

**Physical Education Curriculum Coverage**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>					
<b><u>F.M/ Movement</u></b> Body Awareness	<b><u>F.M/ Movement</u></b> Stability	<b><u>F.M/ Movement</u></b>	<b><u>F.M/ Movement</u></b>	<b><u>F.M/ Stability</u></b>	<b><u>Gym 1/Dance (Year 1)</u></b>
<b>Year 1</b>					
<b>Invasion Games / Multi skills</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Invasion Games / Multi skills</b>	<b>Athletics</b>
<b>Year 2</b>					
<b>Invasion Games / Multi skills</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Tennis</b>	<b>Athletics</b>
<b>Year 3</b>					
<b>Invasion games 1 (Tag Rugby)</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Netball</b>	<b>Tennis</b>	<b>Athletics Striking &amp; Fielding: ROUNDERS</b>
<b>Year 4</b>					
<b>Swimming</b> <b>Invasion Games (Football)</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Basketball</b>	<b>Hockey</b>	<b>Athletics Striking &amp; Fielding: Cricket</b>
<b>Year 5</b>					
<b>Invasion Games (Tag Rugby)</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Netball</b>	<b>Tennis</b>	<b>Athletics Striking &amp; Fielding: ROUNDERS</b>
<b>Year 6</b>					
<b>Invasion Games (Football)</b>	<b>Gym 1</b>	<b>Dance</b>	<b>Basketball</b>	<b>Hockey</b>	<b>Athletics Striking &amp; Fielding: Cricket</b>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>					
<p><b>Invasion Games / Multi skills</b></p> <p>Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two and one against three</p>	<p><b>Gymnastics</b></p> <p>Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, eg. two jumps, or two rolls.*</p>	<p><b>Dance</b></p> <p>Children focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance &amp; coordination skills. They create and repeat a variety of short dances inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of different dances through a choice of themes.</p>	<p><b>Gymnastics</b></p> <p>Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, eg. two jumps, or two rolls.*</p>	<p><b>Invasion Games / Multi skills</b></p> <p>Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to avoid opponents, keep the ball and score points</p>	<p><b>Athletics</b></p> <p>Children explore running, jumping &amp; throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing, jumping, increasing their awareness of speed and distance</p> <p>Striking &amp; Fielding: Rounders</p>
<b>Year 2</b>					
<p><b>Games</b></p> <p>Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.*</p>	<p><b>Gymnastics</b></p> <p>Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, eg. two jumps, or two rolls.*</p>	<p><b>Dance</b></p> <p>To explore, remember, repeat and link a range of actions with coordination and control. Children compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings. They work individually, in pairs, small groups and as a</p>	<p><b>Gymnastics</b></p> <p>Children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg. a roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics.*</p>	<p><b>Wall and Net: Tennis</b></p> <p>Children focus on developing the skills they need for net games and on how to strike a ball with a racket using the swing action.</p>	<p><b>Athletics</b></p> <p>Children explore running, jumping &amp; throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing, jumping, increasing their</p>

		<p><i>whole class. They will develop and awareness of the historical and cultural origins of different dances through a choice of themes.</i></p>			<p><i>awareness of speed and distance</i></p> <p><i>Striking &amp; Fielding: Rounders</i></p>
Year 3					
<p><b>Invasion games 1 (Tag Rugby)</b></p> <p><i>Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario.</i></p>	<p><b>Gymnastics</b></p> <p><i>Children focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce tension and extension. They plan to perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.</i></p>	<p><b>Dance</b></p> <p><i>Children perform dances, focusing on creating, adapting and linking a range of dance actions. They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of the historical and cultural origins of different dances through a choice of themes.</i></p>	<p><b>Netball</b></p> <p><i>Children develop the ability to find and use space. They use a range of equipment to develop their throwing, catching and movement skills. Children learn to outwit their opponents through applying simple choices and decisions.</i></p>	<p><b>Wall and Net: Tennis</b></p> <p><i>Children focus on developing the skills they need for net games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent.</i></p>	<p><b>Athletics</b></p> <p><i>Children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.*</i></p> <p><b>Striking &amp; Fielding: ROUNDERS</b></p> <p><i>Children learn how to send or strike the ball into spaces, so that they can score runs in different ways. When fielding they learn how to work together to keep the batters' scores down.*</i></p>
Year 4					

