



7 Year Subject Overview for Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Rec	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing <ul style="list-style-type: none"> - Engage in and develop confidence in actions • Begin to develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> - Use above actions, within obstacle courses ... balance, obstacle, spatial, prepositions - Set own physical challenge • Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Begin to combine different movements with ease and fluency <ul style="list-style-type: none"> - Change movements / directions quickly • Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <ul style="list-style-type: none"> - Understand rules and reasons • Further develop and refine a range of ball skills including: throwing, catching, kicking <ul style="list-style-type: none"> - Use different sizes / types of balls – in pairs • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene - <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Manage own self-care needs <ul style="list-style-type: none"> - Independent use of, zips, buttons, coats, shoes 		<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Begin to progress towards a more fluent style of moving, with developing control and grace • 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 • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Further develop and refine a range of ball skills including: passing, batting and aiming <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Manage own self-care needs • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian 		<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	



7 Year Subject Overview for Physical Education

	<ul style="list-style-type: none"> • Develop confidence to try new activities and show independence <ul style="list-style-type: none"> - Access all types of enhancements (indoors & outdoors) • Know and begin to talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - Toothbrushing – importance and how - Talk about importance of daily exercise and healthy eating 					
<p>Year 1</p>	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. Improve their general fitness and learn a stretching routine and a set of strengthening exercises. • Develop their ability to perform a gymnastics sequence. • Take part in a performance reward scheme. <p><u>Fitness: Skip to the beat</u></p> <ul style="list-style-type: none"> • To develop foot patterns that aid skipping. • To develop foot patterns that aid skipping. • To develop skipping skills. • To improve agility, balance and co-ordination. • To improve agility, balance and co-ordination. • To improve agility, balance and co-ordination. 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness and learn a stretching routine and a set of strengthening exercises. • Develop their ability to perform a gymnastics sequence. • Take part in a performance reward scheme. <p><u>Sport: Story Time Dance</u></p> <ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. 	<p><u>Sport: Multi-skills</u></p> <ul style="list-style-type: none"> • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with control and fluency. • To practise ABC (agility, balance and co-ordination) at circuit stations. <p><u>Fitness: Boot camp</u></p> <ul style="list-style-type: none"> • To understand how to prepare the body for 	<p><u>Sport: Brilliant ball skills</u></p> <ul style="list-style-type: none"> • To master basic sending and receiving techniques. • To develop balance, agility and co-ordination. • To master basic sending and receiving skills. • To develop balance, agility and co-ordination. • To master basic sending and receiving as well as developing balance agility and co-ordination. • To make use of co-ordination, accuracy and weight transfer. • To develop receiving skills. • To use ball skills in game-based activities. <p><u>Fitness: Gymfit circuit</u></p> <ul style="list-style-type: none"> • To identify techniques to improve balance. • To practise a range of gymnastic skills through a series of circuits. 	<p><u>Sport: Throwing and catching</u></p> <ul style="list-style-type: none"> • To learn skills for striking and fielding games. • To practice basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practice accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. <p><u>Fitness: Cool core (strength)</u></p> <ul style="list-style-type: none"> • To identify techniques to improve core strength and agility. • To identify techniques to improve core strength and agility. • To identify techniques to improve core strength and agility. 	<p><u>Sport: Active athletics</u></p> <ul style="list-style-type: none"> • To use varying speeds when running. To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practice short distance running. • To practice taking off from different positions. • To complete an obstacle course with control and agility. <p><u>Fitness: Fitness frenzy</u></p> <ul style="list-style-type: none"> • To complete a circuit that includes activities learned throughout the year. • To explore running at different speeds. • To improve agility, balance and co-ordination. • To evaluate performance of gymnastic moves within a circuit.



