**National curriculum coverage for each subject**

**PE 2024-2025**

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|  | **Early Years** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Autumn 1** | **Little Acorns**  **PD 0-3 years**  Enjoy moving when outdoors and inside.  Walk, run, jump and climb  **Great Oak**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **PD 3-4 years**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  **Reception**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  **PD 3-4 years**  Start taking part in some group activities which they make up for themselves, or in teams.  Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  Collaborate with others to manage large items.  **PSED Reception**  Manage their own needs  **PD Reception**  Confidently and safely use a range of large and small  apparatus indoors and outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility. | **Movement + Ball Skills**  To show control of a ball with basic actions To show control of a ball when throwing and catching. To move fluently with or without a ball changing speed and direction.  To send/pass a ball with both hands and feet  To participate in small games applying basic skills. | **Movements**  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending  **Dance**  Perform dances using simple movement patterns. | **Rugby**  Play competitive games and apply basic principles for attacking and defending.  **Unit links to the curriculum:**  Play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Hockey** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | **Hockey**  Apply the attacking and defending principles in game situations and competitive games, modified where appropriate.  Hit the ball with purpose, aiming to keep possession.  Play shots on the forehand and backhand side of the body. Direct the ball at the target accurately.  Use good and appropriate footwork that allows the ball to be hit with the correct technique.  Adapt a good 'ready position' and show good position on the court.  Identify and evaluate parts of your game where you're performing well and part that can be improved  Identify spaces when out of possession to allow teammates to pass to them.  **Unit links to the curriculum:**  Play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Frisbee**  To develop an awareness of the rules of ultimate frisbee and an understanding of the principle of ‘spirit of the game’.  To be able to successfully execute a backhand throw accurately to a static and/or active partner. To practice and reinforce their backhand passing.  To be aware of the three types of catching: the ‘pancake catch’, the ‘two handed rim catch’ and the ‘single handed rim catch’. To understand the differences between a backhand and forehand pass and be able to select the correct pass in a game situation.  To further reinforce your basic passing and catching skills.  To effectively pivot when making a pass backhand and/or forehand pass.  To understand what a ‘cut’ is and to use it effectively in a game situation.  To further develop your passing ability over a longer distance with increasing accuracy and control.  To consolidate all new skills learnt throughout ‘scheme of work’ in a game situation.  **Unit links to the curriculum:**  Play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending  Compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Dance** perform dances using a range of movement patterns |
| **Autumn 2** | **Little Acorns**  **PD 0-3 years**  Walk, run, jump and climb – start to use stairs independently  Fit themselves into spaces like tunnels, dens, large boxes and move around in them  Enjoy starting to kick, throw and catch a ball  Spin, roll and independently use ropes and swings  **Great Oak**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  **PD 3-4 years**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Be increasingly independent, as they get dressed and undressed. For example, putting coats on and doing up zips  **Reception**  **PSED 3-4 years**  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  Increasingly follow rules, understanding why they are important.  **PSED – Reception**  Manage their own needs  **PD 3-4 years**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers,  paint and make marks.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. **Reception**  **PD – Reception**  Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  Use their core muscle strength to achieve a good posture  when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small  apparatus indoors and outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility  **EA&D – Reception**  Explore, use and refine a variety of artistic effects to express  their ideas and feelings.  Return to and build on their previous learning, refining ideas  and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups. | **Games**  participate in team games, developing simple tactics for attacking and defending  master basic movements including throwing and catching, and begin to apply these in a range of activities | **Games**  participate in team games, developing simple tactics for attacking and defending  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  **Dance**  Perform dances using simple movement patterns. | **Golf Festival**  Pupils will:  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | **Football** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | **Gymnastics**  develop flexibility, strength, technique, control and balance [for example, through  athletics and gymnastics] | **Hockey**  play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending  compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Dance** perform dances using a range of movement patterns |
| **Spring 1** | **Little Acorns**  **Physical Development:0-3**  Enjoy moving when outdoors and inside.  Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking.  Pass objects from one hand to another. Let go of things and hands them to another person or drops them.  Walk, run, jump and climb-start to use stairs independently.  Develop manipulation and control.  Use large and small motor skills to do things independently.  Spin, roll and independently use ropes and swings.  **Understanding the world 0-3**  Explore natural materials, indoors and outside.  **Great Oak**  **Personal, social & emotional development 3-4**  Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  **Physical Development 3-4** Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  **Understanding the world 3-4**  Explore natural materials, indoors and outside.  **Reception**  **Physical Development -Reception**  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use their core muscle strength to achieve a good posture when sitting at a table or  sitting on the floor  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | **Movement**  Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  **Dance**  Perform dances using simple movement patterns. | **Multiskills Festival** Participate in team games, developing simple tactics for attacking and defending. | **Football** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | **Swimming**  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations. | **Frisbee** Play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending  **Dance** perform dances using a range of movement patterns | **Tag Rugby**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  **Swimming**  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations. |
