



Red Hall Primary School PE curriculum overview 2021_22

We are committed to offer a broad, balanced and engaging curriculum that goes beyond the expectations of the National Curriculum.

We will ensure that we have holistic approach to school life which acknowledges and develops links with parents, carers, families and the wider community.

We will develop well-rounded and resilient children through focusing on our core values; **Caring, Respect, Equality, Aspire, Trust and Enjoyment.**

We structure the curriculum to enable children to master concepts and connect them into a wide range of contexts. At each key stage, children will be equipped with the skills and knowledge to become active world citizens.

We sequence skills and content ensuring connectedness and progression both in the short and long term.

Our curriculum is dynamic, engaging and provides rich learning opportunities.

Autumn 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fitness/Dance/Yoga/Games	Fitness/Dance/Yoga/Games Fitness – learning the way our body reacts to different exercises with a main focus on Speed, Agility, Quickness, Balance, strength co-ordination and flexibility Dance – see Autumn 2 Games (focus throwing and catching skills) – see Spring 1 <ul style="list-style-type: none"> • Explore different ways using a ball (A&D) • Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&D •)Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) • Develop simple attacking and defending techniques • Pass and receive a ball in different ways with increased control. 		Fitness/Dance/Games Fitness – learning the way our body reacts to different exercises with a main focus on Speed, Agility, Quickness, Balance, strength co-ordination and flexibility beginning, using different equipment to put together different fitness goals. Dance – see Autumn 2 Games (focus Basketball) – see Spring 1		Fitness/Dance /Games/Boxing Fitness – learning the way our body reacts to different exercises with a main focus on Speed, Agility, Quickness, Balance, strength co-ordination and flexibility, beginning to create own fitness goals and creating fitness sessions to work certain parts of the body. Boxing – Gaining self-control, Self-responsibility, Managing own behaviour, Teamwork, fitness goals as above. Coordination, balance, Co-ordination, Agility. Dance – see Autumn 2 Games (focus football) – see Spring 1	
Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Dance <ul style="list-style-type: none"> • Copies and explores basic movements and body patterns • Remembers simple movements and dance steps 	Dance <ul style="list-style-type: none"> • Copies and explores basic movements with clear control. • Varies levels and speed in sequence 	Dance <ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. 	Dance <ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Beginning to create longer dance 	Dance <ul style="list-style-type: none"> • Beginning to exaggerate dance movements and motifs (using expression when moving) 	Dance <ul style="list-style-type: none"> • Exaggerate dance movements and motifs (using expression when moving) Performs with confidence,

	<ul style="list-style-type: none"> Links movements to sounds and music. Responds to range of stimuli. 	<ul style="list-style-type: none"> Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> Beginning to improvise with a partner to create a simple dance Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work 	<p>sequences in a larger group.</p> <ul style="list-style-type: none"> Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work. 	<p>using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence.</p> <ul style="list-style-type: none"> Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision
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						<ul style="list-style-type: none"> when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
Autumn 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Gymnastics and Spring 1</p> <ul style="list-style-type: none"> Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements 	<p>Gymnastics</p> <ul style="list-style-type: none"> Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence 	<p>Gymnastics</p> <ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when

					<ul style="list-style-type: none"> Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences 	<p>performing and evaluating.</p> <ul style="list-style-type: none"> Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances
Spring 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Gymnastics as above</p> <p>Games</p> <ul style="list-style-type: none"> Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games 	<p>Gymnastics as above</p> <p>Games</p> <ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending 	<p>Gymnastics as above</p> <p>Games</p> <ul style="list-style-type: none"> Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to 	<p>Gymnastics as above</p> <p>Games</p> <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. 	<p>Gymnastics as above</p> <p>Games</p> <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. 	<p>Gymnastics as above</p> <p>Games</p> <ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of

			<p>compete with each other in a controlled manner.</p> <ul style="list-style-type: none"> Beginning to select resources independently to carry out different skills 	<p>Works well in a group to develop various games.</p> <ul style="list-style-type: none"> Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. 	<p>tactics and composition.</p> <ul style="list-style-type: none"> Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
Spring 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> continue with Games learning a new sport and also children will get an insight into outdoor adventure activities. 	<ul style="list-style-type: none"> continue with Games learning a new sport and also children will get an insight into outdoor adventure activities. 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. 	<ul style="list-style-type: none"> Continue with games activities. OAA (Outdoor adventure activities) Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support.

	<p>insight to activities they will be doing in the next year group.</p> <p>Learn skills of running, jumping and throwing with a range of equipment.</p> <ul style="list-style-type: none"> • Vary speed of running based on commands given. • Use comparative language i.e. faster, longer, and be able to physically demonstrate this. <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and co-ordination.</p> <ul style="list-style-type: none"> • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> ○ Explore and throw a variety of objects with one hand. ○ Jump from a stationary position with control. ○ Change speed and direction whilst running. 	<p>insight to activities they will be doing in the next year group.</p> <p>Learn skills of running, jumping and throwing with a range of equipment.</p> <ul style="list-style-type: none"> • Vary speed of running based on commands given. • Use comparative language i.e. faster, longer, and be able to physically demonstrate this. <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and co-ordination.</p> <ul style="list-style-type: none"> • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> ○ Explore and throw a variety of objects with one hand. ○ Jump from a stationary position with control. ○ Change speed and direction whilst running. 	<p>insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing my action for accuracy and distance. • Record their distances, numbers and times. 	<p>insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. 	<p>insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines. 	<p>insight to activities they will be doing in the next year group.</p> <ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine.
Swimming	N/A	N/A	<p>Children will be travelling to Dudley Leisure Centre once a week for swimming lessons with qualified swimming instructors.</p> <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p>	N/A	N/A	

			<p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>		
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Evaluation	Year 1	Year 2	Year 3&4		Year 5&6	
Throughout the year children will evaluate their own and others performances different skills will be encouraged throughout the year groups for them to gain more confidence and ability to do this.	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>	
Healthy Lifestyle – covered throughout the year.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>			<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>		