7 Year Subject Overview for Physical Education

		<ul style="list-style-type: none"> • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. 	<p>exercise.</p> <ul style="list-style-type: none"> • To understand what fitness means. • To complete a range of circuit-based activities and understand the reason for doing them. • To understand what happens to the heart rate during exercise. • To complete a circuit that includes activities practised in Lessons 1 and 2. • To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination. • To complete a circuit that includes activities practised in Lessons 1-4 with balance and co-ordination. • To complete a circuit that includes activities practised in Lessons 1–5. 	<ul style="list-style-type: none"> • To perform a range of gymnastic skills with increased accuracy. • To perform a sequence of gymnastic moves within a circuit. • To perform a sequence of moves at each station within a circuit with increased accuracy. • To evaluate my performance of gymnastic moves within a circuit. 	<p>agility.</p> <ul style="list-style-type: none"> • To identify techniques to improve core strength and agility. • To identify techniques to improve core strength and agility. • To identify techniques to improve core strength and agility. 	<ul style="list-style-type: none"> • To identify techniques to improve core strength and agility. • Use techniques already learned to improve performance.
Year 2	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness and learn a stretching routine and a set of strengthening exercises. 	<p><u>Beth Tweddle Gymnastics</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness and learn a stretching routine and a set of strengthening exercises. 	<p><u>Sport: Multi-skills</u></p> <ul style="list-style-type: none"> • To explore static balancing. • To understand concepts of bases. • To combine a number of co-ordination drills, using upper and lower body movements. 	<p><u>Sport: Brilliant ball skills</u></p> <ul style="list-style-type: none"> • To use hand-eye co-ordination to control a ball. • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. 	<p><u>Sport: Throwing and catching</u></p> <ul style="list-style-type: none"> • To learn skills for playing striking and fielding games. • To position the body to strike a ball. • To practice striking a small ball. 	<p><u>Sport: Active athletics</u></p> <ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways.



7 Year Subject Overview for Physical Education

<ul style="list-style-type: none"> • Develop their ability to perform a gymnastics sequence. • Take part in a performance reward scheme. <p><u>Fitness: Skip to the beat!</u></p> <ul style="list-style-type: none"> • To perform skipping moves with agility, balance and co-ordination. • To explore different ways of jumping/hopping with balance and accuracy. • To skip with control and balance. • To skip with control and balance. 	<ul style="list-style-type: none"> • Develop their ability to perform a gymnastics sequence. • Take part in a performance reward scheme. <p><u>Sport: Dance (External Ballet)</u></p> <ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control. 	<ul style="list-style-type: none"> • To aim a variety of balls and equipment accurately. • To travel in different ways, showing clear transitions between movements. • To maintain balance when changing direction. • To use skills learned in a game. <p><u>Fitness: Boot camp</u></p> <ul style="list-style-type: none"> • To understand how to prepare the body for exercise. To understand what fitness means. • To complete a range of circuit-based activities and understand the reason for doing them. • To understand what happens to the heart rate during exercise. • To complete a circuit that includes activities practised in Lessons 1 and 2. • To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination. • To complete a circuit that includes activities practised in Lessons 1-4 with balance and co-ordination. 	<ul style="list-style-type: none"> • To develop catching and dribbling skills. • To use ball skills in a mini festival. <p><u>Fitness: Gymfit circuits</u></p> <ul style="list-style-type: none"> • To identify techniques to improve balance. • To practise a range of gymnastic skills through a series of circuits. • To perform a range of gymnastic skills with increased accuracy. • To perform a sequence of gymnastic moves within a circuit. • To perform a sequence of moves at each station within a circuit with increased accuracy. • To evaluate performance of gymnastic moves within a circuit. 	<ul style="list-style-type: none"> • To develop catching skills. • To throw a ball for distance. • To practice throwing skills in circuit. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. <p><u>Fitness: Cool core (strength)</u></p> <ul style="list-style-type: none"> • To develop and improve core strength and agility. • To develop and improve core strength and agility. • To develop and improve core strength and agility. • To develop and improve core strength and agility. • To develop and improve core strength and agility. • To improve core strength, balance and agility. 	<ul style="list-style-type: none"> • To hurdle an obstacle and maintain effective running style. • To run for distance. • To complete an obstacle course with control and agility. <p><u>Fitness: Fitness frenzy</u></p> <ul style="list-style-type: none"> • To complete a circuit of activities. • To understand the purpose of a circuit and how it can improve fitness. • To skip with control and balance. • To evaluate my performance of gymnastic moves within a circuit. • To improve core strength, balance and agility. • To evaluate my performance of gymnastic moves within a circuit.
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7 Year Subject Overview for Physical Education

