

“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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Rec	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Begin to experiment with different ways of moving. • Walks downstairs, two feet to each step while carrying a small object. • Begin to travel with confidence and skill around, under, over and through balancing and climbing equipment. • Begin to negotiate space successfully when playing racing and chasing games, with other children, adjusting speed or changing direction • Begin to jump off an object and lands appropriately. • Stand momentarily on one foot when shown • Begin to show increasing control over an object in pushing, patting, throwing, catching or kicking it • Begin to use anticlockwise movement and retrace vertical lines. • Begin to use simple tools to effect changes to materials • Begin to handle tools, objects, construction and 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Begin to experiment with different ways of moving. • Begin to jump off an object and lands appropriately. • Begin to negotiate space successfully when playing racing and chasing games, with other children, adjusting speed or changing direction to avoid obstacles. • Begin to travel with confidence and skill around, under, over and through balancing and climbing equipment. • Begin to show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Begin to use simple tools to effect changes to materials • Begin to handle tools, objects, construction and malleable materials safely and with increasing control. • Begin to show a preference for a dominant hand. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Experiment with different ways of moving. • Jump off an object and land appropriately. • Negotiate space successfully when playing racing and chasing games, with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Use simple tools to effect changes to materials • Handle tools, objects, construction and malleable materials safely and with increasing control. • Show a preference for a dominant hand. • Use anticlockwise movement and retrace vertical lines. • Form recognisable letters 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Experiment with different ways of moving. • Jump off an object and land appropriately. • Negotiate space successfully when playing racing and chasing games, with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Use simple tools to effect changes to materials • Handle tools, objects, construction and malleable materials safely and with increasing control. • Show a preference for a dominant hand. • Use anticlockwise movement and retrace vertical lines. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Show good control and co-ordination in large movements. • Show good control and co-ordination in small movements. • Move confidently in a range of ways. • Safely negotiate space. • Handle equipment and tools effectively, including pencils for writing. <p>Health and self-care</p> <ul style="list-style-type: none"> • Know the importance for good health of physical exercise, • Know the importance for good health of a healthy diet, • Talk about ways to keep healthy and safe. • Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Show good control and co-ordination in large movements. • Show good control and co-ordination in small movements. • Move confidently in a range of ways. • Safely negotiate space. • Handle equipment and tools effectively, including pencils for writing. <p>Health and self-care</p> <ul style="list-style-type: none"> • Know the importance for good health of physical exercise, • Know the importance for good health of a healthy diet, • Talk about ways to keep healthy and safe. • Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



7 Year Subject Overview for Physical Education

	<p>malleable materials safely and with increasing control.</p> <ul style="list-style-type: none"> • Begin to show a preference for a dominant hand. • Begin to form recognisable letters • Begin use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. • Copy some letters, e.g. letters from their name. <p>Health and self-care</p> <ul style="list-style-type: none"> •Begin to eat a healthy range of foodstuffs and understand need for variety in food. •Begin to show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Begin to practice some appropriate safety measures without direct supervision •Usually dry and clean during the day. •Can usually manage washing and drying hands. •Begin to show understanding of the need for safety when tackling new challenges, and 	<ul style="list-style-type: none"> • Begin to use anticlockwise movement and retrace vertical lines. • Begin to form recognisable letters • Begin use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. <p>Health and self-care</p> <ul style="list-style-type: none"> •Begin to eat a healthy range of foodstuffs and understand need for variety in food. •Usually dry and clean during the day. •Begin to show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Begin to show understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Begin to show understanding of how to transport and store equipment safely. • Begin to practice some appropriate safety measures without direct supervision 	<ul style="list-style-type: none"> • Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. <p>Health and self-care</p> <ul style="list-style-type: none"> •Eat a healthy range of foodstuffs and understand need for variety in food. •Usually dry and clean during the day. •Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Show understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Show understanding of how to transport and store equipment safely. • Practice some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> • Form recognisable letters • Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. <p>Health and self-care</p> <ul style="list-style-type: none"> •Eat a healthy range of foodstuffs and understand need for variety in food. •Usually dry and clean during the day. •Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Show understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Show understanding of how to transport and store equipment safely. • Practice some appropriate safety measures without direct supervision. 		
--	---	---	--	---	--	--



7 Year Subject Overview for Physical Education

	<p>considers and manages some risks.</p> <ul style="list-style-type: none"> •Begin to show understanding of how to transport and store equipment safely. 					
Year 1	<p><u>Sport: Groovy Gymnastics</u></p> <ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. • To link combinations of movements and shapes with control. <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. 	<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. • 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><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. 	<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. <p>• To practise ABC (agility, balance and co-ordination) at circuit stations.</p> <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. 	<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. • To perform a range of gymnastic skills with increased accuracy. 	<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. • 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. • To identify techniques to improve core strength and agility.



