



Yew Tree Primary School

PE CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	<p>What does this mean for P.E?</p> <ul style="list-style-type: none"> • A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. • We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. • Embed values such as fairness and respect. • 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. <p>Responsible when taking part in physical education during P.E lessons, break, lunch and outside of school competitions.</p> <p>Respectful to others during competitions/games.</p> <p>Courage and resilience during physical activities – keep going when things get tough!</p> <p>Ambition during P.E and use your 'can do' attitude to do your absolute best, always.</p> <p>Pride in what you do and what you achieve to celebrate our success together.</p>
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



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P.E. Key Knowledge Progression

Idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Education	Athletics	<p>Move freely in a range of ways such as slithering, hopping, jumping, skipping etc.</p>	<p>Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.</p> <p>Perform some movements with control.</p> <p>Begin to jump over short distances.</p> <p>Send and receive objects (partner work)</p> <p>Perform in small group activities.</p>	<p>Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.</p> <p>Begin to run quickly and be able to stop with control.</p> <p>Run for a longer period of time without stopping.</p> <p>Start to throw objects with some power using overarm throwing.</p> <p>Start to compete.</p>	<p>Begin to do simple jumps i.e. star jumps, pencil jumps etc... and use agility in running games.</p> <p>Develop speed and power when sprinting.</p> <p>Start to use breathing techniques to improve endurance.</p> <p>Develop strength and power to improve distance jumped.</p> <p>Show power and control when throwing.</p> <p>Use different throwing techniques.</p> <p>Compete in different activities.</p> <p>Improve performance. Use scoring or points.</p>	<p>To link running and jumping activities with some fluency and consistency and to run at a variety of speeds.</p> <p>Run fast with flight to jump over hurdles.</p> <p>Run fast with pace.</p> <p>Run at varying paces.</p> <p>Use a smooth, running action to support jumping distance.</p> <p>Throw with power and control e.g. javelin</p> <p>Keep score in competitive activities.</p>	<p>Perform a range of jumps with consistency and show differences between running and sprinting over a variety of distance.</p> <p>Refine their sprinting technique.</p> <p>Be able to maintain balance when running around a curve.</p> <p>Use appropriate running techniques and adjust their speed.</p> <p>Use different jumping techniques.</p> <p>Throw with control and power.</p> <p>Measure and keep track of scores when competing.</p>	<p>Perform a range of jumps with consistency in different activities and demonstrate running and sustaining pace over shorter and longer distances.</p> <p>Run quickly to compete in relay races.</p> <p>Run effectively at a good pace in a long distance race.</p> <p>Correctly run up when performing a long jump.</p> <p>Throw with power, including a push throw.</p> <p>Compete in a variety of events</p>	<p>Show good technique and control for jumping activities and implement run up jumps for athletic jumps.</p> <p>Use the sprint start position to increase the rate of acceleration.</p> <p>Work in collaboration with others in team events.</p> <p>Combine the three parts of a triple jump to support distance achieved.</p> <p>Throw objects with power and control.</p> <p>Work alongside others and use the correct techniques to achieve personal best.</p>