Year 3	<p><u>Sport: Multi-skills</u></p> <ul style="list-style-type: none"> • To change and maintain centre of balance. • To develop co-ordination whilst moving an object. • To demonstrate agility by being able to twist and turn and change direction. • To practice co-ordination and moving with others. • To use co-ordination skills to move an object. • To use all ABC skills learned so far, to the best of your ability. <p><u>Fitness: Bootcamp</u></p> <ul style="list-style-type: none"> • To understand how to prepare the body for exercise. • To understand what fitness means. • To complete a range of circuit-based activities and understand the reason for doing them. • To understand what happens to the heart rate during exercise. • To complete a circuit that includes activities practised in Lessons 1 and 2. • To complete a circuit 	<p><u>Sport: Dance (External Ballet)</u></p> <ul style="list-style-type: none"> • To perform a dance with rhythm and expression. • To develop precision of movement. • To perform in front of others with confidence. <p><u>Fitness: Mighty movers (running)</u></p> <ul style="list-style-type: none"> • To explore running at different speeds. • To work as a team in a running situation. • To work as a team in a running situation. • To understand the value of a running-based circuit and the impact it can have on health. • To improve fitness by raising the heart rate. • To improve fitness by raising the heart rate. 	<p>• To complete a circuit that includes activities practised in Lessons 1–5.</p> <p><u>Beth Tweddle Gymnastics</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness and learn a stretching routine and a set of strengthening exercises. • Develop their ability to perform a gymnastics sequence. • Take part in a performance reward scheme. <p><u>Sport: Brilliant ball skills (AJ Cricket)</u></p> <ul style="list-style-type: none"> • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness and learn a stretching routine and a set of strengthening exercises. • Develop their ability to perform a gymnastics sequence. • Take part in a performance reward scheme. <p><u>Sport: Brilliant ball skills (AJ Cricket)</u></p> <ul style="list-style-type: none"> • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. 	<p><u>Sport: Throwing and catching</u></p> <ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To consolidate and develop a range of skills in striking and fielding. • To practice the correct technique for catching a ball and use it in a game. • To consolidate and develop a range of skills in striking and fielding. • To practice the correct batting technique and use it in a game situation. • To consolidate and develop a range of skills in striking and fielding. • To practice the correct technique for fielding and use it in a game situation. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. 	<p><u>Sport: Active athletics</u></p> <ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini-competition, recording scores. <p><u>Fitness: Fitness frenzy</u></p> <ul style="list-style-type: none"> • To complete an agility and co-ordination circuit, spending 30 seconds at each station. • To improve fitness by raising the heart rate in a circuit-based lesson. • To develop skipping techniques with control and balance. • To evaluate my performance of gymnastic moves within a circuit. • To improve core strength
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7 Year Subject Overview for Physical Education

