitting opponents To explore how to win with humility and lose with resilience, building emotional understanding To improve decision-making in competitive situations, including timing and positioning To develop sportsmanship and respect, supporting positive attitudes towards competition</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by introducing more structured competition and tactical thinking Moves from cooperative play into competitive scenarios, including 1v1 (duel) and team play Develops understanding of emotional responses to winning and losing, supporting personal growth Prepares pupils for UKS2 competitive games, where tactics, resilience and sportsmanship are key Supports progression into more advanced gameplay, combining movement skills, strategy and emotional awareness</p>	<p>Learn to compete fairly, demonstrating respect and sportsmanship</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Develop resilience in both winning and losing situations Show respect, perseverance and positive attitudes in competitive environments</i></p> <p>Communication and Language <i>Use key vocabulary (duel, win, lose, tactics, respect, persevere, celebrate) Communicate strategies and reflect on performance and emotions</i></p> <p>Why are children learning this? To develop skills for competing against others, including movement, positioning and awareness To apply tactics and strategies, such as outwitting opponents and using space effectively To explore how to win with humility and lose with resilience, building emotional understanding To improve decision-making and problem-solving in game situations To develop sportsmanship, including respect for opponents and fair play</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing more advanced competitive skills and tactical awareness Moves from simple competition into more structured duels and team-based challenges Deepens understanding of emotional responses to competition, including handling success and failure Prepares pupils for UKS2 competitive games, where tactics, resilience and sportsmanship are crucial Supports progression into complex gameplay, combining movement skills, strategy and emotional control</p>	<p>Play competitive games, applying principles of attacking and defending Apply and develop a broader range of skills in different ways</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show confidence, resilience and focus during competitive activities Work collaboratively, demonstrating teamwork and sportsmanship</i></p> <p>Communication and Language <i>Use key vocabulary (accuracy, trajectory, strike, placement, fielding, positioning, anticipation) Explain decisions and reflect on performance and tactics</i></p> <p>Why are children learning this? To develop aiming skills, improving accuracy, control and consistency when throwing or sending objects To refine striking skills, using a range of equipment to direct objects with power and placement To improve retrieving and fielding skills, including anticipation, positioning and reaction To understand how to apply these skills in striking and fielding games (e.g. rounders, cricket) To develop tactical awareness, including where to strike, how to field effectively and how to work as a team</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 4 by developing more advanced striking and fielding techniques Moves from isolated skills into fully applied game situations, combining aim, strike and retrieve Introduces greater tactical thinking, including placement, anticipation and team strategy Prepares pupils for UKS2 striking/fielding sports such as cricket and rounders Supports progression into complex gameplay, combining technical skills, decision-making and teamwork</p>	<p>Develop flexibility, strength, technique, control and balance Compare performances and demonstrate improvement to achieve personal bests</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show resilience, determination and self-motivation when improving performance Support others in achieving personal goals and celebrate success</i></p> <p>Communication and Language <i>Use key vocabulary (speed, acceleration, pace, power, force, distance, measurement) Explain performance and justify improvements</i></p> <p>Why are children learning this? To develop athletics skills, including running (speed), jumping (distance) and throwing (strength) To understand how technique impacts performance, including speed, distance and power To improve ability to measure and track personal bests, setting and achieving goals To refine movement efficiency, including coordination, timing and control To build analytical skills, evaluating performance and making improvements</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 by developing greater technical precision and measurable performance outcomes Moves from participation to performance improvement and personal best achievement Introduces analysis and self-evaluation, refining technique for maximum efficiency Prepares pupils for secondary athletics and fitness-based activities, where performance tracking is key Supports progression into independent performers, capable of setting targets and improving outcomes</p>	
		<p>Unit: React, Roll, Retrieve</p>	<p>Unit: React, Roll, Retrieve</p>	<p>Unit: Pass, Position, Patience</p>	<p>Unit: Pass, Position, Patience</p>	<p>Swimming</p>	<p>Unit: Modified Games – Mini Tennis</p>

