



YR/1/2 and Y3/4/5/6 PE Overview

PE Intent

PE develops the children's knowledge, skills and understanding, so that they can; perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

0-3 YEARS	3-4 YEARS	Reception Class
▪ Lift their head while lying on their front. ▪ Push their chest up with straight arms. ▪ Roll over: from front to back, then back to front. ▪ Enjoy moving when outdoors and inside. ▪ Sit without support. ▪ Begin to crawl in different ways and directions. ▪ Pull themselves upright and bouncing in preparation for walking. ▪ Reach out for objects as coordination develops. ▪ Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. ▪ Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. ▪ Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. ▪ 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. ▪ Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. ▪	▪ 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. ▪ 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. ▪ Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. ▪ 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.	▪ Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing ▪ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. ▪ 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. ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ▪ ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

The KS1 National Curriculum;

Pupils should be taught to:

- 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.
- Perform dances using simple movement patterns.

The KS2 National Curriculum;

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- 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.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

KS1

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
FMS The children will be developing their Fundamental Movement Skills of; running, jumping, skipping, hopping, catching, throwing, kicking. This will be done through a range of different activities.	Gymnastics The skills of locomotive and stationary movement will be developed through a range of gymnastics activities.	Dance The skills of locomotive and stationary movement will be developed through a range of dance activities.	Netball – FMS Catching and bouncing a ball The Fundamental Movement Skills of running, throwing and catching will be developed through ideas linked to the game of netball.	Athletics The skills of hopping, rolling a ball, locomotive movements, throwing, jumping and running will be developed within the context of athletics and showcased for parents to see.	OAA (Outdoor Adventurous Activities) Children will learn how to take care of themselves and others whilst following a trail. Work as a team to undertake an adventurous activity and can complete a journey within the school grounds and mark a control card correctly.
Invasion – playground games The children will develop the skills of locomotion – specifically changing direction, hopping, catching whilst moving and striking.	Dance The skills of locomotive and stationary movement will be developed through a range of dance activities.	Net and Wall – FMS The skills of running, throwing, catching, striking, kicking etc. alongside different locomotive skills will be developed through different activities.	Striking and fielding – FMS The skills of running, throwing, catching, striking, kicking etc. alongside different locomotive skills will be developed through different activities.	FMS – assessment The children will be assessed on their Fundamental Movement Skills of; running, jumping, skipping, hopping, catching, throwing, kicking. This will be done through a range of different activities.	Athletics The skills of hopping, rolling a ball, locomotive movements, throwing, jumping and running will be developed within the context of athletics and showcased for parents to see.

KS2					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Swimming – children will develop their skills in the water including; different strokes, stamina, ability to swim 25m and lifesaving skills.					
FMS catch up The children will be developing their Fundamental Movement Skills of; running, jumping, skipping, hopping, catching, throwing (underarm and overarm), kicking. This will be done through a range of different activities and sports.	Gymnastics The skills of locomotive and stationary movement will be developed through a range of gymnastics activities and create their own sequences.	Dance The skills of locomotive and stationary movement will be developed through a range of dance activities whilst creating their own choreography that fits with the style and rhythm of the music.	Invasion Games – Netball The children will learn the skills of running, throwing and catching alongside evasive manoeuvres and communication with team mates which will be developed through the game of netball.	Athletics The children will continue to develop and build upon their skills of hopping, rolling a ball, locomotive movements, throwing, jumping, balance, running, stamina and teamwork within the context of athletics and showcased for parents to see.	OAA Children will continue to develop and build upon their previously learnt skills of how to take care of themselves and others whilst; following a map for a trail, work as a team to undertake an adventurous activity and can complete a journey within the school grounds and mark a control card correctly.
Invasion Games – Tag Rugby The children will learn the skills of running, throwing and catching alongside evasive manoeuvres and communication with team mates which will be developed through the game of Tag Rugby.	Net and Wall – Badminton The children will learn the skills of moving (changing direction), striking and communication with their partner which will be developed through the sport of Badminton.	Striking and Fielding – Cricket The children will learn the skills of moving (changing direction), striking, throwing (underarm and overarm) and communication with their team which will be developed through the sport of Cricket.	Striking and Fielding – Rounders The children will learn the skills of moving (changing direction), striking, throwing (underarm and overarm) and communication with their team which will be developed through the sport of Rounders.	Net and Wall – Tennis The children will learn the skills of moving (changing direction), striking and communication with their partner which will be developed through the sport of Tennis.	Athletics The children will continue to develop and build upon their skills of hopping, rolling a ball, locomotive movements, throwing, jumping, balance, running, stamina and teamwork within the context of athletics and showcased for parents to see.