

Physical Education	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Information</b>						
This curriculum overview provides the minimum PE coverage expectations for each year group. All PE curriculum activities are listed in <b>green font</b> in the first column and correspond the relevant activity area. Core activities for each year group are a stated in <b>red font</b> . These <b>must</b> be covered. Once these core activities have been covered, teachers may progress onto alternative and complimentary activities ( <i>for example; in Year 3, once football and basketball have been taught you can look at other invasion / court games</i> ). Long term planning and lesson-by-lesson plans (+assessment criteria) are all detailed within <b>Primary PE Passport App</b> . This will provide the essential activity-specific content and pedagogical recommendations for effectively delivery of each core PE area. Please ensure you cover the core activities identified for your year group on the long term plan detailed within the app ( <b>red font</b> in this document). Within the PPP App long term plan, only the core activity areas have been stated for Y3-6 so that you have space to explore other activities bespoke to your class. You can find 6-lesson schemes for these all activities within the app.						
<b>Physical Literacy</b> <i>(Movement, balance, object control)</i> All activities have been mapped for KS1 classes within PPP App. Please note that Spring Term is shorter and this is why spring 1 and spring 2 activities are limited to only one activity per half term (rather than two).	<b>Movement</b> Control and adapt speed/ direction to in response to verbal, visual and environmental stimuli. <b>Balance</b> Stillness and control of body in a range of positions using large (bottom, back shoulders) and small body parts (hands, feet, arms, legs). <b>Object Control</b> (Roll, Push, Kick) Variety of objects in different shapes, sizes, speeds, bounce/no-bounce. Developing accuracy aiming objects towards targets of different sizes/ from different distances.	<b>Body Control</b> Sequential combined balances performed at increasing levels of difficulty (e.g. with additional objects). <b>Object Control</b> (Throw Catch, Hit) Variety of objects in different shapes, sizes, speeds, bounce/no-bounce. Developing accuracy aiming objects towards targets of different sizes / from different distances.	n/a	n/a	n/a	n/a
<b>Invasion &amp; Court Games</b> <i>(Football, Hockey, Tag-rugby, Netball, Basketball, Handball, Lacrosse, Flag Football, Ultimate Frisbee)</i>	n/a	n/a	<b>Football &amp; Basketball</b> Development of <b>isolated skills</b> (Passing, control, travelling, shooting). Activities structured at individual, pair and small group level where children explore and refine actions to develop fluency and accuracy. Develop confidence to competently control, manipulate and move with equipment and objects across a range of activities.	<b>Hockey &amp; Handball</b> Development of <b>combined skill</b> performance. ( <i>Fluent linking of Passing, control, travelling, shooting</i> ) Activities structured to individual, pair and small group level challenges. Develop confidence to competently perform combined sequences of actions and movements from across the activity range. Children explore how to link skills together to overcome constraints, obstacles and stimulate awareness of space.	<b>Tag Rugby &amp; Netball</b> <b>Modified game scenarios/</b> Application of movement skills into game situations in order to outwit opponents Attacking and defending in 3v1, 2v1, 1v1, 2v2, 3v3 scenarios. Follow rules and constraints (fouls, restarts, scoring etc.) across a range of activities.	<b>Lacrosse &amp; Ultimate Frisbee</b> <b>Competitive Small-sided games</b> . Apply attacking, defending and physical skills within games to compete and succeed. Develop an understanding of positions, tactics, team shape, formations. Attacking and defending in 4v4, 5v5 games.
<b>Net, Wall and Target Games</b> <i>(Tennis, badminton, Volleyball, Dodgeball )</i>	n/a	n/a	<b>Target Games &amp; Dodgeball</b> <b>Isolated skill</b> development across a variety of modified target games that utilise skills explored in KS1. Activities structured at individual, pair and small group	<b>Badminton</b> <b>Isolated and combined skill</b> development ( <i>Forehand clear, backhand clear, overhead &amp; serve, drop shot</i> ). Activities structured at individual and pair level. Children explore	<b>Tennis</b> <b>Isolated and combined skill</b> development ( <i>Forehand, backhand, overhead &amp; serve, volley</i> ) and <b>Modified game scenarios</b> - Application of movement skills into game situations in order to	<b>Volleyball</b> <i>Competitive 1v1, 2v2 games..</i> Develop an understanding of position, shot selection and tactics. Apply attacking, defending and physical skills within games to