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		<p>Links to National Curriculum (KS1 PE) Develop fundamental movement skills, particularly object control and locomotion Master basic movements and apply them in a range of activities Participate in simple games requiring reaction, control and decision-making</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Stay focused and show positive attitudes during activities Encourage others and manage emotions when facing challenges</i></p> <p>Communication and Language <i>Understand and follow instructions quickly Use key vocabulary (react, roll, retrieve, aim, direction, collect)</i></p> <p>Why are children learning this? To develop reaction speed and awareness, responding quickly to different stimuli To improve object control skills, including rolling with accuracy and retrieving efficiently To build understanding of how to anticipate movement, including predicting direction and speed of a ball To develop movement efficiency, choosing the quickest routes and positions when retrieving To promote confidence, focus and resilience, even when tasks are challenging</p> <p>Why are they learning this now (curriculum sequencing)? Builds on earlier Year 1 units (e.g. Run, Jump, Throw and Throw, Prepare, Catch) by adding reaction, anticipation and control Develops from basic object handling into game-related skills, particularly those used in striking and fielding activities Introduces early concepts of anticipation, positioning and decision-making Prepares pupils for KS1 and KS2 activities, including target games and striking/fielding games Supports progression into more complex gameplay, where</p>	<p>Links to National Curriculum (KS1 PE) Develop fundamental movement skills, particularly locomotion and object control Master basic movements and apply these in a range of activities Participate in simple game-based activities requiring reaction and decision-making</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Show focus, perseverance and a positive attitude during challenges Encourage others and manage emotions when tasks are difficult</i></p> <p>Communication and Language <i>Use key vocabulary (react, roll, retrieve, aim, target, direction, collect) Follow instructions quickly and communicate effectively with others</i></p> <p>Why are children learning this? To develop reaction speed and responsiveness, reacting quickly to commands, stimuli and moving objects To improve rolling accuracy and control, understanding direction, speed and target To build retrieval skills, including collecting objects efficiently and positioning the body correctly To develop anticipation skills, predicting where a ball will travel and planning movements To promote confidence, concentration and resilience, especially when working in pairs and teams</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by extending simple rolling and retrieving into more dynamic, game-based situations Develops greater accuracy, anticipation and speed, linking movement and object control together Introduces early striking and fielding concepts, such as retrieving quickly and returning objects efficiently</p>	<p>Links to National Curriculum (KS2 PE) Participate in team games, developing tactics for attacking and defending Apply and develop a broader range of skills in different ways Improve coordination, control and decision-making in game contexts</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate teamwork, cooperation and patience in group situations Show resilience and positive attitudes when working under pressure</i></p> <p>Communication and Language <i>Use key vocabulary (pass, position, support, angle, timing, awareness, patience) Communicate effectively with teammates and reflect on strategies</i></p> <p>Why are children learning this? To develop accurate passing skills, using appropriate power and technique To improve spatial awareness, understanding how to find and use space effectively To learn how to support teammates, creating passing options and maintaining possession To understand the importance of patience in gameplay, building attacks rather than rushing To develop decision-making and teamwork, selecting when and where to pass and move</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing greater accuracy, control and teamwork within games Moves from simple passing into game-based tactical play, including positioning and support Introduces attacking strategies, such as maintaining possession and creating space Prepares pupils for UKS2 invasion games, where strategy, teamwork and patience are key Supports progression into complex gameplay, combining movement, communication and decision-making</p>	<p>Links to National Curriculum (KS2 PE) Participate in team games, developing tactics for attacking and defending Apply and develop a broader range of skills in different ways Improve control, coordination and decision-making within game contexts</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate teamwork, cooperation and patience in group activities Show resilience and positive attitudes when solving problems in games</i></p> <p>Communication and Language <i>Use key vocabulary (pass, accuracy, position, support, angle, timing, awareness, patience) Communicate strategies and reflect on decisions and performance</i></p> <p>Why are children learning this? To develop accurate passing skills, using appropriate power, timing and technique To improve spatial awareness, understanding how to find and move into effective positions To learn how to support teammates, creating passing options and maintaining possession To understand the importance of patience in gameplay, building attacks thoughtfully rather than rushing To develop decision-making and tactical awareness, including when and where