<p>Striking and Fielding</p>	<p>Can catch a large ball</p> <p>Roll different objects including balls.</p> <p>Push with control.</p> <p>Explore catching objects.</p>	<p>Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing</p> <p>Send and stop different objects.</p> <p>Play simple games with a partner.</p> <p>Co-operate in small groups.</p>	<p>Catch and throw objects like a beanbag/small ball with some consistency. Begin to use underarm throwing. Begin to use underarm throwing to a batter. Begin to move into positions after tracking balls. Begin to score points. Play simple small-sided games. Start to make choices about where to send a ball to score points.</p>	<p>Develop hitting skills and begin to practise bowling/feeding the ball to other.</p> <p>Send a ball into a space.</p> <p>Bowl a ball using underarm to a batter with some accuracy.</p> <p>Throw a ball to attempt to get someone out.</p> <p>Stop a ball with some consistency.</p> <p>Play a modified game with points.</p> <p>Work as a team.</p> <p>(Rounders)</p>	<p>To begin to bowl accurately. Choose where to hit the ball and discuss the variety of shots that could be used. Use one hand with a bat to hit a ball with some power. Throw a ball overarm for distance. Use the long-barrier to stop a ball travelling along the ground. Run with some speed and control. Play games with some rules- for rounders. Use simple tactics.</p> <p>(Rounders)</p>	<p>Play confidently in a range of roles in different situations such as fielder, bowler etc.</p> <p>Begin to increase consistency when hitting a ball and what direction it needs to go in. Direct hits with power and accuracy. Accurately throw a ball overarm. Throw a ball accurately to a fielder to stop batters running. Begin to judge when to run. Play games using correct rules and scoring. Talk about the positioning of fielders.</p> <p>(Rounders)</p>	<p>Throw balls with accuracy and consistency over different distances.</p> <p>Decide when to use a forward defensive shot to block the ball.</p> <p>Use the correct grip for overarm bowling.</p> <p>Throw a ball quickly and accurately to get a batter out.</p> <p>Prevent runs being scored through different fielding positions.</p> <p>Communicate clearly.</p> <p>Play pair games of cricket using the correct rules.</p> <p>Begin to use key language such as mid-on and mid-off.</p> <p>(Cricket)</p>	<p>Demonstrate control and consistency when throwing a ball. Increase using tactics for attacking and defending in different roles. Score by hitting the ball past the bowler. Attempt to get the ball to the batter-between waist and head. Work with players in your team to field a ball quickly towards the wicket. Communicate well with batting partner to navigate runs so points can be scored. Play and umpire small-sided games.</p> <p>(Cricket)</p>
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	Net / Wall			Tennis	Tennis	Tennis	Badminton	Badminton
	<p>Can catch a large ball</p> <p>Explore different objects.</p> <p>Explore sending objects in different ways.</p> <p>Explore different ways of travelling.</p>	<p>Adjust speed and direction in different chasing games.</p> <p>Start to use different objects to send them.</p> <p>Slide objects to an opponent.</p> <p>Travel with some control- agility, co-ordination, changing direction.</p> <p>Play in a restricted area- using cones or markers.</p> <p>Follow simple rules.</p> <p>Begin to play in small games.</p>	<p>Move towards a ball to return with a hand/bat and score points against an opposition line.</p> <p>Hit a ball with self-feed.</p> <p>Feed a ball so a partner can hit it.</p> <p>Move position to hit the ball.</p> <p>Play within a defined area.</p> <p>Use simple rules.</p> <p>Try to hit an object to score points.</p>	<p>Hit a ball using both hand and racquet with some consistency.</p> <p>Use both sides of the body to hit an object.</p> <p>Use a variety of skills to serve.</p> <p>To understand agility and change direction around a court.</p> <p>Play in a game situation which has been modified.</p> <p>Use a basic serve to start a rally.</p> <p>To hit a ball/object to different parts of a court.</p>	<p>Begin to understand how to serve to start a game and use a range of small basic racquet skills.</p> <p>Use a forehand hit to hit a target.</p> <p>Serve using underarm.</p> <p>Move towards a ball to hit it.</p> <p>Play a game on a basic court- side and back line.</p> <p>Play a game using basic rules.</p> <p>Control the strength of the hit to different parts of the court- soft/hard.</p>	<p>Use a small range of racquet and hand skills and use basic skills to defend the court e.g moving to a different position.</p> <p>Begin to use the forehand and backhand.</p> <p>Use the correct technique to hit different parts of the court.</p> <p>Move back to the centre of court after each shot is taken.</p> <p>Play on a basic court with a net.</p> <p>Play games with rules.</p> <p>Use doubles position strategy to score points</p>	<p>Demonstrate a varied selection of service shots and start to apply some control when considering shot aim, foot movement etc...</p> <p>Use quick reactions when close to the net.</p> <p>Show the use of quick feet to move to return the shuttle.</p> <p>Play with others and keep track of a score.</p> <p>Play games and start to use an umpire-use a scoring system.</p> <p>Use different shots to return to make it difficult for the opponent.</p>	<p>Use forehand, backhand and overhead shots in confidence and start games knowing/showing the appropriate serve.</p> <p>Use shots such as the drop and smash confidently to score points.</p> <p>Move confidently around the court demonstrating both attack and defence.</p> <p>Play in doubles games.</p> <p>Play and umpire games including doubles.</p> <p>Keep track of scores.</p> <p>Discuss and implement defensive formations in doubles games.</p>