7 Year Subject Overview for Physical Education

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Take part in a performance reward scheme. <p><u>Fitness: Mighty movers (running)</u></p> <ul style="list-style-type: none"> To explore running at a variety of speeds and in a variety of styles. To explore running at a variety of speeds and in a variety of styles. To run at different speeds and in different directions with control. To understand the purpose of a circuit and how it can improve fitness. To understand the purpose of a circuit and how it can improve fitness. To explore running at different speeds. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Use techniques already learned to improve performance. 	
<p>Year 2</p>	<p><u>Sport: Groovy gymnastics</u></p> <ul style="list-style-type: none"> To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic 	<p><u>Sport: Ugly bug ball dance</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. 	<p><u>Sport: Multi-skills</u></p> <ul style="list-style-type: none"> To explore static balancing. To understand concepts of bases. <ul style="list-style-type: none"> To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately. To travel in different 	<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. To develop catching and dribbling skills. To use ball skills in a mini 	<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. To develop catching skills. To throw a ball for 	<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. To hurdle an obstacle and maintain effective running style.



7 Year Subject Overview for Physical Education

	<p>actions into a sequence.</p> <ul style="list-style-type: none"> • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence. <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. <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. 	<ul style="list-style-type: none"> • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control. <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: Mighty movers (running)</u></p> <ul style="list-style-type: none"> • To run efficiently using the arms. • To demonstrate running with balance and co-ordination. • To understand the purpose of a circuit and how it can improve fitness. • To understand the purpose of a circuit and how it can improve our fitness. • Understand the purpose 	<p>ways, showing clear transitions between movements.</p> <ul style="list-style-type: none"> • 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. • To complete a circuit that includes activities practised in Lessons 1–5. 	<p>festival.</p> <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. 	<p>distance.</p> <ul style="list-style-type: none"> • 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 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.
--	--	--	--	---	--	--



7 Year Subject Overview for Physical Education

Year 3	<p>of a circuit and how it can improve fitness.</p> <ul style="list-style-type: none"> To understand the purpose of a circuit and how it can improve fitness. 	<p><u>Sport: African dance</u></p> <ul style="list-style-type: none"> To explore African dance movements and create patterns of movement. To work with a partner to create African dance patterns. To perform a dance with rhythm and expression. To use knowledge of African dance to create a story in small groups. To develop precision of movement. To work co-operatively with a group to create a dance piece. 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. 	<p><u>Sport: Groovy gymnastics</u></p> <ul style="list-style-type: none"> To explore jumping techniques and link them with other gymnastic actions. To explore jumping techniques and to link them with other gymnastic actions. To select and adapt gymnastics actions to meet the task. To work with a partner or a small group to create a sequence that develops jumping skills. To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. <p><u>Beth Tweddle Gymnastics</u></p> <ul style="list-style-type: none"> Experience general gymnastics activities. Improve their general fitness and learn a 	<p><u>Sport: Brilliant ball skills</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. 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. <p><u>Beth Tweddle Gymnastics:</u></p>	<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. 	<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>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>
-------------------	--	--	---	---	--	---



7 Year Subject Overview for Physical Education

	<p>2.</p> <ul style="list-style-type: none"> • 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 improve fitness by raising the heart rate. • To improve fitness by raising the heart rate. 	<p>stretching routine and a set of strengthening exercises.</p> <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 develop skipping techniques with control and balance. • To develop skipping techniques with control and balance. • To develop skipping techniques with control and balance. • To develop skipping techniques with control and balance. • To develop skipping techniques with control and balance. • To develop skipping techniques with control and balance. 	<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: 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 my performance of gymnastic moves within a circuit. 	<ul style="list-style-type: none"> • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • Swim competently, confidently 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 (strength)</u></p> <ul style="list-style-type: none"> • 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. 	<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 and agility, and understand why they are important. • To perform a sequence of moves at each station within a circuit with increased accuracy.
--	--	--	--	---	--	--



7 Year Subject Overview for Physical Education

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. 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 	<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 rhythm and phrasing when improvising. 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 	<p><u>Sport: Gym sequences</u></p> <ul style="list-style-type: none"> To identify and practice body shapes. To identify and practice symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences. <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>Sport: Striking and fielding</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>Beth Tweddle Gymnastics:</u></p>	<ul style="list-style-type: none"> 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><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. To demonstrate good running technique in a competitive situation. To explore different footwork patterns.^[1]_{SEP} 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.
-------------------	---	--	---	---	--	--



