



Physical Education

Our PE curriculum enables pupils to develop their skills and knowledge from Reception through to Year 6. Each year the curriculum builds on previously taught content designed to ensure pupils' fitness, agility, coordination and stamina improve. All pupils, regardless of ability or need, are able to participate, learn and progress and all pupils will be able to experience inclusive sports along with traditional games. This, along with sporting opportunities and events both in and out of school, will enable all pupils to find their own passion for sport and being physically active.

Our focus will not only be on the physical benefits of exercise but on building resilient, respectful and hardworking pupils. Through our PE curriculum, pupils will develop an understanding of their bodies, the importance of exercise and how to lead a healthy life to support their physical, social and emotional well-being. This is promoted not just through PE lessons but also through active learning in the classroom and focused zones at lunch times.

(Swimming curriculum is at the end of the document)

** indicates there is a Cambridgeshire Scheme of Work available to support planning*

indicates this is either a new addition to the curriculum or the sport links directly to inclusive games



Reception		
Themes	Skills	Key Vocabulary
Dance		
On Parade* Toys* Christmas production	To move different parts of my body To dance on the spot and when moving To copy an action To move to music with some prompts To move energetically and safely	Perform Copy
Gymnastics		
Fun gym shapes* Move and Hold*	To jump and land safely To balance in different ways To jump in different ways on the floor and on low apparatus To create shapes on my own and copy those shown by an adult To control my body as I move	Shapes – tall and wide Jump – straight and star Balance
Games		
Multiskills – Fundamentals Unit 1*	To throw a ball with two hands To roll a ball in different directions, to my partner or towards a target To kick a ball forwards, backwards and sideways To move safely in a space To demonstrate strength and coordination	Throwing Catching
Athletics		
Sprinting Throwing Jumping Multiskills – Fundamentals Unit 2*	To run to an end goal keeping focused To throw different objects in a straight line To travel along a track in different ways To balance a bean bag on my head To move energetically	Running skipping
Knowledge and understanding of health, fitness and the body		
To have fun whilst participating in physical activity To name some ways to keep a healthy diet To know what exercise is To get dressed independently		Healthy Exercise



Our youngest sports people should be able to

- Show control and co-ordination when performing large and small movements
- Move confidently in a range of ways
- Negotiate different spaces safely
- Make healthy choices in relation to food and understand how this will keep them fit and healthy
- Understand the importance of good health, physical exercise and a healthy diet
- Talk about ways to keep healthy and safe



Year 1		
Themes	Skills	Key Vocabulary
Dance		
Moving Words* Christmas production Weather*	To move to music independently To link together a small number of movements To copy simple dance moves performed by an adult To move safely in a space To travel across a space in different ways	Crawl Slide Speed
Gymnastics		
Rock and Roll* Jumping Jacks*	To rock, roll and jump with control and in different ways To stretch and tense own body To bend, stretch, relax and move to create different shapes independently To move along apparatus of different heights with control and to safely dismount apparatus	Rock Pencil and egg roll
Games		
Fundamentals units 1 & 2 Fundamentals Rolling and Receiving *	To throw over-arm and under-arm To roll with greater accuracy To receive a ball, pass or throw with control and coordination To aim at a target To travel with or move a ball in different directions To participate in simple games	Target Over-arm / under-arm Aim
Athletics		
Sprinting Long jump Javelin	To use arms and body position to propel forwards when sprinting To jump forwards swinging arms To travel a variety of objects towards a target (bean bags, javelins) To run across a longer distance	Stop Forwards / Backwards
Knowledge and understanding of health, fitness and the body		
To recognise what the body feels like when it is exercising To follow simple warm up instructions and explain why it is important to warm up		Balance Strength Warm-up



A Year 1 sports person should be able to

Dance:

- Move to music
- Copy dance moves
- Perform their own dance moves
- Make up a short dance
- Move safely in a space

Gymnastics:

- Make their body curled, tense, stretched and relaxed
- Control their body when travelling and balancing
- Copy sequences and repeat them
- Roll, curl, travel and balance in different ways

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

General:

- Copy actions
- Repeat actions and skills
- Move with control and care
- Use equipment safely



