St Giles C of E Primary School – Curriculum for PE

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes) Using PE Hub

Year A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class 1	Balanceability	Body Management Unit 1	Balanceability	Dance unit 1	Balanceability	Gymnastics unit 1	Balanceability	Cooperate and solve problems unit 1	Manipulation and coordination		Speed agility travel	
Class 2	Attack, defend, shoot Y1 unit 1		Dance Y1 unit 1		Gymnastics Y1 unit 1		Send and return Y1 Unit 1		Run Jump Throw Y1 Unit 1		OAA Y1	
Class 3	Tag Rugby	Swimming	Netball	Swimming	Football	Swimming	Dance and Gymnastics	Swimming	Cricket	Swimming	Athletics and Rounders	Swimming
Class 4	Tag rugby		Netball		Dance		Tennis		Cricket		Athletics	

Year B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
Class 1	Balanceability	Body Management Unit 1	Balanceability	Dance unit 1	Balanceability	Gymnastics unit 1	Balanceability	Cooperate and solve problems unit 1	Manipulation and coordination	Speed agility travel
Class 2	Attack, defend, shoot Y2 unit 1		Dance Y2 unit 1		Gymnastics Y2 unit 1		Send and return Y2 Unit 1		Run Jump Throw Y2 Unit 1	OAA Y2

Class 3	Tag Rugby	Netball	Football	Dance and Gymnastics	Cricket	Athletics and Rounders
Class 4	Tag rugby	Netball	Dance	Tennis	Cricket	Athletics

Progression map showing key skills to be taught over the curriculum cycle - M&D Progression document

Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Explore balance and managing everybody including manipulating small objects able to stretch reach extend in a variety of ways and positions Be able to control body and perform specific movements on command	Recognise that actions can be reproduced in time to music beat patterns and different speeds perform a wide variety of dance actions both similar and contrasting copy repeat and perform simple movement patterns	To develop confidence in fundamental movements to experience jumping sliding rolling moving over under and on apparatus to develop coordination and gross motor skills	Organise and match various items images colours and symbols Work with a partner to listen share ideas question and choose Collect distinguish and differentiate colours and create a shape as a team move confidently and cooperatively in space. Travel in a range of ways	Send and receive a variety of objects with different body parts Work with others to control objects in space Coordinate body parts such as hand eye, foot eye over a variety of activities in different ways.	Travel with some control and coordination. Change direction at speed through both choice and instruction. Perform actions such as demonstrating changes and speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations.
Class 2	To practise basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. Experience opportunities to	Respond to a range of stimuli and types of music. Explore space, direction, levels and speed. Experiment creating actions and performing	Use simple gymnastic actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.	Able to send an object with increased confidence using hand or bat. Move toward a moving ball to return it. Sending and returning a variety of balls.	Begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send	Using thinking skills to follow multi step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another.

	improve agility, balance and coordination.	movements with different body parts.			objects over long distances.	Take part in activities with increasing challenge to build confidence.
Class 3	To use speed to run past an opponent To complete a short pass To avoid being tackled To apply the tag routine To close space To pass backwards	To perform quick, accurate chest passes. To dodge away from an opponent To catch a netball To use a bounce pass To use a shoulder pass To retrieve a loose ball	To pass with the inside of the foot To trap a moving ball To pass the ball accurately over a short distance To move into space to receive the ball To dribble with the ball To cushion the ball when receiving	Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastic actions. Relate strength and flexibility to the actions of movements that they're performing. to use basic compositional ideas to improve sequence work – unison.	To hit a stationary ball with a straight drive To bowl underarm To use correct footwork when striking a ball To stop a moving ball To throw longer distances with an overarm throw To perform as wicket keeper	To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills. Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.
Class 4	• To use defensive positions to mark and tag an attaker. • Pass a ball accurately whilst on the move. • Defend as part of a	• Choose the appropriate pass for different scenarios. • Find space to receive in a game. • Use different dodging techniques to	• Learn what non-locomotor movement is and use it in dance. • Perform non-locomotor and locomotor	• Recap and perform a range of shots with some accuracy and control. • Move quickly to the ball and perform a volley.	• Work with a partner to score runs. • Throw accurately over short distances to get the batters out. • Follow the path of the	• Run for speed and distance on our own and as part of a team. • Pace our run over longer distances. • Different jumping styles