| **Spring 2** | **Little Acorns**  **Physical Development:0-3**  Enjoy moving when outdoors and inside.  Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking.  Pass objects from one hand to another. Let go of things and hands them to another person or drops them.  Walk, run, jump and climb-start to use stairs independently.  Develop manipulation and control.  Use large and small motor skills to do things independently.  Spin, roll and independently use ropes and swings.  **Understanding the world 0-3**  Explore natural materials, indoors and outside.  **Great Oak**  **Personal, social & emotional development 3-4**  Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  **Physical Development 3-4** Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  **Understanding the world 3-4**  Explore natural materials, indoors and outside.  **Reception**  **Physical Development -Reception**  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use their core muscle strength to achieve a good posture when sitting at a table or  sitting on the floor  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | **Multiskills Festival** Participate in team games, developing simple tactics for attacking and defending.  **Dance**  Perform dances using simple movement patterns. | **Gymnastics** Master basic movements including running, jumping, throwing and catching, as well as.  Developing balance, agility and co-ordination, and begin to apply these in a range of activities. | **Gymnastics** develop flexibility, strength, technique, control and balance [for example, through  athletics and gymnastics]  compare their performances with previous ones and demonstrate improvement to achieve their personal best | **Orienteering (Nell Bank)**  Link this unit to our visit to Nell Bank where the children will be learning orienteering and geo- caching  Math’s link: teach the unit  Describe movements between positions  Identifying points of the compass. | **Football** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.  **Dance** perform dances using a range of movement patterns | **Netball**  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games, modified where appropriate, and basic principles suitable for attacking and defending.  Develop flexibility, strength, technique, control and balance.  **Swimming**  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations. |
| **Summer 1** | **Little Acorns**  **PD 0-3**  Enjoy moving when outdoors and inside.  Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking.  Pass objects from one hand to another. Let go of things and hands them to another person or drops them.  Walk, run, jump and climb-start to use stairs independently.  Develop manipulation and control.  Use large and small motor skills to do things independently, e.g. buttons, zips and pour drinks.  Build independently with a range of appropriate resources.  Spin, roll and independently use ropes and swings.  Sit on push along wheeled toys, use scooters or ride a tricycle.  **Great Oak**  **PSED 3-4**  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  **PD 0-3**  Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  **EA&D 3-4**  Respond to what they have heard, expressing their thoughts and feelings.  **Reception**  **PSED Reception**  Manage their own needs.  Personal hygieneKnow and talk about the different factors that support their overallhealth and wellbeing:  regular physical activity  **PD 3-4**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like  musical statues.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  **PD Reception**  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses. | **Ball Games** participate in team games, developing simple tactics for attacking and defending | **Cricket** participate in team games, developing simple tactics for attacking and defending. | **Athletics**  Use running, jumping, throwing and catching in isolation and in combination.  Develop flexibility, strength, technique, control and balance.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best  **Dance** perform dances using a range of movement patterns  . | **Dance**  Perform dances using a range of movement patterns  Develop flexibility, strength, technique and balance  Collaborate and learn to evaluate and recognise their own success.  Compare their performances with the previous ones to demonstrate improvement to achieve their personal best.  **Athletics** use running, jumping, throwing and catching in isolation and in combination. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | **Netball Festival** play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending | **Athletics**  Use running, jumping, throwing and catching in isolation and in combination  develop flexibility, strength, technique, control and balance [for example, through athletics  **Swimming**  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations. |
| **Summer 2** | **Little Acorns**  **PD 0-3**  Enjoy moving when outdoors and inside.  Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking.  Pass objects from one hand to another. Let go of things and hands them to another person or drops them.  Walk, run, jump and climb-start to use stairs independently.  Develop manipulation and control.  Use large and small motor skills to do things independently, e.g. buttons, zips and pour drinks.  Build independently with a range of appropriate resources.  Spin, roll and independently use ropes and swings.  Sit on push along wheeled toys, use scooters or ride a tricycle.  **Great Oak**  **PSED 3-4**  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  **PD 0-3**  Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  **EA&D 3-4**  Respond to what they have heard, expressing their thoughts and feelings.  **Reception**  **PSED Reception**  Manage their own needs.  Personal hygieneKnow and talk about the different factors that support their overallhealth and wellbeing:  regular physical activity  **PD 3-4**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like  musical statues.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  **PD Reception**  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses. | **Multiskills Festival** Participate in team games, developing simple tactics for attacking and defending. | **Athletics** master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Rounders**  Use throwing and catching in isolation and in combination.  Play competitive games and apply basic principles suitable for attacking and defending.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Dance** perform dances using a range of movement patterns | **Dance**  Perform dances using a range of movement patterns  Develop flexibility, strength, technique and balance  Collaborate and learn to evaluate and recognise their own success.  Compare their performances with the previous ones to demonstrate improvement to achieve their personal best.  **Cricket Festival** play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending | **Cricket** play competitive games, modified where appropriate [for example, badminton,  basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic  principles suitable for attacking and defending | **Striking and fielding**  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending |