



## Long Term Overview: Key Stage 1

| <b>Year A<br/>2020-2021</b> | <b>Dance</b><br>(The Great Fire of London)  | <b>Gymnastics</b>   | <b>Dance</b><br>(Animals)   | <b>Games</b><br>(Unit 3, lessons 1-6)  | <b>Games</b><br>(Unit 3, lessons 7-12)  | <b>Athletics</b> |
|-----------------------------|---|---|---|--|---|------------------|
| Rationale                   | Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |   |   |  |   |                  |
| Focus                       | Explore basic body actions (jumping and turning); use different parts of their body to make movement and create and repeat short dances inspired by themes.   | Investigate movement, stillness and how to find and use a space safely. Develop their gross motor skills, becoming increasingly competent and confident. Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | Explore basic body actions (jumping and turning); use different parts of their body to make movement and create and repeat short dances inspired by themes.   | Develop basic game playing skills, particularly throwing and catching. Engage in competitive and cooperative physical activities in a range of challenging situations.   | Develop fundamental movement skills, become increasingly competent and confident in their own motor skills. Engage in a range of competitive and cooperative physical activities in a range of increasingly challenging situations.             |                  |
| <b>Year B<br/>2021-2022</b> | <b>Dance</b><br>(At the Seaside)  | <b>Gymnastics</b>   | <b>Dance</b><br>(Houses and Homes)  | <b>Games</b><br>(Unit 4, lessons 1-6)  | <b>Games</b><br>(Unit 4, lessons 1-6)   | <b>Athletics</b> |
| Rationale                   | Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |   |   |  |   |                  |
| Focus                       | Explore basic body actions (jumping and turning); use different parts of their body to make movements and create and repeat short dances inspired by themes. Create and perform short dances that communicate different moods and feelings.   | Increase their range of basic gymnastic skills. Continue to develop their gross motor skills, becoming increasingly competent and confident. Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.             | Explore basic body actions (jumping and turning); use different parts of their body to make movements and create and repeat short dances inspired by themes. Create and perform short dances that communicate different moods and feelings. | Improve and apply their basic skills in games. Play games that demand simple choices and decisions on how to use space to avoid opponents; keep the ball and score points. Engage in competitive and cooperative physical activities, in a range of increasingly challenging situations. | Explore and develop fundamental movement skills, become increasingly competent and confident in their own motor skills. Engage in a range of competitive and cooperative physical activities in a range of increasingly challenging situations. |                  |



Long Term Overview: Lower Key Stage 2

| <b>Year A<br/>2021-2022</b> | <b>Invasion Games</b><br>(Y3 Unit 1, lessons 1-6)<br>(Y4 Unit 2, lessons 1-6)   | <b>Gymnastics</b><br>(Y3 Unit 3, lessons 1-6)<br>(Y4 Unit 4, lessons 1-6)  | <b>Dance (During the Blitz)</b>  | <b>Net/Wall</b><br>(Unit 1 lessons 1-6)  | <b>Striking &amp; Fielding</b><br>(Unit 1 lessons 1-6)   | <b>Athletics</b><br>(Y3 Unit 1, lessons 1-6)<br>(Y4 Unit 2, lessons 1-6)   | <b>Swimming and Water Safety</b>   |
|-----------------------------|---|--|--|--|--|--|--|
| Rationale                   | Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |  |  |  |  |  |  |
| Focus – Y3                  | Learn how to throw, catch and move with the ball. Develop skills in finding space and keeping control of the ball. Use a basic court set up and simple rules to complete tasks. Solve tactical problems and suggest ways in which they can increase their scoring opportunities.  | Improve the quality of their movement to help produce tension and extension. Plan and perform sequences of different actions and link these actions together and smoothly.   | Perform dances, focusing on creating, adapting and linking a range of dance actions. Work with a partner and in small groups.  | Begin to learn to direct the ball towards a target area and away from their opponent. Think about how they can use the skills, strategies and tactics they learn to score points for their team and to outwit the opposition.    | Learn to throw and catch consistently to help with their fielding skills. Work together in teams to prevent the opponents from scoring and to keep opponents' score down.  | Explore running, jumping and throwing activities and take part in simple challenges and competitions. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. Learn how to evaluate and recognise their own success.                                     | Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of skills effectively. |
| Focus – Y4                  | Develop their dribbling and kicking skills. How to keep control of a ball, pass and receive accurately and create and use space well. Use a basic court set up and remember simple rules by which to complete tasks. Learn simple attacking and defending tactics and use them in games with even and uneven sides.                                     | Plan and perform sequences of different actions and link these actions together and smoothly. Refine actions and develop further their sequences and movements. Work with a partner: choose and combine actions together. Begin to learn that strength and suppleness affect the performance of a gymnastic routine. | Create characters and narrative through movement and gesture. Work in pairs and small groups to create short dances. Think about how to use movement to explore and communicate ideas and issues. Develop an awareness of the historical and cultural origins of different dances. | Develop the skills needed for net/wall games. Direct the ball towards a target area and away from their opponent. Use the skills, strategies and tactics they learn to score points for their team and to outwit the opposition. | Learn to throw and catch consistently to support fielding skills. Work successfully in teams against opposing teams. Learn to strike the ball so that they can score runs. | Develop good basic running, jumping and throwing techniques. Set challenges for time and distance. Achieve the greatest possible speed, height, distance or accuracy. Think about the technique that they use when throwing or taking off in jumping events. Introduced to the idea of training for specific purposes. | Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of skills effectively. |



