

Subject Overview for – Physical Education

Purpose of Study – National Curriculum

A high-quality physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

St Peter's Curriculum Intent Statement for PE

'Exercise is not only the key to physical health, but peace of mind' – Nelson Mandela

At St Peter's Primary school, we recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We are committed to supporting the health and wellbeing of our children (both physically and mentally) and understand the impact physical activity and sport has on this. We aim to provide a broad and balanced P.E. curriculum to enhance children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. By using our research-based PE scheme (REAL PE), children shine through a range of individual, team, co-operative and competitive activities which cater for individual pupil's needs and abilities. Children enjoy and have fun during our PE sessions and in turn, this promotes the lifelong love for physical activity and Sport.

PE National Curriculum 2014 Aims and Subject Content		
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities. • are physically active for sustained periods of time. • engage in competitive sports and activities. • lead healthy, active lives 		
Key Stage 1	Key Stage 2	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</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>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • develop flexibility, strength, technique, control and balance. • 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. 	
Swimming and Water Safety National Curriculum Expectations:		
<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</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. 		
Subject Key Concepts (Threshold Concepts or Disciplinary Knowledge)		
Threshold concepts are the 'big ideas' that shape children's thinking within each subject		
Agility	Balance	Coordination

PE Long Term Plan (Intent – What and When)

Key Stage 1 - Year A 2022-2023, Year B 2023-2024

Key Stage 2 - Year A 2022 to 2023, Year B – 2023 to 2024, Year C – 2024 to 2025, Year D 2025 to 2026

EYFS / Key Stage 1: Fundamental motor skills (Agility, balance and co-ordination) **Dance, Gymnastics,**

Key Stage 2: Invasion Games (Football, Hockey, Tag Rugby, Basketball, Netball, Handball, Dodgeball, Tchoukball), **Net/Wall** (Tennis), **Striking & Fielding** (Cricket, Rounders), **Athletics, Gymnastics, Dance, Swimming (Y3/4).**

Year A		EYFS	Y1	Year 1/2	Y2	Year 3/4	Year 4/5	Year 5/6
Autumn 1	Lesson 1	Unit 1 - Coordination footwork	Y1 Unit 1 - Coordination footwork	Y1 Unit 1 - Coordination footwork	Y2 Unit 1 - Coordination footwork	Multi skills	Multi skills	Multi skills
	Lesson 2	Unit 1 – Static balance	Y1 Unit 1 – Static balance	Y2 Unit 1 – Static balance	Y2 Unit 1 – Static balance	Invasion Games	OAA	OAA
Autumn 2	Lesson 1	Unit 2 – Dynamic balance to agility	Y1 Unit 2 - Dynamic balance to agility	Y1 Unit 2 - Dynamic balance to agility	Y2 Unit 2 - Dynamic balance to agility	Netball	Netball	Netball
	Lesson 2	REAL Dance	Y1 REAL Dance	Y1 REAL Dance	Y2 REAL Dance	Y3 REAL DANCE	Y4 REAL DANCE	Y5/6 REAL DANCE Follow the leader
Spring 1	Lesson 1	Unit 2 – Static Balance (seated)	Y1 Unit 2 – Static Balance (seated)	Y2 Unit 2 – Static Balance (seated)	Y2 Unit 2 – Static Balance (seated)	Tag Rugby	Tag Rugby	Tag Rugby
	Lesson 2	REAL GYM - Unit 1	Y1 REAL GYM - Unit 1	Y1 REAL GYM - Unit 1	Y2 REAL GYM - Unit 1	Y3 REAL GYM - Unit 1	Y4 REAL GYM - Unit 1	Y5/6 REAL GYM - Unit 1
Spring 2	Lesson 1	Unit 3 – Dynamic balance on a line	Y1 Unit 3 – Dynamic balance on a line	Y1 Unit 3 – Dynamic balance on a line	Y2 Unit 3 – Dynamic balance on a line	Hockey	Hockey	Hockey
	Lesson 2	REAL GYM – unit 2	Y1 REAL GYM – unit 2	Y2 REAL GYM – unit 2	Y1 REAL GYM – unit 2	Y3 REAL GYM – unit 2	Y4 REAL GYM – unit 2	Y5/6 REAL GYM – unit 2
Summer 1	Lesson 1	Unit 3 - Static Balance – Stance	Y1 Unit 3 - Static Balance – Stance	Y2 Unit 3 - Static Balance – Stance	Y2 Unit 3 - Static Balance – Stance	Tennis	Tennis	Tennis
	Lesson 2	Unit 4 – Coordination: ball skills	Y1 Unit 4 – Coordination: ball skills	Y1 Unit 4 – Coordination: ball skills	Y2 Unit 4 – Coordination: ball skills	Basketball	Basketball	Basketball
Summer 2	Lesson 1	Unit 5 – Coordination – Sending and receiving. Reaction & Response	Y1 Unit 5 – Coordination – Sending and receiving. Reaction & Response	Y2 Unit 5 – Coordination – Sending and receiving. Reaction & Response	Y2 Unit 5 – Coordination – Sending and receiving. Reaction & Response	Athletics	Athletics	Athletics
	Lesson 2	Unit 6 - Agility – ball chasing + sports day practise.	Y1 Unit 6 - Agility – ball chasing + sports day practise.	Y1 Unit 6 - Agility – ball chasing + sports day practise.	Y2 Unit 6 - Agility – ball chasing + sports day practise.	Rounders + sports day practise.	Rounders + sports day practise.	Rounders + sports day practise.