	team to deny space to the attacking team. • To use a pop pass over short distances and an explosive run. • Move a ball quickly using a 'magic diamond' formation. • Use the three step pass and rule with some confidence.	outwit a defender. • Practice and perform pivoting and quick turns. • Get into closer shooting situations. • React and move quickly in isolation and in games.	movements together. • Create new and exciting group patterns • Learn a simple line dance routine. • Create a 3-step line dance with a partner. • Work collaboratively in a group to improve performance.	• Play an overhead shot and know when to use it. • Use different court formation in doubles play. • Refine court movements to hit the ball before the double bounce. • Perform a diagonal serve to start a game.	ball to catch as a wicket keeper. • Overarm bowl with a run up. • Play a forward defensive shot. • Set the field in a game to limit the runs scored.	exploring which we can jump further with. • Use the push throw technique. • Exchange the baton in a restricted area. • Design a running, throwing, jumping activity for others using the STEP principle.

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Explore balance and managing everybody including manipulating small objects able to stretch reach extend in a variety of ways and positions Be able to control body and perform specific movements on command	Recognise that actions can be reproduced in time to music beat patterns and different speeds perform a wide variety of dance actions both similar and contrasting copy repeat and perform simple movement patterns	To develop confidence in fundamental movements to experience jumping sliding rolling moving over under and on apparatus to develop coordination and gross motor skills	Organise and match various items images colours and symbols Work with a partner to listen share ideas question and choose Collect distinguish and differentiate colours and create a shape as a team move confidently and cooperatively in	Send and receive a variety of objects with different body parts Work with others to control objects in space Coordinate body parts such as hand eye, foot eye over a variety of activities in different ways.	Travel with some control and coordination. Change direction at speed through both choice and instruction. Perform actions such as demonstrating changes and speed. Stop, start, pause, prepare for and

				space. Travel in a range of ways		anticipate movement in a variety of situations.
Class 2	Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g dribbling and passing	Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform a short movement sequence to music.	Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastics scoring	Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls.	Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, bean bags, balls, hoops can negotiate obstacles showing increased control of body and limbs.	Use searching skills to find given items from clues and pictures. Work as a pair to navigate space. Use and explore unusual equipment to develop coordination, problem solving and motor skills.
Class 3	To use passes to create an attack To keep possession of the ball To evade being tagged To vary speed	To protect the ball To mark 1-1 To shoot at a net with the ball To pivot before passing	To run onto a ball To mark an opponent and tackle correctly To dribble with control To pass accurately over long distances	To use a freeze frame To create a five-action dance To sequence and extend dances	To hit the ball in different directions To know when to run a single To bowl overarm To field a bouncing ball	To develop the range of rounder skills that can apply in competitive context. Choose and use a range of simple tactics in isolation and in game context. Identify different positions in rounders and the roles of those positions.

Class 4	• Create attacking continuity by supporting the player with the ball. • Use set plays in attack to create space for the ball carrier. • Develop the 3-step rule; compare and contrast the 3-second pass option. • Attack the space as a ball carrier to create scoring opportunities. • Change from an attacking to defensive formation when the team loses possession. • Observe and analyse our classmate's performance.	• Ways to improve co-ordination. To mark the pass or the shot. • Organisation in and around the semi-circle. • Compete to claim the rebounding ball. • Stay active to intercept the pass. • Stay onside in games depending on the position being played.	• Technique of the stag leap and the rebound jump. • Explore relationships through dance and partner lifts. • Choose a dance phrase based on the Haaka. • Choose and use suitable dynamics for the Haaka. • Link freeze frames to street dance to create a short movement phrase. • Perform a Top Rock and Slide Step.	• Set up a shooting opportunity for a teammate. • Restrict an opponents space by defending with a partner. • Perform a penalty kick with accuracy and power. • Attack and shoot as a pair. • Perform the role of cover defender to stop the opposition's attack. • Use close control to keep possession of the ball.	• Create pressure on the batter by using the ring field. • To track and catch a high ball consistently. • Perform a short-pitched bowl to get the batter to hit the ball into the air. • Work in a pair to restrict runs being scored. • To play an on-drive. • To set an attacking field.	• Sprint start techinque to improve running speed. • The three phases of the triple jump. • Heave throw technique and what it's for. • To assess our own ability to play our role in parlauff. • Scissor jump technique and when it is used. • Record and relay results in a range of track and field events.