

# PE subject overview – 2022/23



Lesson 1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Gross Motor Skill	FS*	Swimming				
Autumn 2	Real Gym (Social Cog)			Real PE	Real PE	Real PE	Real PE
Spring 1	Real Dance (Cognitive Cog)			Real Gym	Real Gym	Forest School	Real Gym
Spring 2	Real Gym (Creative)			Real Dance	Real Dance	Forest School	Real Dance
Summer 1 & 2	Real Gym	Swimming					

Lesson 2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Real PE – Unit 1 Personal			Forest School	Indoor Athletics	Forest School	Indoor Athletics
Autumn 2	Real PE – Unit 2 Social			Forest School	Basketball	Forest School	Tag Rugby
Spring 1	Real PE – Unit 3 Cognitive			Forest School	Hockey	Football	Hockey
Spring 2	Real PE – Unit 4 Creative			Forest School	Real PE	Real Gym/Real Dance	Real PE
Summer 1	Real PE – Unit 5 Applying Physical			Forest School	Tennis	Forest School	Volleyball
Summer 2	Real PE – Unit 6 Health & Fitness			Forest School	Rounders	Forest School	Cricket

\*Year 1 to replace one of their PE sessions with Forest School

Lesson 3	Year 1	Year 2	Year 3	Year 4	Year 5
Autumn 1	Forest School	Forest School Lite	Forest School	Forest School Lite	Forest School
Autumn 2	Forest School	Forest School Lite	Forest School	Forest School Lite	Forest School
Spring 1	Forest School	Forest School Lite	Forest School	Forest School Lite	Forest School
Spring 2	Forest School	Forest School Lite	Forest School	Forest School Lite	Forest School
Summer 1	Forest School	Forest School Lite	Forest School	Forest School Lite	Forest School
Summer 2	Forest School	Forest School Lite	Forest School	Forest School Lite	Forest School

\*A year group's half term unit of Outdoor Adventure can take place during their Forest School session any time during the school year.

\*Forest School Lite denotes 1 hour of Forest School per week.

	<u><b>1</b></u>	<u><b>2</b></u>	<u><b>3</b></u>	<u><b>4</b></u>	<u><b>5</b></u>	<u><b>6</b></u>
<b>Gymnastics</b>	<p>I can move with some control and awareness of space</p> <p>I can link two or more actions to make a sequence</p> <p>I can show contrasts (e.g.: small / tall, straight / curved, wide / narrow)</p> <p>I can climb safely on low level equipment.</p> <p>I can stretch and curl to develop flexibility</p> <p>I can jump in a variety of ways and land with some control and balance</p>	<p>I can copy and remember actions</p> <p>I can travel by rolling forwards, backwards and sideways</p> <p>I can hold a position whilst balancing on different points of my body</p> <p>I can climb safely on large equipment. -I can stretch and curl to develop increasing flexibility</p> <p>I can jump in a variety of ways and land with increasing control and balance</p>	<p>I can refine movements into sequences</p> <p>I can show changes of direction, speed and level during a performance</p> <p>I can swing and hang from equipment safely using my hands</p>	<p>I can plan, perform and repeat sequences</p> <p>I can move in a clear, fluent and expressive manner</p> <p>I can travel in a variety of ways (e.g: flight by transferring weight to generate power in movement)</p> <p>I understand centre and gravity and can use this to create interesting body shapes</p>	<p>I can create complex and well executed sequences that include a range of movements: - travelling, balances, swinging, bending, stretching- twisting, gestures, linking shapes</p> <p>I can link sequences of movements effectively</p> <p>I can practice and refine gymnastic techniques</p> <p>I demonstrate good kinaesthetic awareness</p>	<p>I can create complex and well executed sequences that include a range of movements: - springing - flight - vaults - inversions - rotations- shapes that are strong, fluent and expressive.</p> <p>I can vary speed, direction, level and body rotation during floor performances</p> <p>I can practice and refine the gymnastic techniques listed above</p> <p>I can use equipment to vault and to swing, remaining upright</p>

<b>Dance</b>	<p>I can move with control and coordination.</p> <p>I can link two or more actions in a sequence.</p>	<p>I can copy and remember moves and positions.</p> <p>I can choose appropriate movements to communicate mood / feelings / ideas.</p>	<p>I can refine movements into sequences</p> <p>I can change speed and level within a performance</p> <p>I can develop suppleness through stretching</p>	<p>I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner.</p> <p>I can create dances and movements that convey a clear idea.</p> <p>I can develop physical strength by practicing moves</p>	<p>I can compose creative and imaginative dance sequences.</p> <p>I can express an idea in original and imaginative ways.</p>	<p>I can perform expressively and hold a precise and strong body posture</p> <p>I can create and perform complex sequences</p> <p>I can perform with high energy, slow grace or other themes and maintain this throughout a performance</p>
<b>Athletics</b>	<p>I can run at different speeds.</p> <p>I can jump from a standing position</p> <p>I can perform a variety of throws with basic control.</p>	<p>I can change speed and direction whilst running.</p> <p>I can jump from a standing position with accuracy.</p> <p>I can perform a variety of throws with control and coordination</p>	<p>I can sprint over a short distance up to 60m</p> <p>I can use a range of throwing techniques (underarm / overarm)</p> <p>I can compete with others</p> <p>I can improve personal best performances</p>	<p>I can run over a longer distance, conserving energy to sustain performance</p> <p>I can throw with accuracy to hit a target or cover a distance</p> <p>I can jump in a number of ways, using a run up if appropriate</p> <p>I can compete with others and aim to improve personal best performances</p>	<p>I can combine sprinting with low hurdles over 60m</p> <p>I can throw accurately and refine performance by analysing technique and body shape</p> <p>I can compete with others and keep track of personal best performances, setting targets for improvement</p>	<p>I can choose the best place for running over a variety of distances</p> <p>I show control in take-off and landing when jumping</p> <p>I compete with others and keep track of personal best performances, setting challenging targets for improvement</p>