Year 2		
Themes	Skills	Key Vocabulary
Dance		
Samba and other Brazilian dances Great Fire of London * Magical friendships *	To link different actions together in a sequence To perform actions with control To show coordination To perform actions at different speeds, levels and direction	Sequence Travelling Direction
Gymnastics		
Points of contact* Ball, Wall and Tall*	To work on my own and with a partner To focus and control my balance when moving and jumping To link different movements together into a sequence To create a sequence using taught elements To climb up and along apparatus To jump off apparatus with control and balance	Core Twist Control
Games		
Fundamentals Unit 1 and 2* Focus on striking * Team building games Cricket	To bounce pass To catch a ball with two hands across a longer distance To throw, pass, kick, roll and catch in games To follow rules to play simple games To apply simple tactics when attacking and defending	Space Move Direction
Athletics		
Hurdles Javelin Sprinting Target aiming OAA: Trails, Trust and Team work	To think about feet and arm positions when running, throwing and jumping To jump over low hurdles To balance whilst walking along different sized objects, in different directions and with a bean bag on my head To recognise some athletics sports and equipment	Sprint Energy Stretch
Knowledge and understanding of health, fitness and the body		
To identify how different physical activities make the body feel To explain why a warm up / cool down is important To stretch and develop flexibility To begin to identify different food groups which support the different needs of our bodies		Cool down Flexibility Breath / Breathing



A Year 2 sports person should be able to

Dance:

- Change rhythm, speed, level and direction in their dance
- Dance with control and co-ordination
- Make a sequence by linking sections together
- Use dance to show a mood or a feeling

Gymnastics:

- Plan and perform a sequence of movements
- Improve their 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

Games:

- Use hitting, kicking and/or rolling in a game
- Decide the best space to be in during a game
- Use a tactic in a game
- Follow rules

General:

- Copy and remember actions
- Talk about what is different from what they did and what someone else did



Year 3		
Themes	Skills	Key Vocabulary
Dance		
Machines * Solar System *	To perform longer sequences of actions from memory To create phrases with a partner and perform them to others To create actions from a stimuli To begin to create actions which convey a feeling	Expression Improvisation
Gymnastics		
Hand apparatus * Patterns and Pathways*	To develop routines which show different shapes, balances and transitions To perform to others To begin to feedback on others performances To use contrasting movements when working with a partner To know how to adapt a routine when performing on the floor and apparatus	Transition Sequence Extension Position Land
Games		
Sitting / Volleyball# Badminton Hockey Basketball and Netball Ball handling * Striking and fielding – Cricket *	To throw and catch with control and across different distances To play on and as part of a team To move into a space to send and receive a pass To play fairly and show an awareness of others To communicate with team players so all know what is happening To participate in different games and sports	Basketball: Send, Receive, Dodge Cricket: Fielders, Defend, Space Sitting / Volleyball: Target, Tactic, Direction
Athletics		
Challenges * Golf#	To experience running at different paces To jump for distance To experience a 3 part athletic event To experience running in teams To run over barriers To recognise a range of athletics sports and equipment	Swing Turn / Rotate
Outdoor and Adventurous Activities		
Co-operation, communication and consideration*	To follow a simple map in a familiar surrounding To listen carefully and work with others To follow simple instructions	Challenge Teamwork Communication
Knowledge and understanding of health, fitness and the body		
To explain the impact exercise can have on our body		Muscles



To begin to identify that different sports need different preparations
To begin to name different muscles within the body

Strength

A Year 3 sports person should be able to

Dance:

- Improvise freely and translate ideas from a stimulus into a movement
- Share and create phrases with a partner and small group
- Repeat, remember and perform phrases

Gymnastics:

- Adapt sequences to suit different types of apparatus and criteria
- Explain how strength and suppleness affect performance
- Compare and contrast gymnastic sequences

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

Athletics:

- Run at fast, medium and slow speeds; changing speed and direction
- Take part in a relay, remembering when to run and what to do

Outdoor and Adventurous:

- Follow a map in a familiar context
- Use clues to follow a route
- Follow a route safely



