

# Curriculum: Physical Education

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Introduction to PE – Unit 1 Fundamentals – Unit 1	Ball Skills – Unit 1 Fundamentals - Unit 2	Dance – Unit 1 Games – Unit 1	Gymnastics – Unit 1 Games – Unit 2	Balanceability Gymnastics Unit 2	Athletics Ball Skills – Unit 2
↓					
YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Fundamentals  Ball Skills	Fitness  Sending & receiving	Dance  Invasion	Gymnastics  Target Games	Athletics  (Forest School)	Team Building  Striking and Fielding
↓					
YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Fundamentals  Target Games	Fitness  Ball skills	Dance  Sending & Receiving	Gymnastics  Invasion	Athletics  Net and Wall	Forest School  Striking and fielding
↓					
YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Fundamentals  Ball skills	Fitness  Tag Rugby	Gymnastics  Netball	Handball  (Forest School)	Athletics  Football	Cricket  OAA
↓					
YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Yoga  Basketball	Fitness  (Forest School)	Dance  Football	Gymnastics  Hockey	Athletics  Krav Maga	Tennis  Rounders
↓					
YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Dance Football	Fitness Quidditch	Handball (Forest School)	Gymnastics Tag Rugby	Krav Maga Tennis	Athletics Cricket
↓					
YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Basketball Forest School	Fitness Hockey Additional swimming	Swimming Gymnastics	Dance Handball	Football Tennis	Rounders Football

# Key Stage 1 – Year 1

Year 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Fundamentals	Fitness	Dance	Gymnastics	Athletics	Team Building
Ball Skills	Sending & receiving	Invasion	Target Games	(Forest School)	Striking and Fielding
↓					
<b>Necessary context for learning:</b>  Through GETSET4PE planning sequence:  Fundamentals Y1 T1  <b>Additional Language:</b> Exercise, Direction, Safely		<b>Pupils learn: (FUNDAMENTALS)</b> <ul style="list-style-type: none"><li>To explore balance, stability and landing safely.</li><li>To explore how the body moves differently when running at different speeds.</li><li>To explore changing direction and dodging.</li><li>To explore jumping, hopping and skipping actions.</li><li>To explore co-ordination and combination jumps.</li><li>To explore combination jumping and skipping in an individual rope.</li><li>To take turns.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</li><li>Balancing: know that I can hold my arms out to help me to balance.</li><li>Jumping: know that bending my knees will help me to land safely.</li><li>Hopping: understand that I use one foot to hop.</li><li>Skipping: know that if I hop then step that will help me to skip.</li></ul>					
<b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>To improve my balance, I can...</li><li>I must land safely by...</li></ul>					
<b>Necessary context for learning:</b>  Through GETSET4PE planning sequence:  Ball Skills Y1 T1  <b>Additional Language:</b> Aim, Send, Direction		<b>Pupils learn: (BALL SKILLS)</b> <ul style="list-style-type: none"><li>To develop control and co-ordination when dribbling a ball with your hands.</li><li>To explore accuracy when rolling a ball.</li><li>To explore throwing with accuracy towards a target.</li><li>To explore catching with two hands.</li><li>To explore control and co-ordination when dribbling a ball with your feet.</li><li>To explore tracking a ball that is coming towards me.</li><li>To work independently, in pairs and small groups.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Sending: know to look at the target when sending a ball.</li><li>Catching: know to have hands out ready to catch.</li><li>Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.</li></ul>					
<b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>I was able to...</li><li>...was successful because...</li></ul>					

# Year 2

Year 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Fundamental Target Games	Fitness Ball skills	Dance Sending & Receiving	Gymnastics Striking & Fielding	Athletics Net & Wall	(Forest School) Invasion
↓					
<b>Necessary context for learning:</b>  Through GETSET4PE planning sequence:  Fundamentals T1 YR2  <b>Additional Language:</b> Speed, Dodge		<b>Pupils learn: (FUNDAMENTALS)</b> <ul style="list-style-type: none"><li>To explore how the body moves when running at different speeds.</li><li>To develop changing direction and dodging.</li><li>To develop balance, stability and landing safely.</li><li>To explore and develop jumping, hopping and skipping actions.</li><li>To develop co-ordination and combining jumps.</li><li>To develop combination jumping and skipping in an individual rope.</li><li>To describe how my body feels during exercise.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms, it will help me to run faster.</li><li>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</li><li>Jumping: know that landing on the balls of my feet helps me to land with control.</li><li>Hopping: know that I should hop with a soft bent knee.</li><li>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</li></ul>					
<b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>During exercise my body...</li><li>To improve... I need to...</li></ul>					
<b>Necessary context for learning:</b>  Through GetSET4PE planning sequence:  Target Games T1 YR2  <b>Additional Language:</b> Accurate, opponent, release, teammate, ahead		<b>Pupils learn: (TARGET GAMES)</b> <ul style="list-style-type: none"><li>To consider how much power to apply when aiming at a target.</li><li>To understand how to score using overarm and underarm throwing.</li><li>To develop striking to a target.</li><li>To develop hitting a moving target.</li><li>To select and apply the appropriate skill to the target game.</li><li>To show an improvement in my personal best.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Throwing: Know that stepping with opposite foot to throwing arm will help you to balance. Knowing that moving my arm quicker will give me more power.</li><li>Striking: know to finish with my object/hand pointing at my target.</li><li>Tactics: understand and apply simple tactics.</li><li>Rules: know how to score points and follow simple rules.</li></ul>					
<b>SUBSTANTIVE &amp; DISCIPLINARY LANGUAGE STEMS</b>					