to pass</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing greater accuracy, control and consistency in passing and movement Moves from simple passing into more complex tactical gameplay, including positioning and support Introduces deeper concepts such as timing, awareness and decision-making under pressure Prepares pupils for UKS2 invasion games, where strategy, teamwork and patience are essential Supports progression into complex gameplay, combining movement, communication, tactics and teamwork</p>		<p>Links to National Curriculum (KS2 PE) Play competitive games, applying principles of attacking and defending Use striking, aiming and footwork skills in combination Develop coordination, control and tactical awareness in net/wall games</p> <p>Personal, Social and Emotional Development (wider curriculum links) <i>Demonstrate cooperation, resilience and fair play during games Show perseverance and a positive attitude when developing skills</i></p> <p>Communication and Language <i>Use key vocabulary (send, return, serve, direction, movement, adjust, collaboration) Communicate effectively with partners and evaluate performance</i></p> <p>Why are children learning this? To develop tennis-specific skills, including forehand, backhand, serving and rallying To improve hand-eye coordination, agility and balance To understand how to control and place shots, adapting power and direction To apply tactical awareness, positioning effectively to return and win points To develop cooperative and competitive play, working with partners and opponents</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 net/wall units by applying skills within a structured sport (tennis) Moves from general coordination into refined technique and controlled rallying Develops game intelligence, including anticipation, positioning and shot selection Prepares pupils for secondary PE net/wall sports, such as tennis and badminton Supports progression into confident performers, capable of</p>
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		reacting, controlling and retrieving objects are key	Prepares pupils for KS2 striking/fielding and target games, where reaction and retrieval are essential Supports progression into more complex gameplay, requiring quick decisions, positioning and coordination				sustaining rallies, applying tactics and analysing performance
Summer 2	<p>Unit: Hands, Feet, Equipment</p> <p>Links to Development Matters / EYFS Framework Physical Development Develop overall body strength, coordination, balance and agility Develop fine and gross motor skills through handling equipment Combine movements with increasing control, particularly when manipulating objects</p> <p>Personal, Social and Emotional Development Take turns, share equipment and cooperate with others Show confidence when trying new challenges Encourage others and work as part of a team</p> <p>Communication and Language Follow instructions and understand key vocabulary (e.g. send, receive, control) Communicate ideas and work collaboratively with others</p> <p>ELG (Physical Development) Negotiate space and obstacles safely, with consideration for others Demonstrate strength, balance and coordination Move energetically in a range of ways</p> <p>Why are children learning this? To develop object control skills, including sending, receiving, striking and dribbling using hands, feet and equipment To build coordination and control when manipulating objects in a variety of ways To introduce children to skills used in future sports and games (e.g. football, tennis, hockey) To develop problem-solving and challenge, including choosing equipment and adapting tasks To promote cooperation and teamwork, including sharing equipment and encouraging others</p>	<p>Unit: Target, Control, Combine</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including throwing and catching Develop coordination and object control Participate in games requiring simple tactics and teamwork</p> <p>Personal, Social and Emotional Development (wider curriculum links) Work collaboratively and communicate effectively Show determination and support others</p> <p>Communication and Language Use key vocabulary (aim, accuracy, coordination, control, collaborate) Discuss strategies and give feedback to others</p> <p>Why are children learning this? To develop accuracy and control when sending objects towards a target To improve hand-eye and foot-eye coordination through repeated practice To learn how to adapt techniques depending on equipment, distance and task To develop understanding of tactics and decision-making, such as positioning and power To build teamwork, communication and cooperation, including sharing ideas and working collaboratively</p> <p>Why are they learning this now (curriculum sequencing)? Builds on earlier Year 1 object control units (e.g. <i>Throw, Prepare, Catch and Hands, Feet, Equipment</i>) Develops from simple sending and receiving into target-based accuracy and tactical play</p>	<p>Unit: Target, Control, Combine</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including throwing, rolling and catching Develop coordination and object control Participate in games developing simple tactics and teamwork</p> <p>Personal, Social and Emotional Development (wider curriculum links) Work collaboratively and communicate effectively in teams Show resilience and support others during challenges</p> <p>Communication and Language Use key vocabulary (aim, accuracy, coordination, control, collaborate, compete) Discuss strategies and provide feedback to improve performance</p> <p>Why are children learning