**PE Overview 2024-25**

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception**  | **Locomotion-**Developing a range of travel movements such as, running, hopping, skipping and jumping.**Ball Skills-** developing ball handling skills and exploring different ways to move the ball. | **Locomotion-**Using a ball to move with in a variety of travel movements. **Gymnastic**s- exploring basic movement at different levels, developing balance and coordination across floor mats. | **Ball Skills-**Using feet to move with a ball in a range of pathways.**Dance-** counting, copying, recalling and creating simple motifs using the stimulus of ‘Fairytales’ | **Understanding the World in PE-** a range of activities focused on developing pupils understanding of the world in relation to outdoor PE.**Gymnastics –** Learning different key shapes and jumping off low apparatus with control. | **Sports Day Activities-** practising and preparing for sports day. | **Target Activities-**developing skills in aiming, striking and hitting different pieces of equipment.**Team Games-** developing skills in taking turns and working with others through a range of exciting games. |
| **Year 1** | **Locomotion-** developing movement skills in a range of activities.**Football Fundamentals-** basic exploration of the ball and movement in football related activities. | **Multi-skills**- developing agility, balance, and coordination skills.**Rugby Fundamentals-** exploring the ball, basic movements and passing skills. | **Ball Skills**- sending and receiving skills using a range of equipment.**Gymnastics-** balancing, jumping, travelling, rolling, and performing short partner routines. | **Ball Skills**- applying sending and receiving skills to a variety of games activities.**Dance-** counting, copying, and creating simple motifs using the stimulus of ‘Toys’ | **Cricket**- external cricket coaching with Old Actonians.**New Age Kurling**- basic introduction to the sport, developing hand and eye coordination, pushing and aiming. | **Athletics**- simple track and field typed activities.**Sports Day Activities-** practising and preparing for sports day. |
| **Year 2** | **Locomotion-** refining movement skills and developing spatial awareness in a range of activities.**Football Fundamentals-** improving control, accuracy and techniquein a range of skills. | **Multi- skills-** refining agility, balance and coordination skills adding control, direction, and purpose.**Rugby Fundamentals-** developing control of the ball, introducing simple game rules, and beginning to work as a team. | **Ball Skills**- refining sending and receiving skills to increasingly challenging activities.**Gymnastics-** developing balancing, jumping, travelling, and rolling skills across low apparatus. | **Ball Skills**- applying sending and receiving skills with a focus on basic attacking and defending techniques.**Dance-** creating short dance phrases and adding simple dance dynamics using the stimulus of ‘The Greatest Showman’ | **Cricket-** developing basic technique in batting, throwing, and catching with simple game play.**New Age Kurling**-developing accuracy and force in a variety of target games in a competitive format. | **Athletics**- track and field activities.**Sports Day Activities-** practising and preparing for sports day. |
| **Year 3** | **Tag Rugby-** skill development and simple game play.**Football-** developing techniques and basic awareness of positions and roles. | **Handball-** introduction to handball, developing basic throwing, catching and movement skills.**OAA-** developing trust and communication skills through simple team games and problem- solving activities. | **High- 5 Netball-** introduction to netball, developing basic passing, footwork, and movement skills.**Artistic Gymnastics-** developing and linking a range of skillsusing low to medium apparatus. | **Tennis-** developing basic coordination and racket skills.**Dance-** exploring and creating group dance routines whilst implementing simple dynamics using the stimulus of ‘Ancient Egypt’ | **Cricket-**batting and bowling with control and good technique. Catching and throwing the ball at varying distances. **New Age Kurling- i**ntroducing basic tactics and strategic placement of stones. | **Athletics**- track and field activities.**Sports Day Activities-** practising and preparing for sports day. |
| **Year 4** | **Tag Rugby-** skill refinement and tactical play.**Football-** developingskills through structured play. | **Handball-** building accuracy and control in throwing and catching whilst introducing defensive skills.**OAA-** developing collaboration and simple map reading skills | **High- 5 Netball-** developing consistency in passing and catching, whilst developing basic positioning play and rules.**Artistic Gymnastics-** developing and linking a range of skills using low to high apparatus, including counter- balances. | **Tennis-** developing racket and ball skills, with increasing control, and introducing cooperative styled rallies.**Dance-** exploring and creating group dance routines whilst implementing a range of dynamics using the stimulus of ‘Emotions’ | **Cricket-** refining skills in batting, fielding, bowling and beginning to identify ways to successfully outwit your opponents**New Age Kurling –** developing team roles and tactical play whilst developing umpiring skills. | **Athletics**- track and field activities, with the focus on competing against oneself.**Sports Day Activities-** practising and preparing for sports day |
| **Year 5** | **Tag Rugby-** applying skills in a range of cooperative and competitive activities.**Football-** applying skills through structured play | **Handball-** improving decision making, movement off the ball and shooting under pressure.**OAA-** using detailed maps or symbols to complete orienteering skills. | **High- 5 Netball-** developing decision making and applying an understanding of court positions and different player positions.**Rhythmic Gymnastics-** applying core skills in gymnastics to develop grace, coordination and style whilst using held apparatus. | **Tennis**- developing consistency, accuracy and tactical thinking across a range of cooperative and competitive matches.**Dance-** exploring and creating extended group dance routines whilst implementing a range of dynamics using the stimulus of Ancient Egypt’ | **Cricket**external cricket coaching with Old Actonians.**Boccia-** developing consistency in techniques and tactics for game play when participating in increasingly challenging matches. | **Athletics**- track and field activities calculating personal best scores.**Sports Day Activities-** practising and preparing for sports day. |
| **Year 6** | **Tag Rugby-** applying tactical thinking and leadership skills to increasingly competitive games.**Football-** applyingtactical awareness and maintaining quality performances under pressure. | **Handball**- applying tactical knowledge and strategies in structured game play**OAA-** developing leadership roles to solve more complex orienteering challenges. | **High- 5 Netball-** applying tactical thinking and leadership skills to all positions on the team.**Rhythmic Gymnastics-** refining core skills in gymnastics to demonstrate fluency and poise whilst performing with a range of held apparatus. | **Tennis-** applying skills and techniques with increasing control, power, accuracy, and informed decision making**Dance-** exploring and creating extended group dance routines whilst implementing a range of dynamics using the stimulus of ‘Hip-Hop/ Street Dance’ | **Cricket –** applying tactical knowledge and skills in competitive matches, demonstrating a variety of batting and bowling techniques.**Boccia-**applying strategy and leading game play, whenparticipating in increasingly challenging matches. | **Athletics**- track and field activities calculating personal best and competing against others.**Sports Day Activities-** practising and preparing for sports day. |