<p><b>Swimming</b> Children learn to 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</p> <p><b>Invasion Games (Football)</b> Children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games and move on to even-sided games</p>	<p><b>Gymnastics</b> Children create sequences that include changes of level and speed, and focus on using different body shapes clearly. They work mostly with a partner or in a small group, additionally incorporating hand apparatus.</p>	<p><b>Dance</b> Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli. Children will use movement to explore and communicate ideas and issue, and their own feelings and thoughts. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of the historical and cultural origins of different dances through a choice of themes.</p>	<p><b>Basketball</b> Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding space and using space to keep the ball. They play with the same basic court set-up rules, but use a range of equipment and skills, including throwing, catching and striking skills.</p>	<p><b>Hockey</b> Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding space and using space to keep the ball. They play with the same basic court set-up rules, but use a range of equipment and skills, including throwing, catching and striking skills</p>	<p><b>Athletics</b> Children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.*</p> <p><b>Striking &amp; Fielding: Cricket</b> Children learn how to hit or strike the ball into spaces so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.</p>
<p>Year 5</p>					

<p><b>Invasion Games (Tag Rugby)</b></p> <p>Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within accuracy and precision in both an individual and team based scenario.*</p>	<p><b>Gymnastics</b></p> <p>Children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.</p>	<p><b>Dance</b></p> <p>Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles. Children will use movement to explore and communicate ideas and issues and their own feelings and thoughts. They work individually, in pairs, small groups and as a whole class. They will develop an understanding of the historical and cultural origins of different dances through a choice of themes.</p>	<p><b>Netball</b></p> <p>Children improve their attacking and defending play. They are able to play High 5 Netball and can apply strategies to be successful in a team performance.</p>	<p><b>Tennis</b></p> <p>Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis.</p>	<p><b>Athletics</b></p> <p>Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.*</p> <p><b>Striking &amp; Fielding: ROUNDERS</b></p>
<p>Year 6</p>					
<p><b>Invasion Games (Football)</b></p>	<p><b>Gymnastics</b></p> <p>Children use their knowledge of compositional principles, eg. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.*</p>	<p><b>Dance</b></p> <p>Children will focus on using different visual images and stimuli to compose, perform and evaluate a range of dances.</p>	<p><b>Basketball</b></p> <p>Children develop skilful attacking and team play. They learn how to work well as a team when attacking, and explore a range of ways to defend..</p>	<p><b>Hockey</b></p> <p>Children improve their defending and attacking play. They start to play even sided mini versions of invasion games.</p>	<p><b>Athletics</b></p> <p>Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.*</p> <p><b>Striking &amp; Fielding: Cricket</b></p>

					<p><i>Children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter.</i></p>
--	--	--	--	--	--

KEY STAGE 1	
<p><b>Autumn 1: Games</b> <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b>Vocabulary / Key questions</b> <i>Stopping, sending, receiving, rolling, partner, control, space, catch, throw, drop, bounce, free space, target, accuracy, accuracy.</i></p> <p><i>What is a space? What body parts could you use to stop a ball? Which body part was the best and why? What does your target arm do? Why should you place your hands in the W shape to catch an object? Can you describe the tactics and skills you can use in games?</i></p>
<p><b>Autumn 2: Gymnastics</b> <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Vocabulary / Key questions</b> <i>Sequence, run, jump, balance, log roll, egg roll, travel, space, free space, jumping, tuck, pointed, star.</i></p> <p><i>Where should your knees be when in the tuck position? How are the star and straight shapes different? What should you do with your toes? Why do we need to bend our knees before jumping and when landing a jump? Describe what it feels like when you are tense, stretched, relaxed and curled. Use appropriate language to describe their own and others' movements</i></p>
<p><b>Spring 1: Dance</b> <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• perform dances using simple movement patterns</li> </ul>	<p><b>Vocabulary / Key questions</b> <i>Travel, space, balance, free space, sequence, movement, jumping, gesture, stillness, travel, turn, beat, binary, pulse, canon choreography, dynamic, contrast, expression, improvise, phrase, rhythm, unison.</i></p>

	<p><i>What should you do before moving into a space? What is a travelling movement? Why is it important to travel in to a free space? When jumping what must you do with your knees? What will help you to jump higher / further? What is balance?</i></p>
<p><b>Spring 2: Gymnastics</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Sequence, run, jump, balance, log roll, egg roll, travel, space, free space, jumping, tuck, pointed</i></p> <p><i>What have we learnt in gymnastics before? Can you remember where our arms should be when we land and jump? Which gymnastics shapes are you using in the log roll and in the egg roll? Which gymnastics techniques do you need to think about when performing a sequence? Describe what it feels like when you are tense, stretched, relaxed and curled. Use appropriate language to describe their own and others' movements</i></p>
<p><b>Summer 1: Tennis</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Racket, rotate, love, swing, align, backhand, serve, net, hit, contact, team, score, shot, rally.</i></p> <p><i>Which hand should you hold the racket in? What does the other hand do? How will you align your body to help you hit in a certain direction? When hitting the ball right-handed, which foot is in front?</i></p>
<p><b>Summer 2: Athletics</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Long jump, blocks, hand-over, discus, dynamic movement, field events, heave events, hopping, hurdling, javelin, leaping, throwing, opposition, jump, athlete, rotation, balance, pull throw, push throw, tactics, strategic / strategy. Running, blocks, discus, heave throw, hurdling, opposition, over arm, under arm, pace, shuttle, sprint, weight.</i></p> <p><i>What do you do with you...when sending / receiving the ball? How can you help your partner? How many different ways can you jump? What can you do to help your partner? How can you make sure your jump is controlled?</i></p>

