



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 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*	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	Perform Copy
Gymnastics		
Fun gym shapes* Move and Hold*	To jump and land safely To stand on one leg with stretched arms for support To jump like a star To jump and reach up high To bend my legs when I jump To jump off low level platforms	Shapes – tall and wide Jump – straight and star
Games		
Multiskills – Fundamentals Unit 1*	To throw a ball with two hands To roll a ball in different directions To roll a ball to my partner To kick a ball forwards, backwards and sideways	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	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* Weather*	Moving to music independently Copy simple dance moves performed by an adult Move safely in a space Travel across a space in different ways	Crawl Slide Speed
Gymnastics		
Rock and Roll* Jumping Jacks*	Rock with control Stretch and tense own body Bend, stretch, relax and move to create different shaped independently Control body as you move Copy movements and shaped performed by an adult Move along apparatus of different heights	Rock Pencil and egg roll
Games		
Fundamentals units 1 & 2 Fundamentals Rolling and Receiving *	To throw over-arm and under-arm To catch a ball with two hands To kick a ball towards a target To kick and dribble a ball in different ways	Target Over-arm / under-arm
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)	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 To know the difference between balance and strength	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 begin 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		
Game activities – Fundamentals Unit 1 and 2* Focus on striking * OAA – Trails, Trust and Teamwork *	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 Attacking Defending
Athletics		
Hurdles Javelin Sprinting Target aiming	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	Sprint Energy Stretch
Knowledge and understanding of health, fitness and the body		
To identify how different physical activities make the body feel To begin 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 Canon
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 begin to perform the same actions on the floor and make adaptations to do these when on the apparatus	Transition Extension Position Sequence Land
Games		
Sitting / Volleyball# Badminton & Hockey Basketball Ball handling * Striking and fielding – Cricket *	To throw and catch with control To play on a team To move into a space to receive a pass To play fairly To communicate with team players so all know what is happening	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	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 To begin to identify that different sports need different preparations To begin to name different muscles within the body		Muscles 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 things I like in a dance and those which could be altered.	Rhythm Level Cannon	Timing Mirror
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	Jumps – pike, half turn, cat leap and tuck	
Games			
Net games - Tennis * Ball on the ground – football and hockey * Rounders	To throw and catch with one hand To throw directly across a given distance / to a set target To use tactics and skill to keep possession To develop an understanding of rules in different games To throw, catch, pass and kick with control	Football Attacker Defender Tennis Forehand /Backhand	Rugby Action Reaction Scrum 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	Risk Improve
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 * Dance Styles *	To improvise and create own choreography Can time my movements in line with a piece of music To dance fluently with clear and precise movements, the correct posture and range of technique	Stillness Expression Relationship Posture Formation
Gymnastics		
Press and Go* Pair composition*	To develop sequences when working with a group. To increase the complexity of performances. To use core strength to make movements extended, pointed, fluent and controlled. 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)	Floor Jumps – straddle Roll (teddy bear and dish) Spin
Games		
Football * Netball * Dodgeball / benchball Cricket Badminton	To identify tactics to gain possession To develop team communication and dynamics to play effectively. To develop speed of passing. To develop techniques to pass, dribble and shoot. To identify spaces to move into and call from when attacking To mark players effectively and defend a space	Football Tackle Opposition Dodgeball / Benchball Catcher Middle line Retriever
Athletics		
Heptathlon*	To triple jump To refine and further develop a variety of running, jumping and throwing techniques To set targets and monitor progress	Refine / Develop Take off / Landing
Outdoor and Adventurous Activities		
Co-operation, communication and consideration*	To follow a map in an unfamiliar location To use clues and a compass to navigate a map To build shelters using natural and basic resources	Direction Compass
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
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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? *	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	Composition Contrasting Improvisation Repetition, Fluency
Gymnastics		
Body symmetry*	To incorporate a range of jumps, rolls, balances, shapes and transitions in sequence. To control weight, speed, timings and balance. To smoothly and safely dismount apparatus. To develop a sequence to incorporate both floor and apparatus with clearly identifiable timings	Conditioned Execution Symmetrical Dismount
Games		
Tag Rugby * Hockey * Tennis	To follow and understand rules for a broad range of games To communicate with team mates 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	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 participate in athletics competition To develop a knowledge of preparing for, participating in, and recovering from a training session To create their own interval 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	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	<p>Can move around the pool independently</p> <p>Can float with the use of aids</p> <p>Can travel on my front and/or back without aids</p> <p>Can travel 10 meters on my front and/or back without aids</p> <p>Can travel on my front and/or back with aids</p>	<p>I understand how to achieve a streamlined body position</p> <p>Can swim 1 stroke with good technique over at least 10 meters</p> <p>Can swim 2 strokes with good technique over at least 10 meters</p> <p>Can swim 25 meters competently and proficiently using at least 1 stroke</p>	<p>I understand the importance of a streamlined body position</p> <p>Can swim 1 stroke with a controlled and an efficient technique</p> <p>Can swim 2 strokes with a controlled and an efficient technique</p> <p>Can swim 3 strokes with a controlled and an efficient technique</p> <p>Can swim at least 25 meters using front crawl, backstroke and breaststroke</p>
Skills and Water Confidence	<p>Can submerge my whole head</p> <p>Can blow bubbles</p> <p>Can float without aids</p> <p>Can push and glide</p> <p>Can jump into the water</p>	<p>Can submerge to pick an object off of the bottom of the pool</p> <p>I am able to combine different floating shapes</p> <p>I am able to perform a sculling action</p> <p>I am able to jump into deep water</p>	<p>I am able to tread water</p> <p>I am able to demonstrate surface divers</p> <p>Can demonstrate a range of safe entry techniques</p> <p>I am able to identify areas of good technique and areas of improvement</p> <p>Can perform water rescue techniques</p>
Key Vocabulary	<p>Floating</p> <p>Push</p> <p>Glide</p> <p>Kick</p>	<p>Front crawl</p> <p>Backstroke</p> <p>Breast stroke</p> <p>Streamline</p> <p>Submerge</p>	<p>Butterfly</p> <p>Buoyancy</p> <p>Tread water</p> <p>Personal survival</p> <p>Surface dive</p>



Whole School PE Overview

	Dance	Gymnastics	OAA	Games											Athletics	Swimming	
				Multiskills	Invasion					Net and wall			Striking and fielding				
					Football	Tag rugby	Dodgeball	Hockey	Netball	Basketball	Volleyball	Tennis	Badminton	Rounders			Cricket
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	
Year 4	X	X	X	X		X						X		X		X	X
Year 5	X	X	X		X		X		X				X		X	X	
Year 6	X	X	X			X		X				X		X		X	X