	<p>that includes activities practised in Lessons 1–3 with balance and co-ordination.</p> <ul style="list-style-type: none"> • To complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination. • To complete a circuit that includes activities practised in Lessons 1–5. 		<ul style="list-style-type: none"> • To throw and hit a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. • To choose and use simple tactics to suit different situations. • To react to situations in ways that make it difficult for opponents to win. 	<ul style="list-style-type: none"> • To throw and hit a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. • To choose and use simple tactics to suit different situations. • To react to situations in ways that make it difficult for opponents to win. 	<ul style="list-style-type: none"> • To know how to play a striking and fielding game competitively and fairly. <u>Fitness: Cool core (strength)</u> • To improve core strength and agility, and understand why they are important. • To improve core strength and agility, and understand why they are important. • To improve core strength and agility, and understand why they are important. • To improve core strength and agility, and understand why they are important. • To improve core strength and agility, and understand why they are important. • To improve core strength and agility, and understand why they are important. 	<p>and agility, and understand why they are important.</p> <ul style="list-style-type: none"> • To perform a sequence of moves at each station within a circuit with increased accuracy.
Year 4	<p><u>Sport: Invaders</u></p> <ul style="list-style-type: none"> • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. 	<p><u>Sport: Dynamic dance, Line Dancing</u></p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions of line dancing. • To demonstrate an awareness of the music’s 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness. • Develop their ability to perform a gymnastics sequence. 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness. • Develop their ability to perform a gymnastics sequence. 	<p><u>Sport: Nimble nets</u></p> <ul style="list-style-type: none"> • To become familiar with balls and short tennis rackets. • To get the ball into play. • To accurately serve underarm. • To build up a rally. 	<p><u>Sport: Young Olympians</u></p> <ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practice throwing with power and accuracy. • To throw safely and with understanding.



7 Year Subject Overview for Physical Education

<ul style="list-style-type: none"> • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. • To play in a mini football competition. <p><u>Fitness: Boot camp</u></p> <ul style="list-style-type: none"> • Understand how to prepare the body for exercise. • Understand what fitness means. • To complete a range of circuit-based activities and understand the reason for doing them. • To understand what happens to the heart rate during exercise. • To improve a circuit that includes activities practised in Lessons 1 and 2. • To improve a circuit that includes activities practised in Lessons 1–3 with balance and coordination. • To improve a circuit that includes activities practised in Lessons 1–4 with balance and co- 	<p>rhythm and phrasing when improvising.</p> <ul style="list-style-type: none"> • To create an individual dance that reflects the line dancing style. • To create partnered dances that reflect the line dancing style and apply the key components of dance. • To create partnered dances that reflect the line dancing style and apply the key components of dance. <p><u>Fitness: Mighty movers (boxercise)</u></p> <ul style="list-style-type: none"> • To learn footwork movement patterns showing co-ordination. • To demonstrate correct technique for a jab. • To understand the value of boxercise moves. • To learn how to build an aerobic exercise routine including skilled moves. • To create and perform a boxercise sequence with increased accuracy. • To perform a boxercise routine with precision. 	<ul style="list-style-type: none"> • Take part in a competition reward scheme. <p><u>Sport: Striking and fielding (AJ Cricket)</u></p> <ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well. • To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye co-ordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. • To play in a competitive situation, and to demonstrate sporting behaviour. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • Swim competently, confidently and 	<ul style="list-style-type: none"> • Take part in a competition reward scheme. <p><u>Sport: Striking and fielding (AJ Cricket)</u></p> <ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well. • To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye co-ordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. • To play in a competitive situation, and to demonstrate sporting behaviour. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • Swim competently, confidently and 	<ul style="list-style-type: none"> • To build a rally, focusing on accuracy of strokes. • To play a variety of shots in a game situation and to explore when different shots should be played. • To play a competitive tennis game. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • 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. <p><u>Fitness: Cool core (pilates)</u></p> <ul style="list-style-type: none"> • To improve balance and co-ordination. • To improve balance and co-ordination. To consolidate and improve the moves learned so far. • To develop balance techniques when performing cool core moves. • To develop balance techniques when performing cool core 	<ul style="list-style-type: none"> • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To utilise all the skills learned in this unit in a competitive situation. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • 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. <p><u>Fitness: Fitness frenzy</u></p> <ul style="list-style-type: none"> • To complete a circuit that includes different aerobic activities. • To perform a boxercise routine with precision. • To develop co-ordination and balance. • To complete an athletics-based circuit with control and accuracy. • To develop cool core moves using balance techniques. • To perform a sequence
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7 Year Subject Overview for Physical Education