Year 4			
Themes	Skills	Key Vocabulary	
Dance			
Roman inspired dance Rugby and the Haka *	To perform actions which convey a mood or feeling To take the lead when working in a group To use mirror and cannon to develop dance To feedback on elements I like in a dance and those which could be altered. To dance in unison	Rhythm Level Mirror Cannon	Timing
Gymnastics			
Principles of balance* Rotation*	To create sequences with control and greater balance and focus To develop and improve a sequence based on feedback To control timings when working independently and with a partner To use a range of levels, direction, rotations and jumps within a performance To travel across higher apparatus in different ways To include the floor and apparatus in routines	Jumps – pike, half turn, cat leap and tuck	
Games			
Net games - Tennis * Ball on the ground – football and hockey * Rounders Handball Tag rugby	To throw and catch with one hand To use tactics and skill to keep possession To develop an understanding of rules in different games and apply to a game situation To receive and pass a ball with control from both stationary and moving positions and to a given target To hold and use a range of equipment accurately and safely To play a range of games with some competitive	Football Rugby Attacker Action Defender Reaction Scrum	Tennis Forehand /Backhand Rally
Athletics			
Pentathlon* Boccia#	To refine sprinting & run for a distance To perform a long jump with one step To refine a team (relay) running strategy To develop the sling throw (discus)	Technique Understanding limits Combination jumps	
Outdoor and Adventurous Activities			
Basic orienteering	To work to complete a task within a time limit To solve small simple problems to solve a larger problem To understand keys on a map	Co-operation Control Resilience Improve	Risk
Knowledge and understanding of health, fitness and the body			



To recognise different ways to warm up and cool down for different exercise types
To recognise where strength is needed and how to develop this
To name a range of muscles in the body and begin to identify which they are working on / using during physical activity
To have a greater understanding of the link between food and drink and exercise

Food groups
Balanced diet

A Year 4 sports person should be able to

Dance:

- Take the lead when working with a partner or group
- Use dance to communicate an idea

Gymnastics:

- Work in a controlled way
- Include change of speed and direction and include a range of shapes
- Work with a partner to create, repeat and improve a sequence with at least three phases

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

Athletics:

- Run over a long distance
- Sprint over a short distance
- Throw in different ways
- Hit a target
- Jump in different ways

Outdoor and Adventurous:

- Follow a map in a more demanding familiar context
- Follow a route within a time limit



Year 5		
Themes	Skills	Key Vocabulary
Dance		
Cold climates *	To time my movements in line with a piece of music	Stillness Formation
Dance Styles *	To dance fluently with clear and precise movements	Expression
	To use the correct posture and range of technique	Relationship
	To use a dance I have been taught to inspire my own choreography	Posture
Gymnastics		
Press and Go*	To develop sequences when working with a group.	Floor
Pair composition*	To increase the complexity of performances.	Jumps – straddle Spin
	To use core strength to make movements extended, pointed, fluent and controlled.	Roll (teddy bear and dish)
	To make use of all available space.	
	To ensure performances use previously taught and new skills (canon, mirror, unison, floor, apparatus, jumps, rolls, shapes and balances)	
Games		
Football *	To identify tactics to gain possession	Football Dodgeball / Bench
Netball *	To develop team communication and dynamics to play games effectively	ball
Dodgeball / bench ball	To develop speed of passing	Tackle Catcher
Cricket	To develop techniques to pass, dribble and shot	Opposition Middle
Badminton	To identify spaces to move into and call from when attacking	line
	To mark players effectively and defend a space	Retriever
Athletics		
Heptathlon*	To triple jump	Refine / Develop
	To refine and further develop a variety of running, jumping and throwing techniques	Take off / Landing
	To set targets and monitor progress	
	To be able to identify the correct pace / strength needed for a particular event	
Outdoor and Adventurous Activities		
Co-operation, communication and consideration*	To follow a map in an unfamiliar location	Direction
	To use clues and a compass to navigate a map	Compass
	To build shelters using natural and basic resources	
	To identify solutions to problems and challenges	
	To create a map for someone else to follow	
Knowledge and understanding of health, fitness and the body		



To understand and explain the impact of a good warm up on their performance and sporting ability
To understand and explain the risk of not completing a warm up and cool down
To explain which muscles they need to stretch and focus on during warm up and cool downs

Injury
Stamina

A Year 5 sports person should be able to

Dance:

- Compose own dances in a creative way
- Perform to an accompaniment
- Dances show clarity, fluency, accuracy and consistency

Gymnastics:

