



PE curriculum overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE: Unit 1 Introduction to PE: Unit 2	Gymnastics: Unit 1 Fundamentals: Unit 1	Fundamentals: Unit 2 Dance: Unit 1	Games: Unit 1 Dance: Unit 2	Games: Unit 2 Ball skills: Unit 1	Ball skills: Unit 2 Gymnastics: Unit 2
Year 1	Fundamentals Ball skills	Gymnastics Sending and receiving	Dance Target games	Yoga Invasion	Athletics Net and wall	Team building Striking and fielding
Year 2	Fundamentals Ball skills	Gymnastics Invasion	Dance Sending and receiving	Fitness Target games	Athletics Net and wall	Team building Striking and fielding
Year 3	Fundamentals Ball skills Y3/4 Swimming	Gymnastics Dodgeball Swimming	Dance Netball Swimming	Fitness Tag Rugby Swimming	Athletics Tennis Swimming	Cricket Handball Swimming
Year 4	Basketball Fitness	Gymnastics Football	Dance Hockey	Yoga Cricket	Athletics Tennis	Rounders OAA
Year 5	Netball Dodgeball	Gymnastics Volleyball	Dance Rounders	Yoga Tag rugby	Athletics Tennis	OAA Cricket
Year 6	Fitness Basketball	Gymnastics Football	Dance Rounders	Hockey Tennis	Athletics Handball	OAA Cricket

Some thoughts behind our curriculum map:

- In EYFS, teach unit 1 before unit 2 as unit 1 is easier
- Ball skills, fundamentals and sending and receiving KS1 units isolate skills to prepare children to apply these in games activities (target, net and wall, striking and fielding and invasion) with increased pressure, rules and decision making. The same with ball skills and fundamentals in LKS2
- Consideration has been made for weather to avoid disruption to lessons, placing units such as dance and gymnastics in Autumn 2 and Spring 1

PE Curriculum end points

EYFS	Key Stage 1	Key Stage 2
<p>Early Learning Goals:</p> <p>Gross motor skills</p> <ul style="list-style-type: none"> Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively, in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. To begin to show accuracy and care when drawing. 	<p>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 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
		<p>Swimming and water safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>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 Perform safe self-rescue in different water-based situations