	<p>ordination.</p> <ul style="list-style-type: none"> To improve a circuit that includes activities practised in previous Lessons 1–5. 		<p>proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<p>proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<p>moves.</p> <ul style="list-style-type: none"> To sustain balance and concentration when performing a variety of cool core moves. To develop cool core moves using balance techniques. 	<p>of moves at each station within a circuit with increased accuracy.</p>
<p>Year 5</p>	<p><u>Sport: Invaders</u></p> <ul style="list-style-type: none"> To demonstrate basic passing and receiving skills using a netball. To develop an understanding and knowledge of the basic footwork rule of netball. To use good hand/eye co-ordination to pass and receive a ball successfully. To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. To understand the importance of ‘getting free’ in order to receive a pass. To understand how to make space by moving away and coming back and by dodging. 	<p><u>Sport: Dance (Flamenco)</u></p> <ul style="list-style-type: none"> To identify and practice the patterns and actions of Flamenco dance style. To demonstrate an awareness of the music’s rhythm and phrasing when improvising. To create and perform an individual dance that reflects the Flamenco dance style. To create partnered dances that reflect the Flamenco dancing style and apply the key components of dance. To create group dances that reflect the Flamenco dance style. To perform a Flamenco dance using a range of movement patterns. To perform and evaluate own and others’ work. 	<p><u>Sport: Nimble nets</u></p> <ul style="list-style-type: none"> To identify and apply techniques for hitting a tennis ball. To develop the techniques for ground strokes and volleys. To develop a backhand technique and use it in a game. To practice techniques for all strokes. To use the scoring system and court for singles tennis. To play a tennis game using an overhead serve and the correct selections of shots. To understand and use doubles scoring in a tennis game. <p><u>Fitness: Cool core (pilates)</u></p> <ul style="list-style-type: none"> To identify techniques to improve balance and core 	<p><u>Sport: Striking and fielding</u></p> <ul style="list-style-type: none"> To develop skills in batting and fielding. To choose fielding techniques. To run between the wickets. To run, throw and catch. To develop a safe and effective overarm throw. To learn batting control. To use the skills learned by playing in a mini tournament. <p><u>Fitness: Gymfit circuits</u></p> <ul style="list-style-type: none"> To understand why fitness is good for health and wellbeing. To develop consistency in technique. To develop personal fitness in an obstacle-style circuit. 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> Experience general gymnastics activities. Improve their general fitness. Develop their ability to perform a gymnastics sequence. Take part in a competition reward scheme. <p><u>Swimming</u></p> <ul style="list-style-type: none"> Perform safe self-rescue in different water based situations 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. <p><u>Fitness: Step to the beat!</u></p> <ul style="list-style-type: none"> To understand the 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> Experience general gymnastics activities. Improve their general fitness. Develop their ability to perform a gymnastics sequence. Take part in a competition reward scheme. <p><u>Swimming</u></p> <ul style="list-style-type: none"> Perform safe self-rescue in different water based situations 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. <p><u>Sport: Young Olympians</u></p>



7 Year Subject Overview for Physical Education

<ul style="list-style-type: none"> • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side) • To recognise which positions are attacking and which are defending. <p>Fitness: Bootcamp</p> <ul style="list-style-type: none"> • Understand how to prepare the body for exercise. • Understand what fitness means. • To complete a range of circuit-based activities and understand the reason for doing them. • To understand what happens to the heart rate during exercise. • To complete a circuit that includes activities practised in Lessons 1 and 2. • To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination. 	<p>Fitness: Mighty movers (boxercise)</p> <ul style="list-style-type: none"> • To perform a boxercise routine demonstrating good technique. • To understand the principles of dynamic stretching. • To improve fitness by raising the heart rate and strengthening the legs and arms. • To create and apply compositional ideas to the sequence. • To perform actions and moves fluently to music in order to improve personal fitness. • To learn how boxercise moves can be adapted and used in a different format. 	<p>strength.</p> <ul style="list-style-type: none"> • To improve co-ordination. <p>Swimming</p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • 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. 	<p>Swimming</p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • 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. 	<p>importance of a warm-up.</p> <ul style="list-style-type: none"> • To develop co-ordination and balance. • To develop co-ordination, balance and timing. • To improve general fitness levels. • To understand the benefits of improving muscle tone in the abdominals and legs. • To learn new strength-based moves. • To develop understanding of the value of this type of exercise. • To construct own moves from knowledge gained in the previous lessons. • To perform a sequence of steps in time with the music. • To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). 	<ul style="list-style-type: none"> • To use correct technique to run at speed. • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation.
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7 Year Subject Overview for Physical Education