- Make complex extended sequences
- Combine action, balance and shape
- Perform consistently to different audiences

Games:

- Gain possession by working as a team
- Pass in different way
- Use forehand and backhand with a racket
- Field
- Choose a tactic for defending and attacking
- Use of number of techniques to pass, dribble and shoot

Athletics:

- Show control when taking off and landing
- Throw with accuracy
- Combine running and jumping

Outdoor and Adventurous:

- Follow a map into an unknown location
- Use clues and a compass to navigate a route
- Change route to overcome a problem using new information



Year 6		
Themes	Skills	Key Vocabulary
Dance		
Mayans and Mexican inspired dance / Why bully me? * Zumba	To dance in different styles and create own movements for these To choose own music to accompany a dance To develop and improve based upon feedback To show a journey / story through dance To use a variety of speeds, levels, directions, spaces and styles within a dance	Composition Contrasting Improvisation Repetition, Fluency
Gymnastics		
Body symmetry* Group work*	To incorporate a range of jumps, rolls, balances, shapes and transitions in sequence. To control weight, speed, timings and balance. To develop a sequence to incorporate both floor and apparatus with clearly identifiable timings To create sequences of a longer time showing complex movements and a range of levels, speeds and directions along with different gymnastic movements (rolls, jumps, balances, shapes)	Conditioned Execution Symmetrical
Games		
Tag Rugby * Hockey * Tennis Rounders	To follow and understand rules for a broad range of games To communicate with teammates to create a tactical plan. To take leadership in a game situation To use a range of tactics for attacking and defending To develop accuracy of kicking, shooting and passing when in time pressured game situations To evaluate own and others performance To play and participate in a range of games both for enjoyment and competitively	Tag Rugby: Wing, Receive, Try Tennis: Cross court, Down the line, Serve, Volley Hockey: Back line, Dangerous play, Obstruction, Clearing
Athletics		
Decathlon * Personal Challenges – circuits	To use a hammer To develop personal performance To organize and participate in athletics competition To develop a knowledge of preparing for, participating in, and recovering from a training session To create their own interval and circuit training session	Decathlon Launch Core strength Stamina
Outdoor and Adventurous Activities		
Archery # Team building	To plan a route and a series of routes for someone else To take account of safety and danger To show leadership when completing a series of problems and adapt strategies when necessary	Navigate Route Delegate Collaboration



Knowledge and understanding of health, fitness and the body

To understand why exercise is good for their physical and mental well being
To independently prepare their bodies for physical activity
To understand how to cool down effectively after
To take an independence over their physical activity contribution

Mental wellbeing
Emotional wellbeing
Physical well being

A Year 6 sports person should be able to

Dance:

- Develop sequences in a specific style
- Choose own music and style

Gymnastics:

- Combine own work with that of others
- Sequence to specific timings

Games:

- Play to agreed rules
- Explain rules to others
- Can umpire
- Make a team and communicate a plan
- Lead others in a game situation

Athletics:

- Demonstrate stamina

Outdoor and Adventurous:

- Plan a route and a series of clues for someone else
- Plan with others, taking account of safety and danger



Swimming

Theme →	Beginners*	Improvers*	Advanced*
Stroke Development	<ul style="list-style-type: none">Can move around the pool independentlyCan float with the use of aidsCan travel on my front and/or back without aidsCan travel 10 meters on my front and/or back without aidsCan travel on my front and/or back with aids	<ul style="list-style-type: none">I understand how to achieve a streamlined body positionCan swim 1 stroke with good technique over at least 10 metersCan swim 2 strokes with good technique over at least 10 metersCan swim 25 meters competently and proficiently using at least 1 stroke	<ul style="list-style-type: none">I understand the importance of a streamlined body positionCan swim 1 stroke with a controlled and an efficient techniqueCan swim 2 strokes with a controlled and an efficient techniqueCan swim 3 strokes with a controlled and an efficient techniqueCan swim at least 25 meters using front crawl, backstroke and breaststroke
Skills and Water Confidence	<ul style="list-style-type: none">Can submerge my whole headCan blow bubblesCan float without aidsCan push and glideCan jump into the water	<ul style="list-style-type: none">Can submerge to pick an object off of the bottom of the poolI am able to combine different floating shapesI am able to perform a sculling actionI am able to jump into deep water	<ul style="list-style-type: none">I am able to tread waterI am able to demonstrate surface diversCan demonstrate a range of safe entry techniquesI am able to identify areas of good technique and areas of improvementCan perform water rescue techniques
Key Vocabulary	<ul style="list-style-type: none">FloatingPushGlideKick	<ul style="list-style-type: none">Front crawlBackstrokeBreast strokeStreamlineSubmerge	<ul style="list-style-type: none">ButterflyBuoyancyTread waterPersonal survivalSurface dive



