



Mount Pleasant Lane: P.E. Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery/ Reception	Introduction to PE (Unit 1) Fundamentals (Unit 1)	Introduction to PE (Unit 2) Fundamentals (Unit 2)	Dance (Unit 1) Games (Unit 1)	Gymnastics (Unit 1) Games (Unit 2)	Ball Skills (incl aiming) Running Throwing and catching	Athletics Running, jumping, catching.
Year 1	Team Building Gymnastics	Fundamentals Fitness	Dance Target Games	Ball skills Invasion Games	Athletics Sports day prep: running, jumping, aiming, throwing	Tennis Sending & Receiving
Year 2	Team Building Gymnastics	Fundamentals Fitness	Dance Target Games	Ball skills Invasion Games	Athletics Sports day prep: running, jumping, aiming, throwing	Tennis Sending & Receiving
Year 3	Basket Ball Outdoor Adventurous Activities	Dance Football	Dodge Ball Netball	Tag Rugby Hockey	Athletics Cricket	Rounders Tennis
Year 4	Basket Ball Outdoor Adventurous Activities	Dance Football	Dodge Ball Netball	Tag Rugby Hockey	Swimming Athletics	Swimming Rounders
Year 5	Tag Rugby Basketball	Outdoor Adventurous Activities Netball	Hockey Dodge ball	Football Dance	Athletics Cricket	Rounders Tennis
Year 6	Tag Rugby Basketball	Outdoor Adventurous Activities Netball	Hockey Dodge ball	Football Dance	Athletics	Rounders Tennis

The Aims of the National Curriculum for PE Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination (Athletics)



- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situation

Subject: PE Reception Overview

Units	Introduction to PE (Unit 1) Fundamentals (Unit 1)	Introduction to PE (Unit 2) Fundamentals (Unit 2)	Dance (Unit 1) Games (Unit 1)	Gymnastics (Unit 1) Games (Unit 2)	Ball Skills (Unit 1) Running, throwing and catching	Athletics Running, jumping, catching.
Key Vocabulary	Avoid, backwards, forwards, freeze, safe, sideways, space, stop, partner, balance, direction, travel, hop, jump, land,		Action, direction, bend, high, low, twist, shake, space, balance, hold, star, straight, still, roll, jump, land		Bounce, catch, dribble, hit, kick, score, target, run, stop, change direction	
Core Knowledge & Skills	• Move around safely and with control. • Have an awareness of others and items in the teaching space. • Take turns when instructed. • To store equipment safely when not in use.	• Move around safely and with control. • Follow instructions and stop safely • Stop safely when using equipment • Follow a path and take turns • Develop balancing • Develop running and stopping • Develop changing direction • Develop jumping and hopping	• Move around safely and with control. • Have an awareness of others • Develop throwing and keep score • Follow instructions and move safely when playing tagging games • Work co-operatively and learn to take turns	• Copy & create shapes with your body • Develop balance • Jump and land safely • Copy & create short sequences by linking action together • Aim when throwing • Play against a partner • Explore striking a ball • Work co-operatively as a team	• Roll a ball to a target • Stop a rolling ball • Throw at a target • Bounce and catch a ball • Dribble a ball with your feet • Kick a ball • Prepare for sports day activities	• Balance and shift weight • Change directions • Hop, jump • Throw and catch balls • Thow at a target • Run at different speeds
Link to EYFS framework	Communication & Language: Key Vocabulary, PSE: work with a partner, listen to and follow instructions, Maths: counting, use of directions					



Subject: PE Year 1 Overview

Units	Team Building Gymnastics	Fundamentals Fitness	Dance Target Games	Ball skills Invasion Games	Athletics Sports day prep: running, jumping, aiming, throwing	Tennis Sending & Receiving
Key Vocabulary	jump, roll, travel, climb, still, roll, throw, strike, kick, team, exercise					
Year 1 Curriculum				Key Performance Indicators		
- Pupils should begin to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - They should begin to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. - They will learn basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - They will be introduced to team games and the basic skills required. - They will perform dances using simple movements.				- Perform simple gymnastics movements (jump, roll, travel, climb, still) - Roll, throw, strike, kick with some control - Copy and explore basic body actions demonstrated by teacher		

Subject: PE Year 2 Overview

Units	Team Building Gymnastics	Fundamentals Fitness	Dance Target Games	Ball skills Invasion Games	Athletics Sports day prep: running, jumping, aiming, throwing	Tennis Sending & Receiving
Key Vocabulary	teamwork , attack, defend, pattern, repeat, leap, hop, gallop, slide					
Year 2 Curriculum				Key Performance Indicators		



- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. - They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns.	- Repeat sequences of gymnastic actions - Show good awareness of others in running, catching and avoiding games - Perform short dance phrases using rhythm and movement
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Subject: PE Year 3 Overview