# Key Stage 2 – Year 3

Year 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Fundamental  Ball skills	Fitness  Tag Rugby	Gymnastics  Netball	Handball (Forest School)	Athletics  Football	Cricket  Swimming
↓					
<b>Necessary context for learning:</b>  Through GetSET4PE planning sequence: Fundamentals T1 YR3  <b>Additional Language:</b> Distance, Control		<b>Pupils learn: (FUNDAMENTALS)</b> <ul style="list-style-type: none"><li>To develop <b>balancing</b> and understand the importance of this <b>skill</b>.</li><li>To demonstrate <b>good technique</b> when <b>running at different speeds</b>.</li><li>To develop <b>agility</b> using a change of <b>speed and direction</b>.</li><li>To develop <b>technique and control</b> when <b>jumping, hopping and landing</b>.</li><li>To develop <b>skipping</b> with a rope.</li><li>To apply fundamental skills to a variety of <b>challenges</b>.</li><li>To understand how the body moves differently at different speeds.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</li><li>Balancing: understand that squeezing my muscles helps me to balance.</li><li>Jumping: know that swinging my arms forwards will help me to jump further.</li><li>Hopping: know that if I look straight ahead it will stop me falling over when I land.</li><li>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</li></ul> <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>To improve my... I need to...</li><li>When running... my body..</li></ul>					
<b>Necessary context for learning:</b>  Through GetSET4PE planning sequence: Ball Skills T1 YR3  <b>Additional Language:</b> Chest, Overhead, Shoulder		<b>Pupils learn: (BALL SKILLS)</b> <ul style="list-style-type: none"><li>To develop confidence and accuracy when tracking a ball.</li><li>To develop confidence and accuracy when tracking a ball.</li><li>To explore and develop a variety of throwing techniques.</li><li>To develop catching skills using one and two hands.</li><li>To develop dribbling a ball with hands.</li><li>To use tracking, sending and dribbling skills with feet.</li><li>To explore a variety of throwing techniques and learn to select the appropriate throw for the situation. .</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Sending: know that stepping with opposite foot to throwing arm will help me to balance.</li><li>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</li><li>Tracking: know that it is easier to move towards a ball to track it than chase it.</li><li>Dribbling: know to keep my head up when dribbling to see space/opponents.</li></ul> <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>My team was successful in a game because</li><li>To improve our game, we need to...</li></ul>					

# Year 4

Year 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Yoga  Basketball	Fitness  (Forest School)	Dance  Football	Gymnastics  Hockey	Athletics  OAA	Tennis  Rounders
↓					
<b>Necessary context for learning:</b>  Through GETSET4PE planning sequence: Yoga T1 YR4  <b>Additional Language:</b> Gratitude, notice, wellbeing, lengthen, stable		<ul style="list-style-type: none"><li>• <b>Pupils learn: (Yoga)</b></li><li>• To describe how yoga makes me feel and can talk about the benefits of yoga.</li><li>• To link poses together to create a <b>yoga flow</b>.</li><li>• To provide feedback using key terminology and understand what I need to do to improve.</li><li>• To <b>transition</b> from <b>pose</b> to pose in time with my <b>breath</b>.</li><li>• To work collaboratively and effectively with others.</li><li>• To demonstrate yoga poses which show clear shapes.</li><li>• To show increasing <b>control</b> and <b>balance</b> when moving from one pose to another.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>• Balance: understand that if I move with my breath, it will help me to balance.</li><li>• Flexibility: understand which body parts I am trying to extend in different poses.</li><li>• Strength: understand that people have different levels of strength.</li><li>• Strategy: understand that mindfulness is a personal journey.</li></ul> <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>• To improve my... I need to...</li><li>• I can use Yoga to...</li></ul>					
<b>Necessary context for learning:</b>  Through GETSET4PE planning sequence: Basketball T1 YR4  <b>Additional Language:</b> <b>Court, Opposition, Outwit</b>		<b>Pupils learn: (BASKETBALL)</b> <ul style="list-style-type: none"><li>• To develop the <b>attacking skill of dribbling</b>.</li><li>• To use <b>protective dribbling</b> against an <b>opponent</b>.</li><li>• To develop the <b>bounce</b> and <b>chest pass</b> and begin to recognise when to use them.</li><li>• To develop <b>tracking and defending an opponent</b>.</li><li>• To develop the technique for the <b>set shot</b>.</li><li>• To be able to apply the skills, <b>rules</b> and tactics you have learnt to a mini tournament.</li><li>• To understand how exercise affects the body.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>• Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</li><li>• Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other.</li><li>• Attacking and defending know my role as an attacker and defender.</li><li>• Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</li></ul>					