7 Year Subject Overview for Physical Education

	<p>happens to the heart rate during exercise.</p> <ul style="list-style-type: none"> • 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-ordination. • To improve a circuit that includes activities practised in previous Lessons 1–5. 	<p>technique for a job.</p> <ul style="list-style-type: none"> • 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. 	<p><u>Fitness: Step to the beat!</u></p> <ul style="list-style-type: none"> • To understand the importance of a warm-up. • To improve fitness, particularly strength and stamina. • To complete a step routine to music to improve fitness. • To develop co-ordination and balance. • To understand the importance of a warm-up. • To develop co-ordination and balance. • To develop co-ordination and balance. • To develop co-ordination and balance. 	<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>Fitness: Gymfit circuits</u></p> <ul style="list-style-type: none"> • To understand that a fitness circuit can be sport-specific. • To complete a hockey-based circuit with understanding and accuracy. • To complete a netball/basketball circuit with understanding and accuracy. • To complete a football-based circuit with accuracy and understanding. • To complete a cricket-based circuit with accuracy and understanding. • To complete an athletics-based circuit with control and accuracy. 	<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 moves. • To sustain balance and concentration when performing a variety of cool core moves. • To develop cool core moves using balance techniques. 	<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 of moves at each station within a circuit with increased accuracy.
<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. 	<p><u>Sport: Dynamic dance, Bollywood Dancing</u></p> <ul style="list-style-type: none"> • To identify and practice the patterns and actions of Bollywood dance style. 	<p><u>Sport: Nimble nets</u></p> <ul style="list-style-type: none"> • To identify and apply techniques for hitting a tennis ball. 	<p><u>Sport: Striking and fielding</u></p> <ul style="list-style-type: none"> • To develop skills in batting and fielding. 	<p><u>Sport: Gym sequences</u></p> <ul style="list-style-type: none"> • To identify and practice body shapes and balances. 	<p><u>Sport: Young Olympians</u></p> <ul style="list-style-type: none"> • To use correct technique to run at speed. • To develop the ability to run for distance.



7 Year Subject Overview for Physical Education

<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • To demonstrate an awareness of the music’s rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the Bollywood dance style. • To create partnered dances that reflect the Bollywood dancing style and apply the key components of dance. • To create group dances that reflect the Bollywood dance style. • To perform a Bollywood dance using a range of movement patterns. • To perform and evaluate own and others’ work. <p><u>Fitness: Mighty movers (boxercise)</u></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. 	<ul style="list-style-type: none"> • 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 strength. • To improve co-ordination. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To identify and practice symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movements, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others’ sequences. <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>Fitness: Step to the beat!</u></p> <ul style="list-style-type: none"> • To understand the importance of a warm-up. • To develop co-ordination and balance. • To develop co- 	<ul style="list-style-type: none"> • 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. <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>Fitness: Fitness frenzy</u></p> <ul style="list-style-type: none"> • To complete a circuit that includes a range of activities. • To learn how boxercise moves can be adapted and used in a different format.
---	--	---	---	--	---



7 Year Subject Overview for Physical Education

	<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. • 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. 	<ul style="list-style-type: none"> • 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>ordination, balance and timing.</p> <ul style="list-style-type: none"> • 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 perform a sequence of steps in time with the music. • To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). • To understand why fitness is good for health and wellbeing. • To identify techniques to improve balance and core strength. • To improve co-ordination. • To perform a sequence of moves at each station within a circuit with increased accuracy.
<p>Year 6</p>	<p>Sport: Invaders</p> <ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. 	<p>Sport: Dynamic dance, Street dance</p> <ul style="list-style-type: none"> • To identify and practice the patterns and actions in a street dance style. 	<p>Sport: Nimble nets</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand 	<p>Sport: Striking and fielding</p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. 	<p>Sport: Gym sequences</p> <ul style="list-style-type: none"> • To identify and practice gymnastic shapes and balances. 	<p>Sport: Young Olympians</p> <ul style="list-style-type: none"> • To investigate running styles and changes of speed.



7 Year Subject Overview for Physical Education

<ul style="list-style-type: none"> • 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. • 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 demonstrate an awareness of the music’s rhythm and phrasing when improvising. • To create a dance that represents a street dance style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance 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 moves can be linked together to perform more complex/challenging moves. • 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>how to get into the ready position.</p> <ul style="list-style-type: none"> • 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 to be most productive, and why. • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To identify and practice symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others’ sequences. <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 	<ul style="list-style-type: none"> • 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. • To utilise all the skills learned in this unit in a competitive situation. <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: Fitness frenzy</u></p> <ul style="list-style-type: none"> • To complete a circuit that includes different aerobic activities. • To perform and devise a sequence of movements to music. • To understand the value of aerobic exercise.
---	--	---	---	---	--



7 Year Subject Overview for Physical Education

	<ul style="list-style-type: none"> To complete a circuit that includes activities practised in previous Lessons 1–5. 	<p>outwit an opponent in a game.</p> <ul style="list-style-type: none"> 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' sequences with control and balance. 	<p>sequence of step moves to the beat of the music.</p> <ul style="list-style-type: none"> To understand the value of step-based exercise. To understand the value of aerobic exercise. To devise a sequence of step-based activities to music. 	<ul style="list-style-type: none"> To devise a sequence of step-based activities to music. To plan a personal programme. To perform others' sequences with control and balance. To perform a sequence of moves at each station within a circuit with increased accuracy.
--	---	--	--	--