Year B		EYFS	Y1	Year 1/2	Y2	Year 3/4	Year 4/5	Year 5/6
Autumn 1	Lesson 1	Unit 1 - Coordination footwork	Y1 Unit 1 - Coordination footwork	Y1 Unit 1 - Coordination footwork	Y2 Unit 1 - Coordination footwork	Multi skills	Multi skills	Multi skills
	Lesson 2	Unit 1 – Static balance	Y1 Unit 1 – Static balance	Y2 Unit 1 – Static balance	Y2 Unit 1 – Static balance	Invasion Games	OAA	OAA
Autumn 2	Lesson 1	Unit 2 – Dynamic balance to agility	Y1 Unit 2 - Dynamic balance to agility	Y1 Unit 2 - Dynamic balance to agility	Y2 Unit 2 - Dynamic balance to agility	Handball	Handball	Handball
	Lesson 2	REAL Dance	Y1 REAL Dance	Y1 REAL Dance	Y2 REAL Dance	Y3 REAL DANCE	Y4 REAL DANCE	Y5/6 REAL DANCE Dance battles
Spring 1	Lesson 1	Unit 2 – Static Balance (seated)	Y1 Unit 2 – Static Balance (seated)	Y2 Unit 2 – Static Balance (seated)	Y2 Unit 2 – Static Balance (seated)	Football	Football	Football
	Lesson 2	REAL GYM - Unit 1	Y1 REAL GYM - Unit 1	Y1 REAL GYM - Unit 1	Y2 REAL GYM - Unit 1	Y3 REAL GYM - Unit 1	Y4 REAL GYM - Unit 1	Y5/6 REAL GYM - Unit 1
Spring 2	Lesson 1	Unit 3 – Dynamic balance on a line	Y1 Unit 3 – Dynamic balance on a line	Y1 Unit 3 – Dynamic balance on a line	Y2 Unit 3 – Dynamic balance on a line	Tchoukball	Tchoukball	Tchoukball
	Lesson 2	REAL GYM – unit 2	Y1 REAL GYM – unit 2	Y2 REAL GYM – unit 2	Y1 REAL GYM – unit 2	Y3 REAL GYM – unit 2	Y4 REAL GYM – unit 2	Y5/6 REAL GYM – unit 2
Summer 1	Lesson 1	Unit 3 - Static Balance – Stance	Y1 Unit 3 - Static Balance – Stance	Y2 Unit 3 - Static Balance – Stance	Y2 Unit 3 - Static Balance – Stance	Cricket	Cricket	Cricket
	Lesson 2	Unit 4 – Coordination: ball skills	Y1 Unit 4 – Coordination: ball skills	Y1 Unit 4 – Coordination: ball skills	Y2 Unit 4 – Coordination: ball skills	Dodgeball	Dodgeball	Dodgeball
Summer 2	Lesson 1	Unit 5 – Coordination – Sending and receiving. Reaction & Response	Y1 Unit 5 – Coordination – Sending and receiving. Reaction & Response	Y2 Unit 5 – Coordination – Sending and receiving. Reaction & Response	Y2 Unit 5 – Coordination – Sending and receiving. Reaction & Response	Athletics	Athletics	Athletics
	Lesson 2	Unit 6 - Agility – ball chasing + sports day practise.	Y1 Unit 6 - Agility – ball chasing + sports day practise.	Y1 Unit 6 - Agility – ball chasing + sports day practise.	Y2 Unit 6 - Agility – ball chasing + sports day practise.	Rounders + sports day practise.	Rounders + sports day practise.	Rounders + sports day practise.