this? To develop accuracy and control when sending objects (rolling, throwing and striking) towards targets To improve hand-eye and foot-eye coordination through repetition and varied activities To understand how to adapt techniques depending on distance, equipment and task To develop tactical awareness, including positioning, power and direction To build teamwork, communication and cooperation, working together in both competitive and collaborative games</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 1 by refining greater accuracy, control and consistency in target-based skills</p>	<p>Unit: Jump, Shape, Create</p> <p>Links to National Curriculum (KS2 PE) Develop flexibility, strength, technique, control and balance Perform movements with precision, control and creativity Create and perform movement sequences</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show perseverance and confidence when refining movements Work collaboratively to create and perform sequences</p> <p>Communication and Language Use key vocabulary (jump, land, shape, balance, create, sequence, perform) Give and receive feedback to improve performance</p> <p>Why are children learning this? To develop a range of jumping techniques, focusing on control, balance and safe landing To explore body shapes, including static and dynamic positions To learn how to link movements together, creating simple sequences To develop creativity, using the body as a tool for expression To improve evaluation skills, giving feedback and refining performance</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing greater control, technique and creativity in movement Moves from simple actions into sequenced movement and performance-based tasks Introduces key concepts such as body positioning, extension, control and sequencing Prepares pupils for UKS2 dance and gymnastics, where performance quality and composition are more advanced Supports progression in physical literacy and creative expression, combining movement skills with choreography</p>	<p>Unit: Symmetry, Balance, Travel</p> <p>Links to National Curriculum (KS2 PE) Develop flexibility, strength, technique, control and balance Perform gymnastic actions and sequences, linking movements together Evaluate and compare performances to improve quality and effectiveness</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show confidence, resilience and perseverance when performing sequences Work collaboratively, giving and receiving constructive feedback</p> <p>Communication and Language Use key vocabulary (symmetry, asymmetry, balance, tension, travel, transition, sequence) Describe performance and suggest ways to improve</p> <p>Why are children learning this? To develop gymnastics skills, including symmetry, balance and travelling movements To understand and apply symmetrical and asymmetrical shapes To explore balance techniques, including counter balance and counter tension To create movement sequences, linking shapes, balances and travelling actions To improve performance quality, including control, coordination and presentation</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing more advanced control, precision and sequencing in gymnastics Moves from simple sequences into structured routines combining multiple elements Introduces deeper concepts such as symmetry vs asymmetry, tension, and fluid transitions Prepares pupils for UKS2 dance and gymnastics, where routines become more complex and refined</p>	<p>Unit: Run, Jump, Throw</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping and throwing in isolation and in combination Develop flexibility, strength, technique, control and balance Compare performances and demonstrate improvement to achieve personal best</p> <p>Personal, Social and Emotional Development (wider curriculum links) Demonstrate resilience, motivation and commitment to improving performance Set personal goals and take responsibility for progress</p> <p>Communication and Language Use key vocabulary (accelerate, pace, technique, jump, trajectory, accuracy) Explain performance and reflect on improvement</p> <p>Why are children learning this? To develop key fundamental movement skills, including running, jumping and throwing To improve speed, power, coordination and control in different physical activities To learn how to apply techniques effectively, adapting movements for different tasks To improve performance through evaluation, identifying strengths and areas for development To build confidence and independence, setting goals and striving to improve</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 4 by developing greater efficiency, control and technical accuracy in fundamental skills</p>	<p>Unit: Aim, Strike, Retrieve</p> <p>Links to National Curriculum (KS2 PE) Use running, jumping, throwing and catching in isolation and in combination Apply and develop a broader range of skills in different ways Play competitive striking and fielding games, applying tactics and strategies</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show resilience, confidence and determination in competitive situations Demonstrate teamwork, leadership and sportsmanship in game contexts</p> <p>Communication and Language Use key vocabulary (accuracy, trajectory, technique, placement, fielding, positioning, anticipation) Justify decisions and evaluate performance</p> <p>Why are children learning this? To master aiming skills, including accuracy, trajectory and technique in different situations To refine striking skills, using a range of equipment with control, power and placement To develop retrieving (fielding) skills, including anticipation, positioning and efficient collection To apply advanced tactics, deciding how to score and defend effectively in game situations To develop decision-making and evaluation, justifying choices and improving performance</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 5 by progressing from developing skills → mastering and justifying their use in gameplay</p>