			level. Children explore and refine actions to develop fluency and accuracy.	and refine actions to develop fluency and accuracy.	outwit opponents.	compete and succeed.
<b>Strike &amp; Field Games</b> <i>(Cricket, Rounders, Danish Longball, Tri-Golf)</i>	n/a	n/a	<b>Tri-Golf</b> <b>Isolated skill</b> development. Activities structured at individual, pair and small group level. Children explore and refine actions to develop fluency and accuracy.	<b>Cricket</b> <b>Isolated skill</b> development. <i>(Throwing, catching, bowling, batting)</i> . Activities structured at individual, pair and small group level. Children explore and refine actions to develop fluency and accuracy.	<b>Rounders</b> <b>Isolated skill</b> development across all S&F games. <i>(Throwing, catching, bowling, batting)</i> . Activities structured at individual, pair and small group level. Children explore and refine actions to develop fluency and accuracy. and <b>Modified game scenarios</b> - Application of movement skills into game situations in order to outwit opponents.	<b>Danish Longball</b> <b>Competitive small-sided games.</b> Develop an understanding of tactics. Apply attacking, defending and physical skills within games to compete and succeed.
<b>Health &amp; Fitness*</b> <i>Development of flexibility, strength, control, balance and movement patterns. (Health-Related Exercise, Dance, gymnastics, OAA, Team-building**, Leadership &amp; Athletics*)</i> <i>*All year groups will need sports day prep lessons in Summer 2.</i> <i>**Y6 Residential trip to East Barnby</i>	n/a	n/a	<b>Dance -The Egyptians / Gymnastics.</b> <i>Links to History</i> See PPP App  <b>Accurate replication</b> of isolated actions into basic movement patterns. Using movement to represent storybook content, convey emotion/ expression, respond to different stimuli through solo and pair routines.	<b>Dance - The Romans and/or Vikings .</b> <i>Links to History</i> See PPP App  <b>Combining isolated actions</b> into more challenging movement patterns working in pairs and small groups to create, refine and perform routines in response to different stimuli <b>Swimming</b> Perform a range of strokes fluently. Perform self-rescue. Swim 25m competently on front and back using recognisable strokes..	<b>Dance - World War II</b> <i>Links to History</i> See PPP App  <b>Athletics</b> <b>Isolated skill development</b> across running (over short, middle, long distances), throwing (generic and athletics specific such as foam javelins shotput), jumping (long jump only). Application of skills to perform in competitive scenarios (triathlon).	<b>Leadership / Team-building / OAA</b> Residential visit (Robinwood) <b>Team workers</b> - Communication, co-operation , teamwork, leadership, problem solving skills to be developed. See lesson plans on PPP App.
<b>Health Knowledge</b>	<b>Effects of Activity</b> Recognise how being physically active makes me <u>feel</u> .	<b>Effects of Activity</b> Recognise how our bodies react to being physically active <i>(e.g., short term, immediate responses such as increased temperature, breathing, heart rate, perspiration).</i>	<b>Energy System</b> <i>(see Y5 Science also)</i> Understand where our energy comes from, how our bodies store energy, and how our bodies use energy during physical activity. Understand that food contains calories that provide us with energy and that high energy intake and low energy output increases the fat stored in the body around organs and under the skin. Make links to food groups and healthy snack/meal/drink choices.	<b>Musculoskeletal System</b> <i>(see Y5 Science also)</i> Understand the <u>long-term effects</u> of physical activity on the bones and muscles. <i>(E.g. increased density / thickness, growth).</i> Understand how muscles, bones & joints work together to produce movement.	<b>Health &amp; Fitness Components</b> Explain the different components of fitness and how they can be applied to different sports. Speed, agility, strength & power, endurance, flexibility, reaction time, co-ordination.	
<b>Concepts</b>	<b>Physical:</b> Fundamental Movements <b>Socio-Emotional:</b> Co-operation, turn-taking, communication, listening		<b>Physical:</b> Skill-Specific Movements <b>Socio-Emotional:</b> Collaboration, teamwork, principled, respectful <b>Cognitive:</b> Competition (solo, pair, group). Identifying risks & hazards. Overcoming personal challenges (resilience & grit)	<b>Physical:</b> Activity-Specific Skills (movements and actions applied in modified game contexts) <b>Socio-Emotional:</b> Determination, perseverance, motivation, attitude, empathy <b>Cognitive:</b> Attacking & Defensive Principles (solo, team). Competition (solo, team). Reflect& evaluate. Plan for improvement (team/group).		

<b>Key Vocabulary</b> (Tier 2)	Face, head, skin, hands, arms, heart, lungs, chest, beat, sweat, warm, hot, tired, breathing, ache, share, wait, listen, fast, slow, hard, soft, high, low, bounce, roll.	Energy, calories, nutrition, consume, expend, convert, store, maximum, agile, component, fitness, direction, force, exert, generate, sustain, maintain, repeat, period, reaction, control, fluency.	Effect, density, growth, produce, contract, extend, flex, rotate, pass, shoot, dribble, travel, control, shoot, technique, timing, accuracy, pace, weight, trajectory, perform, observe. Attack, defend, offensive, defensive, position, formation, shape, tactic, decision, choice, options, execute, awareness, space.
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