

PE Curriculum Overview 2018-19

The following curriculum overview may be subject to change. At Monksdown Primary School The children are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information of what your child is learning please visit our website and Twitter feeds which are regularly updated throughout the year.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | Gymnastics – Improve the quality of their actions, body shapes and balance, Select appropriate actions and consolidate simple ideas, Know the importance of strength, Evaluate their work and quality of their performance, Recognise how their work can be improved | | Invasion Games – Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, Use a range of skills to keep possession and make progress towards a goal, on their own and with others, Choose good places to stand when receiving, and give reasons for their choice. | Dance - Improvise freely, on their own or with a partner, Translate ideas into a dance, Create and link phrases using a simple dance structure, Perform dances with an awareness of rhythm on their own or in a group | Striking & Fielding Games - Travel whilst bouncing a ball showing control, Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, In pairs, make up a game and play a simple rallying game, Use a range of skills to keep possession. Choose good places to stand when receiving, and give reasons for their choice, Choose and use batting or throwing skills to make the game hard for their opponents | Athletics - Develop skills from the 3 main aspects of athletics – running, jumping and throwing, Link running and jumping movements, Can move safely and appropriately around, between and over apparatus, Have worked with a variety of equipment including: balls, hoops, beanbags, quoits |
| Year 2 | Gymnastics – The children investigate movement, stillness, and how to find and use space safely. They will learn to make high, medium and low shapes and balance on different body parts. The children will use small apparatus to travel, jump and turn. | Games – Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control, Show a good awareness of others in running, chasing and avoiding games, Make simple decisions about when and where to run, Vary skills and show some understanding of simple tactics, Choose and use tactics to suit different situations, Participate in team games, developing simple tactics for attacking and defending. | Gymnastics –The children will explore basic gymnastic actions on the floor, such as dish, pencil forward and egg rolls before progressing to using apparatus to demonstrate these skills. | Dance - Explore, remember and repeat dance actions including gesture, travelling and stillness, Compose and perform dance using short phrases, Describe how different dance movements make them feel, Watch and describe dance phrases and dances, and use what they learn to improve their own performance, Use movements to reflect the mood of the music | Gymnastics Remember, repeat and link gymnastics and still movements Use simple apparatus safely and with confidence, Know how to carry, lift and place equipment, Watch, copy and describe what other have done, with increasing detail, Improve their work using information they have gained by watching and listening | Games – Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control, Show a good awareness of others in running, chasing and avoiding games Make simple decisions about when and where to run, Vary skills and show some understanding of simple tactics Choose and use tactics to suit different situations, Participate in team games, developing simple tactics for attacking and defending. |
| Year 3 | Gymnastics – Improve the quality of their actions, body shapes and balance, Select appropriate actions and consolidate simple ideas, Know the importance of strength, Evaluate their work and quality of their performance, Recognise how their work can be improved | | Invasion Games – Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, Use a range of skills to keep possession and make progress towards a goal, on their own and with others, Choose good places to stand when receiving, and give reasons for their choice. | Dance - Improvise freely, on their own or with a partner, Translate ideas into a dance, Create and link phrases using a simple dance structure, Perform dances with an awareness of rhythm on their own or in a group | Striking & Fielding Games - Travel whilst bouncing a ball showing control, Use a range of skills to help them keep possession and control of the ball, Perform the basic skills needed for the games with control and consistency, In pairs, make up a game and play a simple rallying game, Use a range of skills to keep possession. Choose good places to stand when receiving, and give reasons for their choice, Choose and use batting or throwing skills to make the game hard for their opponents | Athletics - Develop skills from the 3 main aspects of athletics – running, jumping and throwing, Link running and jumping movements, Can move safely and appropriately around, between and over apparatus, Have worked with a variety of equipment including: balls, hoops, beanbags, quoits Link to Olympics (Ancient Greece) |
| Year 4 | Swimming - Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills, Swim competently, confidently and proficiently over a distance of at least 25 metres, Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges, Perform self-rescue in different water-based situations, Describe and evaluate the quality of swimming and recognise what needs improving. Netball - The children will develop the passing, catching and shooting skills required to play netball. They will also be introduced to the rules of 'high five' netball and learn about marking and footwork. | | | Gymnastics – Develop a range of actions, body shapes and include a performance, Create gymnastic sequences that meet a theme or set of objectives, Describe how their body reacts to different situations, Make simple judgments on their own and others work, Suggest ways performance can be improved | Striking & Fielding Handball, Rounders and Hockey - Keep a game going using a range of different ways of throwing Strike a ball with intent and throw it more accurately when bowling and/or fielding, Use a range of skills with increasing control, Effectively play a competitive net / wall game, Keep and use rules they are given, Try to make things difficult for their opponent by directing the ball to space, at different speeds and height | Athletics - Develop skills from the 3 main aspects of athletics – running, jumping and throwing, Show controlled movements and body actions in response to specific instructions, Can demonstrate agility and speed Jump for height and distance with control and balance, Throw with speed and power and apply appropriate force |
| Year 5 | Gymnastics – Perform actions in a fluent and consistent performance, | Dance - Explore, improvise and combine movements, create structure in sections | Athletics - Develop skills from the 3 main aspects of athletics – running, | Swimming Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills, Swim | | |

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| | Create sequences and adapt, Know and understand the basic principles of warming up and why it is important, Understand why physical activity is good for overall health, Evaluate and improve their own and other work | of dance using a range of movement patterns, understand why dance is good for fitness, Comment on their own work and the work of others | jumping and throwing, Use running, jumping and throwing; investigate in small groups different ways of performing these activities, Use a variety of equipment, ways of measuring and timing compared the effectiveness of different styles of runs, jumps and throws. | competently, confidently and proficiently over a distance of at least 25 metres, Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges, Perform self-rescue in different water-based situations, Describe and evaluate the quality of swimming and recognise what needs improving Cricket, Football & Tag Rugby Games Travel with a ball showing changes of speed and directions using either foot or hand, Use a range of techniques when passing, eg high, low, bounced, fast, slow, Hit the ball with purpose, varying speed, height and direction, Hit the ball from both sides of the body, Judge how far they can run to score points | |
| Year 6 | Gymnastics – The children will be taught to balance, move and land in a gymnastic sequence focussing on the musical rhythm of Mozart’s 5th Symphony. | Indoor Athletics –Develop skills from the 3 main aspects of athletics – running, jumping and throwing Develop flexibility, strength, technique, control and balance through athletics Can sustain pace over short and longer distances Able to run as part of a relay team working at their maximum speed Can perform a range of jumps and throws demonstrating increasing power and accuracy | Games – Netball and Handball Dribble effectively around obstacles Show precision and accuracy when sending and receiving. Perform skills with accuracy, confidence and control, Combine and perform skills with control, adapting them to meet the needs of the situation, Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game. Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring, Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success | Athletics – Develop skills from the 3 main aspects of athletics – running, jumping and throwing Develop flexibility, strength, technique, control and balance through athletics Can sustain pace over short and longer distances Able to run as part of a relay team working at their maximum speed Can perform a range of jumps and throws demonstrating increasing power and accuracy | Striking and Fielding Games –tennis and Rounders Show precision and accuracy when sending and receiving Perform skills with accuracy, confidence and control, Combine and perform skills with control, adapting them to meet the needs of the situation, Play competitive tennis showing tactical awareness of attacking and defending and some knowledge of rules and scoring, Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success |