Invasion Games	See Real PE Progression of skills document	See Real PE Progression of skills document	See Real PE Progression of skills document	<p>I can throw and catch a ball with accuracy.</p> <p>I can travel with the ball keeping it under control.</p> <p>I can pass the ball accurately and keep possession when needed.</p> <p>I can follow the rules of a game.</p>	<p>I can perform skills with increasing accuracy, confidence and control.</p> <p>I know the difference between attacking and defending skill and use these skills within games.</p> <p>I can respond consistently I the games I play, choosing and using skills which meet the needs of the situation.</p> <p>I am starting to use a variety of tactics to keep the ball e.g. changing speed and direction.</p>	<p>I can perform skills with accuracy, confidence and control</p> <p>I can combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>I can choose when to pass or keep possession, so that I make progress towards scoring.</p> <p>I can use a variety of tactics to keep the ball e.g. changing speed and direction.</p> <p>I can give feedback on my own and others' performances.</p>
Net Games	See Real PE Progression of skills document	See Real PE Progression of skills document	See Real PE Progression of skills document	<p>I can demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>I can use good hand/eye co-ordination to be able to contact the ball</p>		<p>I can hit the ball with purpose, varying speed, height and direction.</p> <p>I can play shots on both sides of my body.</p> <p>I can spot the spaces in my opponent's</p>

				<p>with the face of the racket.</p> <p>I can recognise the difference between the low serve and the high serve.</p> <p>I understand how to use different shots to outwit an opponent in a game</p>		<p>court and try to hit the ball towards them.</p> <p>I can work with team mates to get the ball to the net.</p> <p>I can give feedback on my own and others' performances.</p>
<p><b>Striking and Fielding Games</b></p>	<p><b>See Real PE Progression of skills document</b></p>	<p><b>See Real PE Progression of skills document</b></p>	<p><b>See Real PE Progression of skills document</b></p>	<p>I can strike a ball with intent and throw it accurately when bowling and/or fielding.</p> <p>I can intercept and stop the ball with consistency and sometimes catch the ball.</p> <p>I can return the ball quickly and accurately.</p> <p>I can judge how far I need to run to score points.</p> <p>I can choose where to stand as a fielder to make it hard for the batter.</p>		<p>I can vary how I bowl depending on the desired outcome.</p> <p>I can bat effectively, using different types of shots.</p> <p>I can field with increased accuracy.</p> <p>I can throw over-arm with accuracy and for a good distance.</p> <p>I can plan to outwit the opposition individually, as a pair or as a team when I am batting, bowling and fielding.</p> <p>I can gauge when to run after hitting the ball.</p>

						I can use tactics which involve bowlers and fielders working together.
<b>Forest School / Outdoor Adventure</b>	<p>Tool work – Bowsaw. Potato peelers - whittling</p> <p>Castle building – transporting-lifting.</p> <p>Bug hunting.</p> <p>Watering tress. Collecting and carrying water</p>	<p>Tool work – Bowsaw</p> <p>Balancing – obstacle courses</p> <p>Bug hunt – high and low- moving logs etc</p> <p>Watering tress. Collecting and carrying water</p>	<p>Tool work – Bowsaw, palm drill, knives/potato peelers - whittling</p> <p>Bubble wands – large enough for children to get inside</p> <p>Bug hunting.</p> <p>Watering tress. Collecting and carrying water</p> <p>Map making from natural resources.</p> <p>Den building.</p>	<p>Tool work – Bowsaw, palm drill.</p> <p>knives/potato peelers - whittling</p> <p>Balancing obstacle courses Animal mimics/ games</p> <p>Watering cress. Collecting and carrying water</p> <p>Cooking healthy – sourcing wood for fire</p> <p>Blindfold partner game – lead safely around FS.</p> <p>Den Building.</p>	<p>Large planting/digging</p> <p>Watering cress. Collecting and carrying water</p> <p>Planting food/ veg patch</p> <p>Den Building.</p> <p>Tool work – Bowsaw, palm drill, knives – whittling, axe, secateurs</p> <p>Obstacle course built by children.</p>	

Swimming	Develop water confidence and water safety.	Water safety, face in water, entering and exiting safely, movement with support and <b>movement without, star floats.</b>	Water safety. <b>(Supported or unsupported)</b> star floats, kicking on front and blowing bubbles, kicking on back, breaststroke kick on back. <b>(Introducing arm movement)</b>	Water safety, initial swim assessment, kick/push/glide, kick 5m on front crawl, backstroke and breaststroke with push and glides. <b>(Developing arm movement).</b>	Water safety and lifesaving. Initial swim assessment stroke development using arms, breathing, timing for front crawl, breaststroke and backstroke.	Water safety and lifesaving. Initial swim assessment stroke development using arms, breathing, timing for front crawl, breaststroke and backstroke.
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