Whole School PE Overview

	Dance	Gymnastics	OAA	Multiskills	Games												Athletics	Swimming
						Invasion						Net and wall			Striking and fielding			
						Football	Tag rugby	Dodgeball / Bench ball	Hockey	Handball	Netball	Basketball	Volleyball	Tennis	Badminton	Rounders		
Rec	X	X		X													X	
Year 1	X	X		X													X	
Year 2	X	X		X												X	X	
Year 3	X	X	X	X				X	X	X	X			X		X	X	
Year 4	X	X	X		X	X		X	X				X		X		X	
Year 5	X	X	X		X		X			X				X		X	X	X



Year 6	X	X	X			X		X					X		X		X	X
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Topics by term

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red	Gymnastics	Dance	Dance	Games	Gymnastics	Games Athletics
Blue	Games Gymnastics	Dance Gymnastics	Dance Games	Gymnastics Games	Games Athletics	Dance Athletics
Yellow	Dance Games	Dance Games	Gymnastics OAA	Gymnastics Games	Dance Games	Athletics Games
Orange	Games Dance	Games Dance	Games Gymnastics	OAA Gymnastics	Athletics Games	Games Games
Green	Gymnastics Games	Games Dance	Dance OAA	Gymnastics Games	Games Games	Athletics Games
Purple	OAA Dance	Gymnastics Games	Games Gymnastics	Games Dance	Swimming Games	Athletics Games
Silver	Gymnastics Circuits	Games Dance	OAA Gymnastics	Dance Games	Athletics Games	Swimming Games



Topic focus

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red	Gymnastics: Fun shapes	Dance: On parade and Christmas production	Dance: Toys	Games: Fundamentals 1	Gymnastics: Move and hold	Games: Fundamentals 2 Athletics
Blue	Games: Fundamentals 1 Gymnastics: Jumping Jacks	Dance: Christmas production Gymnastics: continue	Dance: Weather Games: Fundamentals 2	Gymnastics: Rock and Roll Games: continue	Games: Fundamentals – rolling and receiving Athletics	Dance: Moving worlds Athletics
Yellow	Dance: Magical Friends Games: Fundamentals 1	Dance: Samba and Brazilian Games: Fundamentals 2	Gymnastics: Points of contact OAA: Trails, Trust and Teamwork	Gymnastics: Ball, wall and tall Games: Focus on striking	Dance: Great fire of London Games: Cricket	Athletics Games: Team building
Orange	Games: Ball handling Dance: Machines	Games: Basketball and netball Dance: Solar systems	Games: Hockey Gymnastics: Patterns and pathways	OAA: Co-operation, communication and consideration Gymnastics: Hand apparatus	Athletics: Challenges Games: Cricket	Games: Badminton and golf Games: Volleyball (including sitting)
Green	Gymnastics: principles of balance Games: Balls on the ground - football	Games: Tag rugby Dance: Rugby and the Hakka	Dance: Romans OAA: Basic orienteering	Gymnastics: Rotation Games: Balls on the ground – hockey	Games: Rounders Games: Tennis	Athletics: Pentathlon and Boccia Games: Handball
Purple	OAA: Co-operation, communication and consideration Dance: Cold climates	Gymnastics: Press and go Games: Football	Games: Dodgeball and bench ball Gymnastics: Pair composition	Games: Netball Dance: Dance Styles	Swimming Games: Cricket	Athletics: Heptathlon and archery Games: Badminton
Silver	Gymnastics: Body symmetry Circuits	Games: Tag rugby Dance: Mexican	OAA: Archery and team building Gymnastics: Group work	Dance: Fitness routines (Zumba) or Why bully me? Games: Hockey	Athletics: Decathlon Games: Tennis	Swimming Games: Rounders