| Year B<br>2020-2021 | Invasion Games<br>(Y3 Unit 1, lessons 1-6)<br>(Y4 Unit 2, lessons 1-6)  | Gymnastics<br>(Y3 Unit 3, lessons 1-6)<br>(Y4 Unit 4, lessons 1-6)  | Dance (Diwali)   | Outdoor &<br>Adventurous<br>Activities<br>(Y3 Unit 1, lessons 1-5)<br>(Y4 Unit 2, lessons 1-5)   | Striking & Fielding<br>(Unit 1 lessons 1-6)  | Athletics<br>(Y3 Unit 1, lessons 1-6)<br>(Y4 Unit 2, lessons 1-6)  | Swimming and<br>Water Safety   |
|---------------------|---|---|--|--|--|--|--|
| Rationale           | Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |   |  |  |  |  |  |
| Focus – Y3          | Learn how to throw, catch and move with the ball. Develop skills in finding space and keeping control of the ball. Use a basic court set up and simple rules to complete tasks. Solve tactical problems and suggest ways in which they can increase their scoring opportunities.  | Improve the quality of their movement to help produce tension and extension. Plan and perform sequences of different actions and link these actions together smoothly.  | Perform dances, focusing on creating, adapting and linking a range of dance actions. Work with a partner and in small groups.  | Identify where they are, using simple plans and diagrams of familiar environments. Use a simple plan/diagram to help them follow a short trial. Work and behave safely. Work increasingly cooperatively with others. Recognise different tasks make their body work in different ways.   | Learn to throw and catch consistently to help with their fielding skills. Work together in teams to prevent opponent from scoring and to keep opponents' score down.       | Explore running, jumping and throwing activities and take part in simple challenges and competitions. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. Learn how to evaluate and recognise their own success.                                     | Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of skills effectively. |
| Focus – Y4          | Develop their dribbling and kicking skills. Learn how to keep control of a ball; pass and receive accurately and create and use space well. Use a basic court set up and remember simple rules by which to complete tasks. Learn simple attacking and defending tactics and use them in games with even and uneven sides.                               | Plan and perform sequences of different actions and link these actions together smoothly. Refine actions and develop further their sequences and movements. Work with a partner and choose and combine actions together. Begin to learn that strength and suppleness affect the performance of a gymnastic routine. | Create characters and narrative through movement and gesture. Work in pairs and small groups to create short dances. Think about how to use movement to explore and communicate ideas and issues. Develop an awareness of the historical and cultural origins of different dances. | Use maps and diagrams to orientate themselves and to travel around a simple course. Respond when the task or environment changes and the challenge increases. Start to plan sensible responses to physical challenges or problems. Identify parts of the work that were successful. Respond to feedback on how to go about their work differently. | Learn to throw and catch consistently to support fielding skills. Work successfully in teams against opposing teams. Learn to strike the ball so that they can score runs. | Develop good basic running, jumping and throwing techniques. Set challenges for time and distance. Achieve the greatest possible speed, height, distance or accuracy. Think about the technique that they use when throwing or taking off in jumping events. Introduced to the idea of training for specific purposes. | Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of skills effectively. |



