Linton Mead Subject Curriculum Overview for PE

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Gross motor skills- • 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. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Fine motor skills- • 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, paint brushes and cutlery • Begin to show accuracy and care when drawing • Develop the foundations of a handwriting style which is fast, accurate and efficient					
1	Fundamentals	Gymnastics	Dance	Fitness	Ball skills	Athletics
	In this unit children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Children will be given opportunities to identify areas of strength and areas for improvement. Children will work collaboratively with others, taking turns and sharing ideas	In this unit children explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Children are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Children begin to understand the use of levels, directions and shapes when travelling and balancing. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases. Children will work individually and with a partner to create ideas in	In this unit children develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	In this unit children will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using coordination and balance. Children will have the opportunity to work independently, and collaboratively in pairs and small groups. Children will be able to explore their own ideas in response to tasks.	In this unit children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

			relation to the theme. Children will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.			
2	Fundamentals	Gymnastics	Dance	Fitness	Ball skills	Athletics
	In this unit children will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Children will be given opportunities to work with a range of different equipment. Children will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Children will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	In this unit children learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Children develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Children are given opportunities to provide feedback to others and recognise elements of high quality performance. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Children will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	In this unit children will take part in a range of activities to develop components of fitness. Children will begin to explore and develop agility, balance, co-ordination, speed and stamina. Children will be given the opportunity to work independently and with others. Children will develop perseverance and show determination to work for longer periods of time.	In this unit children will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Children will have the opportunity to work independently, in pairs and small groups.	In this unit children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.
3	Football	Gymnastics	Dance	Rugby	Basketball	Athletics
	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of	In this unit children develop balancing, rolling and jumping. They use these skills individually and in combination. Children	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games.	Basketball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of	In this unit, children will develop basic running, jumping and throwing techniques. They are set challenges for distance and

	invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Children develop their confidence to perform, considering the quality and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	can choose two of the four themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children create dances in relation to an idea. Children work individually, with a partner and in small groups, sharing their ideas. Children develop their use of counting and rhythm. Children learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Children are also given opportunities to measure, time and record scores.
4	Football	Gymnastics	Dance	Rugby	Basketball	Athletics
	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules	In this unit children develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Children are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your children won't miss out on learning and the lessons will still flow. Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Children will develop confidence in performing and will be given	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules	Basketball is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	In this unit, children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.

		lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	the opportunity to provide feedback and utilise feedback to improve their own work.			
5	Swimming	Swimming	Gymnastics	Rugby	Football	Athletics
	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different water-based emergencies.	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different water-based emergencies.	In this unit children develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit children learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin.
6	Swimming	Swimming	Gymnastics	Rugby	Football	Athletics
	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such	By the end of KS2, as part of their curriculum, the children will aim to swim competently, confidently, and proficiently over a distance of at least 25 metres. They will use a range of using effective strokes such	In this unit, children use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger	Rugby is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby children do this by maintaining	Football is an invasion game. In this unit children develop their understanding of the attacking and defending principles of invasion games. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In football children do this by	In this unit, children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to

	as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different water-based emergencies.	as front crawl, backstroke, and breaststroke. They will perform a safe self-rescue, knowing how to keep safe and respond in different water-based emergencies.	groups, using formations to improve the aesthetics of their performances. Children are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, children develop performance skills considering the quality and control of their actions. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or with greater depth.	possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	maintaining possession and moving the ball towards goal to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Children are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit children learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.