Key Stage 2	
<p><b>Autumn 1: Invasion Games</b>  <b>Tag Rugby (year 3 and 5)</b>  <b>Football (Years 4 and 6)</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Swimming (year 4)</b>            Children take part in an intensive swimming course.  <b>National Curriculum Objectives:</b>            The aims of the course are to ensure that children are taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Defender, defending, running, catching, passing, tackling</i></p> <p><i>How could you avoid a defender? Why do you need to close down an attackers space quickly? How should you position your body when passing? How should you create space for another team mate? Why should you try and run or move the ball into open space when attacking? How can you use defensive tactics to minimise the chance of attackers scoring?</i></p> <p><b>Vocabulary / Key questions</b>  <i>Front crawl, breathing, backstroke, length, floating.</i>  <i>How do we breathe when swimming? Where should our arms be for back stroke / front crawl / breast stroke? What do we do with our legs in backstroke / breast stroke?</i></p>
<p><b>Autumn 2: Gymnastics</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Sequence, run, jump, balance, log roll, egg roll, cartwheel, handstand</i></p> <p><i>What have we learnt in gymnastics before? How should your arms be at all times when performing a handstand / cartwheel? Which shapes can we use together to create a sequence? How can we support others to improve and refine their performance?</i></p>
<p><b>Spring 1: Dance</b>  <b>National Curriculum Objectives:</b></p>	<p><b>Vocabulary / Key questions</b></p>

<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><i>Travel, space, balance, free space, sequence, movement, jumping, gesture, stillness, travel, turn, beat, binary, pulse, canon choreography, dynamic, contrast, expression, improvise, phrase, rhythm, unison.</i></p> <p><i>How many counts are there in each movement? What are the three different dynamics? Does your sequence include different levels? How can you link your movements with your partners? What choreography devices could you include within the dance? How do the dynamics help us to keep the movements on the beat?</i></p>
<p><b>Spring 2: Invasion Games</b>  <b>Netball (Years 3 and 5)</b>  <b>Basketball (Years 4 and 6)</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Free space, pass, space, pass, throw, catch, chest pass, shoulder pass, bounce, contact, position, marking, scanning, peripheral vision, pivot, dribbling, passing</i></p> <p><i>Which letter should our fingers be in the shape of when passing the ball? How can we get more power on our pass? Why is it important to move in to a space? What are the different passes we could use? How many feet can you pivot on? How should you stand when shooting? What could you do as a team to help you succeed?</i></p>
<p><b>Summer 1: Striking and Fielding</b>  <b>Tennis (Years 3 and 5)</b>  <b>Hockey (Years 4 and 6)</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Racket, rotate, love, swing, align, backhand, serve, defending, invasion, pass, receive</i></p> <p><i>Which hand should you hold the racket in? What does the other hand do? How will you align your body to help you hit in a certain direction? What side of the body do you hit a backhand from? How are points started in tennis games? What can you do to manoeuvre your opponent around the court? How will you communicate with your partner? How can you change the pace, length and direction of shots to outwit the opponent?</i></p>

<ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><i>How should you hold the hockey stick? Why should we receive the ball on the move?</i></p>
<p><b>Summer 2: Athletics / Striking and Fielding</b>  <b>Rounders (Years 3 and 5)</b>  <b>Cricket (Years 4 and 6)</b>  <b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Vocabulary / Key questions</b>  <i>Competitive, running, jumping, throwing, catching, fielding, attacking, defending, team.</i></p> <p><i>Why / when would you use different fielding techniques? Should your bowling arm be bent or straight? How can a wicket keeper get a wicket? How can you use battling tactics to maximise your score? Could you alter your tactic to make it more successful in the future? How did your team ensure they worked well together? Which methods of communication did you use? Can you identify your own and others' strengths and devise practices that lead to improvement?</i></p>