# Year 5

Year 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Dance Football	Fitness Swimming	Handball (Forest School)	Gymnastics Tag Rugby	Krav Maga* Tennis	Athletics Cricket
↓					
<b>Necessary context for learning:</b>  Through GetSET4PE planning sequence:  Dance T1 YR5  <b>Additional Language:</b> Posture, Formation	<b>Pupils learn: (DANCE)</b> <ul style="list-style-type: none"><li>To create a dance using a random structure and <b>perform</b> the actions showing <b>quality</b> and <b>control</b>.</li><li>To understand how changing <b>dynamics</b> changes the appearance of the <b>performance</b>.</li><li>To understand and use <b>relationships</b> and <b>space</b> to change how a performance looks.</li><li>To work with a partner to <b>copy</b> and <b>repeat actions</b> keeping <b>in time</b> with the music.</li><li>To work <b>collaboratively</b> with a group to create a dance in the <b>style</b> of Rock 'n' Roll.</li><li>To develop set <b>choreography</b> inspired by a Mayan god.</li><li>To choose actions to create a <b>motif</b> in a given <b>character</b> with consideration of dynamics, space and relationships.</li><li>To use <b>structure</b> to create a dance performance.</li><li>To use <b>matching</b>, <b>canon</b> and <b>unison</b> in the style of the lion dance.</li><li>To use space and relationships to create a dragon dance.</li><li>To select and combine dance tools to perform a Chinese dance.</li></ul>				
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</li><li>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</li><li>Space: understand that space can be used to express a certain character, mood or idea.</li><li>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</li><li>Performance: know that being aware of other performers in my group will help us to move in time.</li><li>Strategy: know that I can select from a range of dance techniques to translate my idea.</li></ul>					
<b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>To improve my performance, I could...</li><li>...was successful at...because...</li></ul>					
<b>Necessary context for learning:</b>  Through GetSET4PE planning sequence:  Football T1 YR5	<b>Pupils learn: (FOOTBALL)</b> <ul style="list-style-type: none"><li>To <b>dribble</b> a ball under <b>pressure maintaining possession</b>.</li><li>To develop dribbling to maintain possession.</li><li>To choose when to <b>pass</b> and when to dribble.</li><li>To move into <b>space</b> to <b>support</b> a <b>teammate</b>.</li><li>To develop <b>defending skills to gain possession</b>.</li><li>To apply <b>rules, skills and principles</b> to play in a <b>tournament</b>.</li></ul> <b>Additional Language:</b> <ul style="list-style-type: none"><li><b>Onside, Offside, Foul</b></li></ul>				

# Year 6

Year 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Basketball (Forest School)	Fitness Hockey	Swimming Gymnastics	Dance Handball	Krav Maga Tennis	Rounders Football
↓					
<b>Necessary context for learning:</b>  Through GetSET4PE planning sequence:  Basketball T3 YR6  <b>Additional Language:</b>  Consistently, Dictate, Formation		<b>Pupils learn: (BASKETBALL)</b> <ul style="list-style-type: none"><li>To develop dribbling to beat a defender.</li><li>To choose when to pass and when to dribble.</li><li>To develop receiving the ball with control.</li><li>To move into space to support a teammate.</li><li>To develop tackling to gain possession of the ball.</li><li>To apply rules, skills and principles to play in a Basketball tournament.</li><li>Estimating distances away from a partner.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.</li><li>Dribbling: know that dribbling in different directions will help to lose a defender.</li><li>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</li><li>Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</li></ul> <b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>I/my team are succesful at... because</li><li>To improve my/my teams... I/we need to...</li></ul>					
Year 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Basketball (Forest school)	Fitness Hockey	Swimming Gymnastics	Dance Handball	Krav Maga Tennis	Rounders Football
	↓				