PE Whole School Overview

<p>Why are they learning this now (curriculum sequencing)? Builds on earlier EYFS units where children develop movement, balance and spatial awareness Introduces specific object control skills, moving from general movement to more sport-related actions Develops the foundation for KS1 PE activities, including striking, kicking, sending and receiving Prepares children to apply skills in games, target activities and simple competition in later learning</p>	<p>Introduces the concept of combining skills, using multiple techniques within games Prepares pupils for KS1 and KS2 target games and invasion games, where accuracy and control are essential Supports progression into more complex skills, including applying power, distance and decision-making in games</p>	<p>Develops from simple object control into more tactical and game-based applications Introduces combining skills such as sending, aiming and decision-making within team contexts Prepares pupils for KS2 target and invasion games, where accuracy, control and tactics are essential Supports progression into more complex gameplay, involving strategy, teamwork and varied techniques</p>			<p>Supports progression in performance, evaluation and choreography, combining creativity with technical skill</p>	<p>Moves from basic movement into refined technique and purposeful application Introduces performance analysis and personal best goals, developing self-improvement skills Prepares pupils for UKS2 athletics and competitive sport, where performance and technique are key Supports progression into advanced physical performance, combining strength, coordination, speed and control</p>	<p>Moves from structured activities into independent, tactical decision-making under pressure Introduces higher-level analysis, including evaluating technique based on game context Prepares pupils for secondary PE striking/fielding sports (e.g. cricket, rounders) Supports progression into confident, reflective performers, combining technical skill, tactical awareness and leadership</p>
	<p>Unit: Send, Receive, Return</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including throwing, catching and striking Develop balance, agility and coordination Begin to apply these skills in a range of activities, including simple games</p> <p>Personal, Social and Emotional Development (wider curriculum links) Work cooperatively with others and show perseverance Demonstrate patience and resilience when developing new skills</p> <p>Communication and Language Use key vocabulary (send, receive, return, strike, aim, control) Communicate and share ideas with partners and teams</p> <p>Why are children learning this? To develop sending, receiving and returning skills, using hands and equipment To improve hand-eye coordination and control, particularly when striking or trapping objects To build understanding of how to aim, control direction and respond to a moving object To introduce early net/wall-style concepts, such as rallying and returning to a space or partner To develop teamwork, communication and persistence, working with others to improve performance</p> <p>Why are they learning this now (curriculum sequencing)?</p>	<p>Unit: Target, Control, Combine</p> <p>Links to National Curriculum (KS1 PE) Master basic movements including throwing, rolling and catching Develop coordination and object control Participate in games developing simple tactics and teamwork</p> <p>Personal, Social and Emotional Development (wider curriculum links) Work collaboratively and communicate effectively in teams Show resilience and support others during challenges</p> <p>Communication and Language Use key vocabulary (aim, accuracy, coordination, control, collaborate, compete) Discuss strategies and provide feedback to improve performance</p> <p>Why are children learning this? To develop accuracy and control when sending objects (rolling, throwing and striking) towards targets To improve hand-eye and foot-eye coordination through repetition and varied activities To understand how to adapt techniques depending on distance, equipment and task To develop tactical awareness, including positioning, power and direction To build teamwork, communication and cooperation, working together in both competitive and collaborative games</p> <p>Why are they learning this now (curriculum sequencing)?</p>	<p>Unit: Accuracy, Power, Distance</p> <p>Links to National Curriculum (KS2 PE) Use throwing skills in isolation and in combination Develop flexibility, strength, control and balance Compare performances and strive to achieve personal best</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show resilience and determination when improving performance Work collaboratively, sharing ideas to help others improve</p> <p>Communication and Language Use key vocabulary (accuracy, power, distance, aim, technique, target, strength) Explain choices and reflect on how to improve performance</p> <p>Why are children learning this? To develop a range of throwing skills, focusing on accuracy, power and distance To understand how to adapt technique depending on the task (e.g. target vs distance throw) To improve control and coordination, selecting the