

|  |
| --- |
| **P.E Long Term Overview Cycle A** |
| **Key Stage One** |
| **KS1** |  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5****(All outside)** |
| **Cycle A****Indoor** | Forest Schools( flexible to when it is your slot) Year 2 | Team Building Year 2 | Gymnastics Year 1 | Gymnastics Year 2  | FundamentalsYear 2 | Athletics Year1AtheleticsYear 2 |
| **Cycle A****Outdoor** | Forest Schools( flexible to when it is your slot) | Send and receiveYear 1 | Send and receiveYear 2 | Invasion Year1 | Invasion Year2 |
| **Cycle B****Indoor** | Forest Schools( flexible to when it is your slot) | FitnessYear2 | Dance Year 2 | Dance Year 2 | YogaYear 1 | Net and Wall Year1Net and Wall Year 2 |
| **Cycle B****Outdoor** | Forest Schools( flexible to when it is your slot) | Striking and FieldingYear 1 | Striking and Fielding Year 2 | Ball Skills  | Balls skiills |
| Lower Key Stage 2 |
| **LKS2****Cycle A****Indoor** | Forest Schools( flexible to when it is your slot) | GymnasticsYear3 | Gymnastics Year4 | Hockey Year 3/4 | Basket BallYear 3 / 4 | Athletics Year3AtheleticsYear 4 |
| **Cycle A****outdoor** | Forest Schools( flexible to when it is your slot) | OAAYear 4 | Ball SkillsYear3/4 | RoundersYear 3/ 4 | Cricket YearYear 3 / 4 |
| **LKS2****Cycle B****Indoor** | Forest Schools( flexible to when it is your slot) | Dance Year4 | Dance Year 4 |  Yoga3/4 | Dodge BallYear 3 / 4 | Tennis Year 3Tennis Year 4 |
| **Cycle B****outdoor** | Forest Schools( flexible to when it is your slot) | FitnessYear 3 / 4 | Tag RugbyYear 3 / 4 | Football Year 3 / 4 | Netball Year 3/ 4 |
| **Upper Key Stage 2** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UKS2****Cycle A****Indoor** | Forest Schools( flexible to when it is your slot) | GymnasticsYear 5 | Gymnastics Year 6 | Badminton Year 5/6 | Rounders Year 5/6 | Athletics Year 5 |
| **Outdoor** | Forest Schools( flexible to when it is your slot) | OAAYear 6 | Hockey Year 5/6 |  Cricket Year 5/6 | Basket BallYear 5/6 | AtheleticsYear 6 |
| **Year 5****Alternate weeks**  | **swimming** |
| **UKS2****Cycle B****Indoor** | Forest Schools( flexible to when it is your slot) | Dance Year 6 | Dance Year 6 | Yoga 5 / 6 | Dodge Ball 5/6 | Tennis Year 5Tennis Year 6 |
| **Outdoor** | Forest Schools( flexible to when it is your slot) | Tag RugbyYear 5/6  | Volley BallYear 5/6 | Football Year 5/6 | Netball Year 5/6 |

**Autumn Term Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Autumn 1****(Gymnastics)** | **Autumn 1****(Body Movement)** | **Autumn 2** | **Autumn 2** |
| **Rec** | **NC** |   | Developing balance, flexibility and body management.Gaining confidence in a variety of gross motor skills.Working with others. |  |  |
| **Prior** | Basic movements including walking, running, rolling, crawling, jumping, and taking weight on handsAble to follow simple instructionsAble to replicate basic demonstrations and copy and repeat simple movements and shapes | Can stand and balance for short periods on one foot.Can climb stairs move over large and small steps.Can use hands and feet to negotiate obstacles. |  |  |
| **Vocabulary** | Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel. | Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Autumn 1****(Act, Defend, Shoot)** | **Autumn 1****(Music Beat)**  | **Autumn 2** | **Autumn 2** |
| **1** | **NC** | Develop fundamental movement skills in a variety of gamesEngage in competitive situations with some attacking and defending skills |  |  |  |
| **Prior** | Learners will have experienced a variety of games playing with beanbags and hoops.They will have practised throwing and catching and can demonstrate the basics of these skills. |  |  |  |
| **Vocabulary** | Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Autumn 1****(Attack, Defend, Shoot)** | **Autumn 1****(Gymnastics)**  | **Autumn 2** | **Autumn 2** |
| **2** | **NC** | Develop eye to foot coordination.Participate in increasingly challenging games situations | Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activityDevelop and perform simple sequences |  |  |