Year 6	<ul style="list-style-type: none"> • To complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination. • To complete a circuit that includes activities practised in previous Lessons 1–5. 					
	<p><u>Sport: Invaders</u></p> <ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and co-ordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition. <p><u>Fitness: Bootcamp</u></p> <ul style="list-style-type: none"> • To understand how to prepare the body for exercise. • To understand what fitness means. • To complete a range of circuit-based activities and understand the reason for doing them. • To understand what happens to heart rate during exercise. 	<p><u>Sport: Dance (Flamenco)</u></p> <ul style="list-style-type: none"> • To identify and practice the patterns and actions in a Flamenco style. • To demonstrate an awareness of the music’s rhythm and phrasing when improvising. • To create a dance that represents a Flamenco dance. • To create a dance as a group, using any Flamenco moves. • To create a dance as a group, using any Flamenco moves. • To perform and analyse own and others’ performance. <p><u>Fitness: Mighty movers (boxercise)</u></p> <ul style="list-style-type: none"> • To know and understand the basic principles of a good warm-up. • To understand how 	<p><u>Sport: Nimble nets</u></p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and high serve. • To develop children’s ability to perform and understand the ‘overhead clear’ shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it 	<p><u>Sport: Striking and fielding</u></p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as a team, using tactics in order to beat another team. • To play in a tournament and work as a team, using tactics in order to beat another team. <p><u>Fitness: Gymfit circuits</u></p> <ul style="list-style-type: none"> • To plan a personal programme. 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness. • Develop their ability to perform gymnastics activities • Take part in a display rewards scheme. <p><u>Fitness: Step to the beat</u></p> <ul style="list-style-type: none"> • To understand the value of aerobic exercise. • To learn how to measure heart rate and note any changes • To perform aerobic activity to music. • To understand the value of aerobic exercise. • To practise and apply a sequence of step moves to the beat of the music. • To understand the value of step-based exercise. • To understand the value 	<p><u>Beth Tweddle Gymnastics:</u></p> <ul style="list-style-type: none"> • Experience general gymnastics activities. • Improve their general fitness. • Develop their ability to perform gymnastics activities • Take part in a display rewards scheme. <p><u>Sport: Young Olympians</u></p> <ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practice throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance.



7 Year Subject Overview for Physical Education

	<ul style="list-style-type: none"> • To complete a circuit that includes activities practised in Lessons 1 and 2. • To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination. • To complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination. • To complete a circuit that includes activities practised in previous Lessons 1–5. 	<p>moves can be linked together to perform more complex/challenging moves.</p> <ul style="list-style-type: none"> • To understand how moves can be linked together to perform more complex/challenging moves. • To perform and devise a sequence of movements to music. 	<p>to be most productive, and why.</p> <ul style="list-style-type: none"> • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used. <p><u>Fitness: Cool core (pilates)</u></p> <ul style="list-style-type: none"> • To identify exercises that will improve core strength and stability. • To apply balance techniques when performing cool core exercises. • To perform cool core exercises of increased difficulty with balance. • To create original cool core moves. • To demonstrate balance and co-ordination. • To perform others' 	<p>of aerobic exercise.</p> <ul style="list-style-type: none"> • To devise a sequence of step-based activities to music. 	<ul style="list-style-type: none"> • To utilise all the skills learned in this unit in a competitive situation.
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“As unique individuals, we do our best at work and play for the love of God and others.”



7 Year Subject Overview for Physical Education

		sequences with control and balance.			
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