PE SKILLS PROGRESSION MAP- DISCIPLINARY KNOWLEDGE

PE NATIONAL CURRICULUM							
	EYFS	Key Stage 1		Key Stage 2			
NC Objectives	<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, such as running, jumping, dancing, hopping, skipping and climbing. 	<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. 		<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 			
	EYFS	Year 1	Year 1	Key Stage 2			
REAL PE	See Foundation REAL PE Curriculum map	See Year 1 REAL PE Curriculum map	See Year 1 REAL PE Curriculum map				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.	See REAL DANCE curriculum map Year 1 & 2		See REAL DANCE curriculum map Year 3&4		See REAL DANCE curriculum map Year 5&6	
Key Vocabulary	Action, movement, travelling, body actions.	Travel, space, gesture, routine, rhythm, speed, levels, choreograph, coordination.		Formation, dynamics, cannon, unison, matching, mirroring, isolation, timing, tableau.		Counterpoint, improvisation, motif, mood, exploration, phrase, evaluate, counts.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Make body tight, relaxed, curled and stretched. Balance on small/large body parts in space & understand stillness. Make large and small body shapes. Climb & hang from apparatus.	See REAL GYM curriculum map Year 1 & 2.		See REAL GYM curriculum map Year 3& 4		See REAL GYM curriculum map Year 5&6.	

	Perform basic travelling actions on various body parts.						
Key Vocabulary	Curled, stretched, slow, fast. still, move, climb, tight, relax.	Tension, stretched, points, patches, travel, roll, individual balance, apparatus, shapes e.g. pike, star, straddle etc.		Tension, extension, control, unison, cannon, matching, mirroring, fluency, dynamics, levels, flight, flexibility, coordination, sequence, reflect/refine.		Aesthetics, timing, rotation e.g. cartwheel, vault, core strength, technique, evaluate, analyse, peer/self assessment.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics				Run in different directions and at different speeds, using a good technique. Choose and understand appropriate running techniques. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton.	Select and maintain a running pace for different distances. Demonstrate good running technique in a competitive situation. Practice throwing with power and accuracy. Throw safely and with understanding. Combine the 3 stages of a triple jump. Understand which technique is most effective when jumping for distance.	Use correct technique to run at speed. Develop the ability to run for distance. Throw with accuracy and power. Identify and apply techniques of relay running. Learn how to use skills to improve the distance of a pull throw. Combine running and jumping to increase distance of jump.	Investigate running styles and changes of speed. Practice throwing with power and accuracy. Understand which technique is most effective when jumping for distance. Know how to measure/score a jump and throw accurately. Analyse performance and identify ways of improving.
Key Vocabulary				Take-off, flight, landing, relay, baton, pull, push, sling, running for speed and distance, combine.		Technique, pacing, sprinting, sprint start position, combination of jumps, communication, evaluating, analysis.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games							
Games				Use a variety of throwing and passing techniques in game situations	Combine dribbling the ball with other actions e.g. shooting, passing	Use dribbling to change the direction of play under pressure.	Use dribbling to change the direction of play with control under pressure

				<p>Kick towards a partner in game situations</p> <p>Catch a ball passed to them using one and two hands</p> <p>Receive a ball sent to them using different parts of the foot</p> <p>Strike a ball with varying techniques</p> <p>Change direction with increasing speed in game situations</p> <p>Use space with some success in games</p> <p>Use simple tactics individually and in a team when attacking and defending</p>	<p>Change direction when dribbling or moving with a ball</p> <p>Use a variety of passing techniques with increasing success</p> <p>Catch a ball passed to them using one and two hands with success</p> <p>Receive a ball under pressure</p> <p>Strike a ball using varying techniques with increasing accuracy</p> <p>Change direction to lose an opponent</p> <p>Create and use space</p> <p>Use tactics to outwit opponents helping their team score or gain possession.</p>	<p>Dribble with feet under pressure</p> <p>Use a variety of passing techniques under pressure</p> <p>Use a variety of kicking techniques under pressure</p> <p>Catch and intercept a ball using one and two hands</p> <p>Receive a ball using different parts of the foot</p> <p>Strike a ball using a wider range of skills</p> <p>Use a variety of techniques to change direction and help create space for others.</p> <p>Understand the need for tactics and identify when to use them</p>	<p>Maintain possession under pressure</p> <p>Identify when to a variety of passing techniques (short, long) with control.</p> <p>Select and apply the appropriate passing and shooting technique with control.</p> <p>Receive or intercept a ball with consideration to the next move</p> <p>Strike a ball using a wider range of skills</p> <p>Confidently change direction and speed to outwit opponents</p> <p>Effectively create and use space.</p> <p>Work collaboratively to create tactics</p>
Key Vocabulary				Communication, passing e.g. chest pass, shooting, scoring, defending, attacking, pitch, court, rules, tactics, accuracy, receiving, tackle.		Intercept, defending & attacking, referee, umpire, possession, positions, outwitting opponents, rules, leaders, technique.	
Striking & Fielding Games							
				Strike a moving ball from different	Strike the ball into a space with	Successfully use different types of	Judge the flight and bounce of a

