

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 | Fundamentals  Year 2 | Athletics  Year1  Atheletics  Year 2 |
| **Cycle A**  **Outdoor** | Forest Schools  ( flexible to when it is your slot) | Send and receive  Year 1 | Send and receive  Year 2 | Invasion  Year1 | Invasion Year  2 |
| **Cycle B**  **Indoor** | Forest Schools  ( flexible to when it is your slot) | Fitness  Year2 | Dance  Year 2 | Dance  Year 2 | Yoga  Year 1 | Net and Wall Year1  Net and Wall Year 2 |
| **Cycle B**  **Outdoor** | Forest Schools  ( flexible to when it is your slot) | Striking and Fielding  Year 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) | Gymnastics  Year3 | Gymnastics  Year4 | Hockey Year 3/4 | Basket Ball  Year 3 / 4 | Athletics  Year3  Atheletics  Year 4 |
| **Cycle A**  **outdoor** | Forest Schools  ( flexible to when it is your slot) | OAA  Year 4 | Ball Skills  Year3/4 | Rounders  Year 3/ 4 | Cricket Year  Year 3 / 4 |
| **LKS2**  **Cycle B**  **Indoor** | Forest Schools  ( flexible to when it is your slot) | Dance  Year4 | Dance  Year 4 | Yoga  3/4 | Dodge Ball  Year 3 / 4 | Tennis  Year 3  Tennis  Year 4 |
| **Cycle B**  **outdoor** | Forest Schools  ( flexible to when it is your slot) | Fitness  Year 3 / 4 | Tag Rugby  Year 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) | Gymnastics  Year 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) | OAA  Year 6 | Hockey  Year 5/6 | Cricket  Year 5/6 | Basket Ball  Year 5/6 | Atheletics  Year 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 5  Tennis  Year 6 |
| **Outdoor** | Forest Schools  ( flexible to when it is your slot) | Tag Rugby  Year 5/6 | Volley Ball  Year 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 hands  Able to follow simple instructions  Able 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 games  Engage 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 activity  Develop 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 control  Introduced to turn, twist, spin, rock and roll and learned to link these into movement patterns  Can 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 tactics  Master basic movements including change of speed, throwing and catching  Work collaboratively to use basic tactics for attack | Devise simple sequences using compositional ideas  Master basic movements including leaping, jumping, balancing and stretching  Work collaboratively to adapt, change and improve individual sequence |  |  |
| **Prior** | Can send a ball using hands and feet and can receive a ball using feet  Refine ways to control bodies and a range of equipment  Recall and link combinations of skills, for example, dribbling, passing and running with ball | Develop body management through a range of floor exercises  Used core strength to link recognised gymnastics elements  Attempted to use rhythm while performing a sequence  Challenged 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 activity  Practice and implement runs, leaps, jumps and locomotion in more complex sequences  Work collaboratively to perform with a partner |  |  |
| **Prior** |  | Identify similarities and differences in sequences  Develop body management over a range of floor exercises  Attempt to bring explosive movements into floor work through jumps and leaps  Showed 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 work  Develop, select and combine more complex skills in competitive environments  Play in games developing strength and technique | Work collaboratively with a partner to perform  Compare performance with previous performances  Develop flexibility, balance, strength and control |  |  |
| **Prior** | To consistently perform basic tag rugby skills  Implement rules, develop tactics in competitive situations  To increase speed and endurance during gameplay | Have become more confident to perform skills consistently  Can work to improve sequences and individual actions  Can work in groups and aim to perform sequences in time with others  Can 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 work  Develop, select and combine more complex skills in competitive environments  Play in games developing strength and technique | Work collaboratively with a partner to perform  Compare performance with previous performances  Develop flexibility, balance, strength and control |  |  |
| **Prior** | To consistently perform basic tag rugby skills  Implement rules, develop tactics in competitive situations  To increase speed and endurance during gameplay | Have become more confident to perform skills consistently  Can work to improve sequences and individual actions  Can work in groups and aim to perform sequences in time with others  Can 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. |  |  |