most effective type of throw To explore how different equipment affects performance, including weight and shape To build decision-making and problem-solving skills, choosing the best technique for success</p> <p>Why are they learning this now (curriculum sequencing)? Builds on KS1 by developing greater control, consistency and variation in throwing skills Moves from simple throwing into purposeful, game-based applications</p>	<p>Unit: Accuracy, Power, Distance</p> <p>Links to National Curriculum (KS2 PE) Use throwing skills in isolation and in combination Develop flexibility, strength, control and balance Compare performances and strive to achieve personal best</p> <p>Personal, Social and Emotional Development (wider curriculum links) Show resilience and determination when improving performance Work collaboratively, sharing ideas to support others</p> <p>Communication and Language Use key vocabulary (accuracy, aim, power, distance, technique, strength, target) Explain choices and reflect on performance</p> <p>Why are children learning this? To develop a range of throwing techniques, focusing on accuracy, power and distance To understand how to select the most effective throw depending on the task To improve control, coordination and strength, adapting technique to suit equipment and challenge To explore how different equipment and techniques affect performance To build decision-making and problem-solving, choosing strategies to improve success</p> <p>Why are they learning this now (curriculum sequencing)? Builds on Year 3 by developing greater consistency, control and variation in throwing skills Moves from simple throwing tasks into more purposeful and game-based applications</p>	<p>Supports progression in performance, evaluation and choreography, combining creativity with technical skill</p>	<p>Swimming</p>	<p>Unit: Modified Games – Rounders</p> <p>Links to National Curriculum (KS2 PE) Play competitive games, applying principles of attacking and defending Use throwing, catching and striking skills in combination Develop tactical awareness and teamwork within striking/fielding games</p> <p>Personal, Social and Emotional Development (wider curriculum links) Demonstrate leadership, resilience and perseverance in competitive play Show teamwork, communication and encouragement within group situations</p> <p>Communication and Language Use key vocabulary (fielding, retrieving, strategy, bases, rounder, communication) Explain decisions and evaluate performance</p> <p>Why are children learning this? To develop rounders-specific skills, including striking, fielding, throwing and catching To improve accuracy and control, using appropriate techniques in game situations To apply batting and fielding tactics, including placement, positioning and decision-making To understand how to maximise scoring and minimise opposition success To develop teamwork and communication, working together to implement strategies</p>

PE Whole School Overview

		<p>Builds on earlier Year 1 object control units (e.g. <i>Throw, Prepare, Catch</i> and <i>Target, Control, Combine</i>)</p> <p>Develops from basic sending and receiving into more dynamic exchange of objects (rallying and returning)</p> <p>Introduces early concepts of net/wall games, including reacting, positioning and control</p> <p>Prepares pupils for KS1 and KS2 units, particularly striking and fielding and net/wall activities</p> <p>Supports progression into more complex game play, where combining skills, reacting quickly and sustaining rallies are key</p>	<p>Builds on Year 1 by refining greater accuracy, control and consistency in target-based skills</p> <p>Develops from simple object control into more tactical and game-based applications</p> <p>Introduces combining skills such as sending, aiming and decision-making within team contexts</p> <p>Prepares pupils for KS2 target and invasion games, where accuracy, control and tactics are essential</p> <p>Supports progression into more complex gameplay, involving strategy, teamwork and varied techniques</p>	<p>Introduces key concepts such as accuracy, power, and distance as distinct performance goals</p> <p>Prepares pupils for UKS2 athletics and striking/fielding games, where throwing technique is essential</p> <p>Supports progression into more advanced physical performance, including technique refinement and competition</p>	<p>Introduces clear performance concepts of accuracy, power and distance as distinct outcomes</p> <p>Prepares pupils for UKS2 athletics, striking/fielding and target games, where throwing is increasingly refined</p> <p>Supports progression into more advanced performance and competition, focusing on technique and improvement</p>		<p>Why are they learning this now (curriculum sequencing)?</p> <p>Builds on Year 5 by refining striking and fielding skills into advanced gameplay and tactics</p> <p>Moves from isolated skills into fully competitive, rule-based games (rounders)</p> <p>Develops game intelligence, including adapting strategies based on opponents and situations</p> <p>Prepares pupils for secondary PE striking/fielding sports (e.g. cricket/rounders teams)</p> <p>Supports progression into independent and reflective performers, able to analyse and adapt performance</p>
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Prompt

For each unit of work, prepare a simple outline as follows:

- **Name of unit**
- **Links to the National Curriculum objectives**
- **Why are children learning this?**
- **Why are they learning this now (curriculum sequencing)**

Create this so that it can be cut and copied into a whole school overview