Games				<p>heights with some control.</p> <p>Strike the ball consistently in a modified game.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, over, under).</p> <p>Bowl/feed the ball underarm with success.</p> <p>Perform a range of catching and receiving skills.</p>	<p>direction and accuracy with growing success.</p> <p>Develop different ways of throwing and catching e.g. reverse cup.</p> <p>Demonstrate appropriate technique (e.g. straight arm for cricket bowl) when bowling the ball overarm from a stationary position.</p>	<p>shots (techniques) when striking a ball e.g. pull in cricket.</p> <p>Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p> <p>Bowl the ball overarm with growing success.</p> <p>Explore different tactics when batting, bowling and fielding.</p> <p>Understand different roles within a game including officiating.</p>	<p>ball and recognise when to use different types of shot to strike a ball e.g. reverse hit in rounders.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Combine the run up with an overarm bowl in cricket.</p> <p>Understand when to use different tactics and apply with some success.</p> <p>Make appropriate choices over roles within a game.</p>
Key Vocabulary				Bowling, adjusting to the bowler/batter, striking for accuracy, striking for distance, batting, feed, legal deliveries, rules.		Decision-making, positioning, tactics, outwitting opponents, teamwork, communication, coordination, rules, officiating.	
Net/Wall Games							
Games				<p>Hit a stationary ball with a racket over the net.</p> <p>Position the body correctly in order to return the ball.</p> <p>Children explore rallying with a partner with the ball in the air.</p>	<p>Hit a moving ball using different types of shot (e.g. forehand in tennis).</p> <p>Hit the ball into space with growing consistency.</p> <p>Accurately serve a ball underarm in tennis.</p>	<p>Demonstrate knowledge of rules and to play a game effectively.</p> <p>Start to develop a backhand technique and attempt to use it during games.</p>	<p>Select the appropriate shot for position of the ball and opponent.</p> <p>Start to select appropriate tactics to outwit opponents.</p>

					Be able to rally the ball with a partner in the air and on the ground.	Hit the ball growing success over a net.	Hit the ball consistently over a net with accuracy and control.
Key Vocabulary				Net, forehand, body position, side on, underarm serve, rally in the air, space, court.		Rules, net, backhand, decision-making, outwit, opponents, tactics.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA				<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group.</p> <p>Listen to and accept others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map</p> <p>Reflect on when and why challenges are solved successfully.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others and decide on the best approach.</p> <p>Plan and apply strategies to solve problems Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of a team strategy.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confidently lead others and show consideration of them including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method.</p> <p>Confidently and effectively orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well</p>

							thought-out improvements.
Key Vocabulary				Communication, teamwork, orientate, map, features, problem-solving.		Communication, plan, strategies, orienteering, features, reflection, lead, teamwork.	
	Working Towards			Expected		Greater Depth	
Swimming	<ul style="list-style-type: none"> - Can swim for 25m but requires aid or support of pool side/floor. - Can use different strokes with growing success in isolation. - Use some self-rescue skills e.g. floating on back. - Understands basic pool safety and rules. - Understands what water-based situations are e.g. swimming pool, homes & gardens, beaches. 			<ul style="list-style-type: none"> - Can swim continuously for 25 metres without touching the side of the pool or floor (some of swim in deep water). - Can use 3 different strokes, swimming on their front and back (e.g. front crawl, breaststroke, backstroke) and make choices about when to use them. - Strokes are as strong at the end as they are at the start, and recognisable to an informed onlooker. - Can control their breathing when swimming. - Can use simultaneous and alternating strokes on front and back e.g. treading water to front crawl. - Children know the dangers of water and understand how to act responsibly when playing in/near different environments. - Use appropriate survival and self-rescue skills e.g. treading water, floating, attracting attention. 		<ul style="list-style-type: none"> - Can swim over greater distances (up to 50m) proficiently using a range of strokes. - Use more advanced swimming strokes such as butterfly and can perform tumble turns, dives and starts effectively. - Can maintain appropriate and efficient breathing techniques over a longer distance. - Can swim for 25m in different water environments e.g. lakes - Use a range of swimming skills and strokes for different purposes e.g. water polo. - Can perform a safe self-rescue in a range of water-based situations. 	
Key Vocabulary	Safety, pool rules, stroke, self-rescue, water-based situations.			Front crawl, backstroke, breaststroke, survival and self-rescue skills, treading water, floating, depth.		Butterfly, evaluation, decision-making, breathing techniques.	