	Invasion		Basketball/Football	Basketball/ Hockey	Hockey	Hockey	Football	Tag Rugby
	<p>Runs skilfully and negotiates space successfully adjusting speed to avoid obstacles.</p> <p>Can catch a large ball</p>	<p>Shows preference for a dominant hand and roll and slide a beanbag/ball with increasing accuracy.</p> <p>Negotiates space successfully when playing racing or chasing games – adjusting speed and changing direction.</p>	<p>Begin to engage in competitive sports and score points with an opposition.</p> <p>Throw and catch or kick a ball sent by a partner over short distances.</p> <p>Begin to travel whilst bouncing/dribbling a ball- some control.</p> <p>Begin to aim at targets to score points.</p> <p>Move into space to receive passes.</p> <p>Play small-sided games.</p> <p>Follow simple rules.</p> <p>Communicate with a partner to help attack and defend.</p>	<p>To send and receive a ball using their hands and link a combination of skills to develop dribbling etc...</p> <p>Travel and bounce/kick a ball-with control.</p> <p>Score points by throwing/kicking at a target with some consistency.</p> <p>Recognise that you need to move into space in a small-sided game.</p> <p>Defend passes and intercept in small-sided games.</p> <p>Play within an area.</p> <p>Work in a team in a small-sided game.</p>	<p>To begin to identify a space to move into, catch a ball and progress in sending and receiving a ball with accuracy.</p> <p>Using a stick, send a ball with accuracy.</p> <p>Stop the ball moving to dribble, pass or shoot.</p> <p>Keep control of the ball when dribbling using the flat side of the stick.</p> <p>Shoot at a target.</p> <p>Identify and move into space.</p> <p>Use your body to defend ready to tackle.</p> <p>Engage in small-sided games with basic rules (no-contact-with-one-foot-rule)</p> <p>Work in a team to attack.</p>	<p>To keep possession of the ball by using running/dribbling skills and begin to show speed and agility in a game situation.</p> <p>Turn with a ball to accurately use a push and slap pass.</p> <p>Keep control of a ball using the reverse stick.</p> <p>Use a straight dribble.</p> <p>Try to shoot and score in small games.</p> <p>Move with soe speed into space.</p> <p>Work as a team and start to try to take possession.</p> <p>Play games with more complex rules.</p> <p>Use different passes when attacking.</p>	<p>Select and apply skills for a game situation ie- dodging, pivoting, dribbling etc...</p> <p>Pass a ball with accuracy in small sided situations over longer distances.</p> <p>Dribble a ball with pace.</p> <p>Attempt skills such as stepover to turn, change direction.</p> <p>Use the one, two shooting technique.</p> <p>Move around a pitch well to create space.</p> <p>Start to use marking and tackling in small-sided games.</p> <p>Play with rules.</p> <p>Discuss and implement team formation.</p>	<p>Use a variety of techniques confidently and consistently catch and control a ball.</p> <p>Use a range of passes when attacking.</p> <p>When carrying the ball, run into gaps in defence.</p> <p>Use the 'magic diamond' formation.</p> <p>When possession is lost, move quickly from an attacking formation to a defensive line.</p> <p>Show knowledge of rules hen playing-off-side, competitiveness and referring own games.</p> <p>Begin to outwit defensive line.</p>