| **Prior** | Can recognise rules and apply them in competitive and cooperative games.Can use and apply simple strategies for invasion games.Describe why we take part in exercise and why we enjoy it. | Have performed a variety of basic gymnastics actions showing controlIntroduced to turn, twist, spin, rock and roll and learned to link these into movement patternsCan perform longer movement phrases and link with confidence |  |  |
| **Vocabulary** | Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed. | Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Autumn 1****(Tag Ruby)** | **Autumn 1****(Gymnastics)**  | **Autumn 2** | **Autumn 2** |
| **3** | **NC** | Play in competitive games developing basic tacticsMaster basic movements including change of speed, throwing and catchingWork collaboratively to use basic tactics for attack | Devise simple sequences using compositional ideasMaster basic movements including leaping, jumping, balancing and stretchingWork collaboratively to adapt, change and improve individual sequence |  |  |
| **Prior** | Can send a ball using hands and feet and can receive a ball using feetRefine ways to control bodies and a range of equipmentRecall and link combinations of skills, for example, dribbling, passing and running with ball | Develop body management through a range of floor exercisesUsed core strength to link recognised gymnastics elementsAttempted to use rhythm while performing a sequenceChallenged themselves to develop strength and flexibility |  |  |
| **Vocabulary** | Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send, tag, release, safe, passing back, feint | Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Autumn 1****(** | **Autumn 1****(Gymnastics)**  | **Autumn 2** | **Autumn 2** |
| **4** | **NC** |  | Develop strength and Stamina through sustained periods of vigorous activityPractice and implement runs, leaps, jumps and locomotion in more complex sequencesWork collaboratively to perform with a partner |  |  |
| **Prior** |  | Identify similarities and differences in sequencesDevelop body management over a range of floor exercisesAttempt to bring explosive movements into floor work through jumps and leapsShowed increasing flexibility in shapes and balances |  |  |
| **Vocabulary** | Swim, kick. Front, back. Arms. Legs, lie on front back, breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater. | Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Autumn 1(Tag Ruby)** | **Autumn 1****(Gymnastics)**  | **Autumn 2** | **Autumn 2** |
| **5** | **NC** | Able to recognise where improvements could be made in their workDevelop, select and combine more complex skills in competitive environmentsPlay in games developing strength and technique | Work collaboratively with a partner to performCompare performance with previous performancesDevelop flexibility, balance, strength and control |  |  |
| **Prior** | To consistently perform basic tag rugby skillsImplement rules, develop tactics in competitive situationsTo increase speed and endurance during gameplay | Have become more confident to perform skills consistentlyCan work to improve sequences and individual actionsCan work in groups and aim to perform sequences in time with othersCan make changes to sequences using compositional ideas |  |  |
| **Vocabulary** | Passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, lose pass | Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Autumn 1(Tag Ruby)** | **Autumn 1****(Gymnastics)**  | **Autumn 2** | **Autumn 2** |
| **6** | **NC** | Able to recognise where improvements could be made in their workDevelop, select and combine more complex skills in competitive environmentsPlay in games developing strength and technique | Work collaboratively with a partner to performCompare performance with previous performancesDevelop flexibility, balance, strength and control |  |  |
| **Prior** | To consistently perform basic tag rugby skillsImplement rules, develop tactics in competitive situationsTo increase speed and endurance during gameplay | Have become more confident to perform skills consistentlyCan work to improve sequences and individual actionsCan work in groups and aim to perform sequences in time with othersCan make changes to sequences using compositional ideas |  |  |
| **Vocabulary** | Passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, lose pass | Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical. |  |  |