P.E. Long Term Overview: **Upper Key Stage 2**

| <b>Year B<br/>2022-23</b> | <b>Invasion Games<br/>(Football lessons 1-6)</b>  | <b>Gymnastics<br/>(Unit 5, lessons 1-6)</b>   | <b>Dance<br/>(The River)</b>   | <b>Net/Wall<br/>(Unit 2 lessons 1-6)</b>   | <b>Striking &amp; Fielding<br/>(Rounders lessons 1-6)</b>   | <b>Athletics<br/>(Unit 3 lessons 1-6)</b>  | <b>Swimming and<br/>Water Safety</b>   |
|---------------------------|---|---|--|--|---|--|--|
| Rationale                 | Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |   |  |  |   |  |  |
| Focus                     | Develop and improve their defending, attacking and team playing skills. Explore ways in which to attack and defend and how to successfully use tactics and strategies. Play games with larger teams.  | Creating longer sequences to perform for an audience. Use wider range of body shapes and actions and explore more difficult ways to perform. Work with a partner or small group, using skills and abilities in combination and in sequences, showing as much control and precision as possible. | Use different visual images and music as the starting point for composing, performing and watching dances in a range of styles. How to use movement to explore ideas and issues and their own feelings and thoughts. | Develop the range and quality of their racket skills when playing net and wall games. Learn tactics and skills for games based on short tennis. Begin using tactics and strategies to outwit the opposition. | Develop the range and quality of throwing, catching and striking abilities. Work collaboratively when fielding to prevent points being scored. When batting, they can put the ball into space, away from the fielders. Learn about playing different roles. Develop their own games with their own rules and systems of scoring and umpiring. | Develop technical understanding of running, jumping and throwing techniques. Start to become aware of the factors affecting performance. Develop own games that challenge athletic ability. Take on roles such as time keeper, recorder, coach or judge. | Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of skills effectively. |



| Year A<br>2021-22 | Invasion Games<br>(Netball, lessons 1-6)  | Gymnastics<br>(Unit 6, lessons 1-6)   | Dance<br>(At the Olympics)  | Outdoor and<br>Adventurous Activity<br>(Unit 3, lessons 1-7)   | Striking & Fielding<br>(Cricket, lessons 1-6)   | Athletics<br>(Unit 3, lessons 1-6)   | Swimming and Water<br>Safety   |
|-------------------|---|---|---|--|---|--|--|
| Rationale         | Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |   |   |  |   |  |  |
| Focus             | Develop and improve defending, attacking and team playing skills. Use skills, strategies and tactics to outwit the opposition, Learn to develop own warm-ups, carry out officiating duties and develop practices to improve their team play.  | Compose sequences to develop performances that meet requirements and demonstrate increased quality and complexity. Perform different skills, using what they have learned about the variations in speed, level and direction. Perform to music, create sequences across the floor and apparatus. Continue to assess performances against set criteria and suggest improvements. | Use different visual images and music as the starting point for composing, performing and watching dances in a range of styles. They work with a partner and in groups. How to use movement to explore ideas and issues and their own feelings and thoughts. Develop an awareness of the historical and cultural origins of different dances. | Choose and perform skills and strategies effectively. Find solutions to problems and challenges. Plan, implement and refine strategies they use. Adapt strategies as necessary. Work increasingly well in a group or in a team where roles and responsibilities are understood. Prepare physically and organisationally for challenges they are set, considering the group's safety. Identify what they do well, as individuals and as a group. Suggest ways to improve. | Develop the range and quality of throwing, catching and striking abilities. When fielding, they work together to points being scored. Put the ball into space, when batting away from the fielders. Use different strategies and tactics to outwit the opposition. Develop warm up routines and show an awareness of how to prepare for striking and fielding games and how improve their play. | Improve technical understanding of running, jumping and throwing techniques. How to achieve the greatest possible speed, height or distance. Learn about training for specific purposes. Explore how their run-up and take-off affects the height/distance they achieve in jumping events. | Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of skills effectively. Perform safe self-rescue in different water based situations. |