<p>Gymnastics</p>	<p>Can stand on one foot. Move freely in a range of ways such as slithering, hopping, jumping, skipping etc. Mount steps, stairs or climbing equipment using alternative feet.</p>	<p>Travels with confidence around, under, over and through equipment. Begin to make their body tense, relaxed, stretched and curled.</p> <p>Begin to explore simple rolls- egg. Log with control.</p> <p>Show balance in simple shapes</p> <p>Jump safely- magic chair</p> <p>Begin to take weight on hands.</p> <p>Begin to link simple actions.</p> <p>Give simple feedback to others.</p>	<p>Perform simple gymnastic actions and shapes and confidently make their body tense/relaxed/curled.</p> <p>Use different apparatus to travel on and off.</p> <p>Perform a variety of rolls with control and tension.</p> <p>Show balance in a variety of shapes- small and large body parts with tension</p> <p>Perform different turns- half turn and show shapes in jumps.</p> <p>Take weight on hands and hold weight with some control.</p> <p>Introduce ideas of canon and unison.</p> <p>Provide feedback to a partner.</p>	<p>Show contrasts in gymnastics shapes and actions and attempt to apply these skills to a rhythm.</p> <p>Balance on hands with control.</p> <p>Perform a variety of rolls including the teddy bear roll.</p> <p>Perform a variety of shapes with control, flexibility and balance.</p> <p>Perform jumps with control and power.</p> <p>Create and perform a short sequence with transitions.</p> <p>Provide feedback on performance in a sequence.</p>	<p>Show strength and flexibility to shapes and actions being performed. Develop on repeating sequences.</p> <p>Travel using different actions, pathways and shapes.</p> <p>Demonstrate the ability to link rolls with tensions.</p> <p>Perform challenging balances.</p> <p>Perform jumps using low apparatus.</p> <p>Take weight on hands on apparatus.</p> <p>Create group sequences using apparatus.</p> <p>Say what went well and how skills can be improved.</p>	<p>Develop an increased range of body actions and shapes to use in longer, more complex sequences.</p> <p>Show change in direction and speed when travelling.</p> <p>Perform a variety of rolls in a sequence.</p> <p>Perform a variety of balances- symmetrical and asymmetrical with tension.</p> <p>Use bunny hops to demonstrate weighted control.</p> <p>Use jumps and add in compositional elements.</p> <p>Perform a sequence with precision.</p> <p>Begin to judge others work.</p>	<p>Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls.</p> <p>Show creative ways to travel with different levels, direction and speed.</p> <p>Perform a variety of rolls in a sequence - over the shoulder roll</p> <p>Perform a variety of counterbalances.</p> <p>Demonstrate links between half and full turn jumps with rolls.</p> <p>Begin to explore cartwheels with control.</p> <p>Create more complex sequences.</p> <p>Judge using specific feedback.</p>	<p>Show clarity, fluency, accuracy and consistency in their movements.</p> <p>Use a variety of travelling movements with skill.</p> <p>Link different movements with body control and tension- rolls, jumps.</p> <p>Perform a range of partner balances with control and strength.</p> <p>Perform a variety of jumps both on and off apparatus.</p> <p>Create and perform a more complex sequence in a group.</p> <p>Create a set of judgement statements which can be used to judge against.</p>
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	<p>Dance</p>	<p>Begin to explore jumps and different forms of travel.</p> <p>Respond to a stimulus.</p>	<p>Follow simple instructions, copy and variety of defined shapes and actions.</p> <p>Shows good control in large and small movements</p> <p>Experiments with different ways of moving.</p> <p>Perform simple dances.</p> <p>Share simple dances.</p> <p>Listen to others.</p> <p>Name simple actions and the body parts you use,</p> <p>Share what you like about dance.</p>	<p>Remember and repeat simple movement patterns.</p> <p>Copy or mirror movements.</p> <p>Perform simple dances with meaning.</p> <p>Select a variety of movements and understand leading, following, mirroring.</p> <p>Share ideas.</p> <p>Give feedback to others saying why they enjoyed the dance.</p>	<p>Perform with control and balance and demonstrating coordination.</p> <p>Use facial expressions- respond to music.</p> <p>Communicate dance ideas- demonstrate understanding of unison and cannon.</p> <p>Give suggestions to a partner or group dance.</p> <p>Say what actions you have used and the dynamics of the dance.</p> <p>Give feedback and suggest changes.</p>	<p>Attempt short pieces of improvised dance responding to the structure/theme of the dance.</p> <p>Create and perform short dance phrases.</p> <p>Copy and repeat patterns to beats of 8.</p> <p>Use different dance dynamics- swirl, flow, abrupt etc.</p> <p>Create dances from a stimulus.</p> <p>Use facial expressions to show emotion.</p> <p>Provide feedback on dance qualities.</p>	<p>Show rhythm and style when performing as an individual and with others.</p> <p>In addition to dancing with a variety of formations confidently.</p> <p>Choreograph dances to show a theme in groups ad individually.</p> <p>Use beats of 8 and counts.</p> <p>Use cannon and floor patterns.</p> <p>Use dance devices- freeze frame to improve dances.</p> <p>Make use of freeze framing to show characters in dance.</p> <p>Provide constructive feedback to individuals and groups.</p>	<p>Create and use ideas with different levels and flight confidently such as pathways, step patterns and unison.</p> <p>Perform non-locomotor and locomotor movements.</p> <p>Use retrograde and inversion.</p> <p>Tell stories through dance.</p> <p>Provide detailed feedback based on sections of a dance.</p>	<p>Work creatively and imaginatively on their own, in pairs and in a group to create simple dances applying what they know.</p> <p>Work collaboratively to create more complex dances.</p> <p>Explore relationships through dance- e.g partner lifts.</p> <p>Show narratives through contact and relationships within dance.</p> <p>Show ideas of tension.</p> <p>Provide detailed feedback to whole groups and individuals- sections of dance etc.</p>
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	Swimming							<p>Layered Curriculum Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>	<p>Layered Curriculum Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>
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NOTE: Please also see PE hub for further detailed breakdowns of skills and knowledge.