

**GAINSBOROUGH PRIMARY & NURSERY SCHOOL**

**SUBJECT OVERVIEW – PE**

Our PE curriculum follows the purpose and aims of the national curriculum in England for key stages 1 and 2. It also includes objectives for pupils in the early years. We aim to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities and to 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 are important to our attempt to build character in our pupils and to help embed values such as fairness and respect.

**Intent**

The national curriculum for physical education aims to ensure that all pupils:

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.

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| **Early Years** | **Year One** | | **Year Two** | | | **Year Three** | **Year Four** | **Year Five** | **Year Six** |
| Physical activity for all-round development. Sensory exploration. Create games through play, both indoors & out. Develop core strength, stability, balance, spatial & positional awareness, co-ordination and agility. | To build on fundamental skills taught/learnt in EYFS. To be able to control their body when travelling, balancing and be able to throw and catch with both hands. | | To build on fundamental skills taught/learnt in Year 1.  To use hitting, kicking and rolling skills, incorporating them into games situations. Pupils will also develop tactics. | | | To build on fundamental skills taught/learnt in Year 2.  Pupils will develop their strength, agility and running by moving at a variety of speeds and changing direction. | To build on fundamental skills taught/learnt in Year 3.  To be able to throw and catch accurately in isolation and combination.  Be able to swim 25m confidently and perform self-rescue. | To build on fundamental skills taught/learnt in Year 4.  Develop strength by running over a long distance. To be able to combine action, balance and shape. Combine running and jumping. | To build on fundamental skills taught/learnt in Year 5.  Be able to sequence movements to good effect, choose style and movement effectively and know how to improve performance. |
| Use both indoor and outdoor environments to develop gross motor control  Use play to develop strength, co-ordination and control  Invent games and make up movements for both self-expression and agility | * Learn to run, jump, throw and catch * Develop balance, agility and co-ordination * Participate in team games and begin to develop some simple tactics for attack and defence * Perform dance using simple movements | | | | | * Develop their running, jumping, throwing and catching, in isolation and in combination * Learn to link and sequence actions and movements * Learn to communicate, collaborate & compete * Learn to evaluate how to improve * Take part in competitive games and apply some basic principles for attacking and defending * Develop flexibility, strength, technique, control & balance * Perform dance using a range of movement patterns * Take part in outdoor & adventurous activity challenges * Learn to compare their own performances & demonstrate improvement to achieve their personal best | | | |
| All pupils will have the opportunity to learn to swim competently, confidently and proficiently over a distance of at least 25 metres. They will learn to use a range of strokes effectively and to perform safe self-rescue. | | | | | | | | | |
| Demonstrate strength, balance and co-ordination when playing | | **GAMES**  Throw underarm.  Hit a ball with a bat.  Move and stop safely.  Throw and catch with both hands.  Throw and kick in different ways. | | **GAMES**  Use hitting, kicking and/or rolling in a game.  Decide the best space to be in during a game.  Use one tactic in a game.  Follow rules. | **GAMES**  Throw and catch with control.  Be aware of space and use it to support team-mates and to cause problems for the opposition.  Know and use rules fairly. | | **GAMES**  Catch with one hand.  Throw and catch accurately.  Hit a ball accurately with control.  Keep possession of the ball.  Vary tactics and adapt skills depending on what is happening in a game. | **GAMES**  Gain possession by working a team.  Pass in different ways and field.  Use forehand and backhand with a racket.  Choose a tactic for defending and attacking.  Use a number of techniques to pass, dribble and shoot. | **GAMES**  Play to agreed rules.  Explain rules.  Be able to umpire.  Make a team and communicate plan.  Lead others in a game situation. |
| Negotiate space and obstacles safely, with consideration for themselves and others | | **GYMNASTICS**  Make the body curled, tense, stretched and relaxed.  Control the body when travelling and balancing.  Copy sequences and repeat them.  Roll, curl, travel and balance in different ways. | | **GYMNASTICS**  Plan and perform a sequence of movements.  Improve a sequence based on feedback.  Think of more than one way to create a sequence which follows some ‘rules’.  Work on their own and with a partner. | **GYMNASTICS**  Adapt sequences to suit different types of apparatus and criteria.  Explain how strength and suppleness affect performance.    Compare and contrast gymnastic sequences. | | **GYMNASTICS**  Work in a controlled way.  Include change of speed and direction.  Include a range of shapes.  Work with a partner to create, repeat and improve a sequence with at least three phases. | **GYMNASTICS**  Make complex extended sequences.  Combine action, balance and shape.  Perform consistently to different audiences. | **GYMNASTICS**  Combine their own work with that of others.  Link sequences to specific timings. |
| **ATHLETICS**  Move energetically – running, jumping, dancing, hopping, skipping, climbing. | | **ATHLETICS**  Explore running at different speeds.  Explore throwing for distance and accuracy.  Explore hopping, jumping and leaping.  Develop balance when jumping and landing. | | **ATHLETICS**  Develop the sprinting action and develop rhythm when jumping over obstacles.  Develop over arm throwing for distance.  Explore safely jumping for distance and for height. | **ATHLETICS**  I run at fast, medium and slow speeds; changing speed and direction.  I take part in a relay, remembering when to run and what to do. | | **ATHLETICS**  I run over a long distance.  I sprint over a short distance.  I throw in different ways.  I hit a target.  I jump in different ways. | **ATHLETICS**  I am controlled when taking off and landing.  I throw with accuracy.  I combine running and jumping. | **ATHLETICS**  I demonstrate stamina. |
| **DANCE**  Enjoy being imaginative and expressive with physical movement  Try to move in time with music. | | **DANCE**  Move safely in a space.  Move to music.  Copy dance moves.  Make up a short dance and perform the moves. | | **DANCE**  Change rhythm, speed, level and direction in my dance.  Dance with control and coordination.  Make a sequence by linking sections together.  Use dance to show a mood or feeling. | **DANCE**  Improvise freely and translate ideas from a stimulus into movement.  Share and create phrases with a partner and small group.  Repeat, remember and perform phrases.  **Outdoor and adventurous**  Follow a map in a familiar context.  Use clues to follow a route.  Follow a route safely. | | **DANCE**  Take the lead when working with a partner or group.  Use dance to communicate an idea.  **Outdoor and adventurous**  Follow a map in a (more demanding) familiar context.  Follow a route within a time limit. | **DANCE**  Compose my own dances in a creative way.  Perform to an accompaniment.    My dance shows clarity, fluency, accuracy and consistency.  **Outdoor and adventurous**  Follow a map in an unknown location.  Use clues and a compass to navigate a route.  Change my route to overcome a problem.  Use new information to change my route. | **DANCE**  Develop sequences in a specific style.  Choose my own music and style.  **Outdoor and adventurous**  Plan a route and a series of clues for someone else.  Plan with others taking account of safety and danger. |