Units	Basket Ball Outdoor Adventurous Activities	Dance Football	Dodge Ball Netball	Tag Rugby Hockey	Athletics Cricket	Rounders Tennis
Key Vocabulary	warm-up, cool down, nutrition, flexibility, strength, possession, sequence, balance, travel, shape					
Year 3 Curriculum				Key Performance Indicators		
- Pupils should begin to apply and develop a broader range of skills. They should enjoy communicating, collaborating and competing with each other. They should begin to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They will develop co-operation, trust and teamwork skills. Pupils should be taught to: - Starting to use running, jumping, throwing and catching in isolation. - Play modified competitive games where appropriate [rounders, athletics, hurdles and gymnastics], and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. - Compare their performances with previous ones identify areas for improvement - Begin to swim competently, confidently and proficiently. - Continue to develop running, jumping, throwing (including, push throws) and catching in isolation. - Play competitive games, modified where appropriate [cricket, hockey and athletics], and apply basic principles suitable for attacking and defending. - Build on strength, and refine technique, control and balance [for example, through athletics and gymnastics]. - Use a range of choreographies to create movement patterns. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				- Pass, receive and dribble the ball, keeping control and possession - Explore use of floor, mat & apparatus using shape, balance & travel - Use a range of tactics to keep possession of the ball and to attack goal - Combine actions to make gymnastic sequences, changing speed, level, direction and shape - Describe and interpret dance movements using appropriate vocabulary		



Subject: PE Year 4 Overview

Units	Basket Ball Outdoor Adventurous Activities	Dance Football	Dodge Ball Netball	Tag Rugby Hockey	Swimming Athletics	Swimming Rounders
Key Vocabulary	stamina, collaboration, heart rate, skills					
Year 4 Curriculum				Key Performance Indicators		
- Pupils should continue to apply and develop a broader range of skills, beginning to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They will develop teamwork and co-operation skills as well as orientate a map and navigate a grid. Pupils should be taught to: - Continue to develop running, jumping, throwing (incl. push throws) and catching in isolation. - Play competitive games, modified where appropriate [cricket, hockey and athletics], and apply basic principles suitable for attacking and defending. - Build on strength, and refine technique, control and balance [for example, through athletics and gymnastics]. - Use a range of choreographies to create movement patterns. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. - Swim competently, confidently and proficiently over a distance of at least 25 metres.				- Use a range of tactics to keep possession of the ball and to attack goal - Combine actions to make gymnastic sequences, changing speed, level, direction and shape		



Subject: PE Year 5 Overview

Units	Tag Rugby Basketball	Outdoor Adventurous Activities Netball	Hockey Dodge ball	Football Dance	Athletics Cricket	Rounders Tennis
Key Vocabulary	tactics, lactic acid, agility, pulse, coach, endurance					
Year 5 Curriculum				Key Performance Indicators		
- Pupils should master applying and developing a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They will develop communication and negotiation skills and work as a team to solve problems. Pupils should be taught to: - Consolidate running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate [basketball, trampolining, athletics], and apply tactics and strategies to attacking and defending. - Consistently apply strength, technique, control and balance [for example, through athletics and gymnastics]. - Perform dances using an increasingly complex range of movement patterns in combination. - Begin to take part in outdoor and adventurous activity challenges both individually and within a team. - Compare their performances with previous ones and identify strategies to demonstrate improvement to achieve their personal best. - Perfect running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate [trampolining, football, netball], and apply basic principles suitable for attacking and defending - Perfect strength, technique, control and balance [for example, through athletics and gymnastics] as well as dodging and feinting. - Perform dances using an increased fluency of complex range of movement patterns. - Take part in outdoor and adventurous activity challenges both individually and within a team. - Watch and comment on the quality of movements, shapes and balances. Identifying which aspects were performed accurately, fluently and clearly. - Suggest improvements to speed, direction and level in composition. - Swim competently, confidently and proficiently in a range of strokes over a distance of 25 meters. - Perfect a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations.				- Perform skills with accuracy, confidence and control - Hit the ball with purpose, varying the speed, height and direction - Perform a range of jumps showing power, control and consistency at both take-off and landing - Use dance terminology to identify different styles of dance - Repeat a longer sequence with extension, clear body shape and changes in direction - Choose when to pass or dribble, so that they keep possession and make progress towards the goal - Explain how a sequence is formed, using appropriate terminology to describe technique and composition - Read a variety of maps and plans accurately, recognising symbols and features. - Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship - Identify what they need to improve in their performance and suggest how they could do this		



Subject: PE Year 6 Overview

Units	Tag Rugby Basketball	Outdoor Adventurous Activities Netball	Hockey Dodge ball	Football Dance	Athletics	Rounders Tennis
Key Vocabulary	dynamics, composition, evaluate, reflect, adapt, facilitate, intensity					
Year 6 Curriculum				Key Performance Indicators		
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. - Pupils should be taught to: - Perfect running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate [trampolining, football, netball], and apply basic principles suitable for attacking and defending - Perfect strength, technique, control and balance [for example, through athletics and gymnastics] as well as dodging and feinting. - Perform dances using an increased fluency of complex range of movement patterns. - Take part in outdoor and adventurous activity challenges both individually and within a team. - Watch and comment on the quality of movements, shapes and balances. Identifying which aspects were performed accurately, fluently and clearly. - Suggest improvements to speed, direction and level in composition. - Swim competently, confidently and proficiently in a range of strokes over a distance of 25 metres. - Perfect a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations.				- Use physical and teamwork skills well in a variety of different challenges - Choose when to pass or dribble, so that they keep possession and make progress towards the goal - Explain how a sequence is formed, using appropriate terminology to describe technique and composition - Read a variety of maps and plans accurately, recognising symbols and features. - Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship - Identify what they need to improve in their performance and suggest how they could do this		