



St Oswald's Catholic Primary School – Curriculum Overview 2022/23

Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>To begin to join in with action songs using their whole body.</p> <p>To begin to develop gross motor upper body strength through activities such as floor drawing whilst lying on tummy.</p> <p>To develop confidence in using the small stepping stones in nursery to balance.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To be able to sit on a trike and move along with feet on the floor.</p> <p>To continue to develop gross motor skills for by mark making using the floor, walls and easels to stimulate large shoulder and arm movements.</p> <p>To develop confidence in using the climbing equipment, this may be whilst holding the hand of an adult or a friend for support.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To be able to sit on a trike and move it along using the pedals in one direction.</p> <p>To use large brushes to brush stones, water, or paints outside.</p>	<p>To be able to ride a trike using pedals for a short period of time.</p> <p>To begin to understand and copy instructions in games such as 'walk', 'run', 'jump' and 'hop'.</p> <p>Begin to play some team games in adult directed activities.</p>	<p>To be able to ride a trike using pedals and changing direction when following a given pathway.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. E.g. completing action songs such as heads, shoulders, knees and toes, if you're happy and you know it, tumble tots action songs and koo koo kangaroo.</p> <p>To match their developing physical skills to tasks and activities in the outdoor area when deciding how to travel across the climbing equipment or tyres.</p>	<p>To begin to use a balance bike by sitting and walking.</p> <p>To follow sequences of movements in directed activities using vocabulary such as; 'gallop', 'slither' and 'crawl'. Along with vocabulary such as 'follow', 'lead', 'copy'.</p> <p>Begin to play their own team games when modelled and supported by adults.</p>
Reception	<p>Dance- Improvise on actions in response to stimuli of natural elements and story.</p> <p>Vary levels of speed.</p> <p>Recognise and use a variety of body shapes</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p> <p>Watch and copy simple actions and sequences. Simply show (using strategies) whether they enjoyed something or not.</p>	<p>Gymnastics- Explore different body shapes</p> <p>Copy different shapes and movements</p> <p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p>	<p>Dance- Explore actions in response to stimuli of natural elements and story.</p> <p>Copy and explore body shapes</p> <p>Explore and copy basic body actions and rhythms.</p> <p>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</p>	<p>Gymnastics- Improve the quality of their actions, body shapes and balance</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p> <p>Copy simple movements and simple sequences. Make shapes with their bodies, according to commands.</p> <p>Jump off an object and land appropriately.</p>	<p>Athletics- Develop skills from the 3 main aspects of athletics – running, jumping and throwing,</p> <p>Develop the following skills: Vary speed of running based on commands given. Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p>	<p>Fundamental skills- To be able to move and stop confidently, negotiating the space around them effectively. Show good control over their bodies when exploring different skills.</p> <p>Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games: Roll a ball or hoop, Throw a ball underarm, Explore balancing.</p>

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Reception	<p>To move safely in a space.</p> <p>To vary levels of speed and stop safely.</p> <p>Recognise and copy different body shapes during Dance.</p> <p>Watch and copy simple actions and sequences.</p> <p>To roll and track a ball.</p> <p>To follow a path and begin to travel in different ways e.g. hopping and jumping.</p> <p>To sit and walk using a balance bike.</p>	<p>To follow a path and take turns.</p> <p>To balance using larger body parts.</p> <p>To be able to move and stop confidently, negotiating the space around them effectively.</p> <p>To develop rocking and rolling.</p> <p>To explore different ways to travel using equipment.</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>To sit, run and balance using a balance bike.</p>	<p>To be able to negotiate space confidently.</p> <p>Explore actions in response to stimuli of natural elements and story.</p> <p>To be able to use their bodies imaginatively to communicate ideas through dance, e.g. represent aspects from stories and topics</p> <p>To dribble a ball using feet.</p> <p>To kick a ball to a target</p> <p>To throw a large ball using both hands and catch with a partner.</p> <p>To sit, run and balance using a balance bike when following a given pathway.</p>	<p>To develop control when using equipment.</p> <p>To develop accuracy when throwing to a target.</p> <p>To explore traveling around, over and through apparatus.</p> <p>To start showing ability to throw a ball underarm using one hand and catch with a partner.</p> <p>To sit, run and glide using a balance bike.</p>	<p>To balance and safely use apparatus.</p> <p>Jump off an object and land safely.</p> <p>To create short sequences using shapes, balances and travelling actions and including apparatus.</p> <p>To move with control and coordination, copying, linking and repeating actions</p> <p>To remember and repeat actions, exploring pathways and simple sequences.</p> <p>To sit, run and glide using a balance bike when following a given pathway.</p>	<p>Move confidently and safely, negotiating space effectively – under, round, over equipment and obstacles.</p> <p>To develop accuracy when throwing and practise keeping score</p> <p>To learn to play against an opponent.</p> <p>To explore striking a ball and keeping score.</p> <p>To work cooperatively as a team.</p> <p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>To begin to ride use a two wheeled bike by balancing and using brakes.</p>
Year 1	<p>Fundamental Skills - Develop spatial awareness – where to stand</p> <p>Develop the ability to jump in a variety of ways</p> <p>Develop the ability to throw and catch a ball using one and two hands and using over arm and under arm</p> <p>Gymnastics - Improve the quality of their actions, body shapes and balance.</p> <p>Vary high and low movements.</p> <p>Copy movements and body shapes.</p> <p>Move on and off apparatus safely</p> <p>Basic control and co-ordination when travelling</p>	<p>Football- Keep possession and control of the ball</p> <p>Make progress towards a goal</p> <p>Kick the ball at a target</p> <p>Intercept/ retrieve with some consistency</p> <p>Dance - Improvise freely, on their own or with a partner</p> <p>Perform dances with an awareness of rhythm on their own or in a group.</p> <p>Respond to a range of stimuli.</p> <p>Perform basic body actions</p>	<p>Matball - Perform the basic skills needed for the games with control and some consistency,</p> <p>Send a ball in the direction of others.</p> <p>Pass the ball to someone else.</p> <p>Dance - Translate ideas into a dance</p> <p>Perform dances with an awareness of rhythm on their own or in a group.</p> <p>Exploring space.</p> <p>Use different parts of body singly</p> <p>Repeat short dances</p>	<p>Netball / Basketball - keep possession and control of the ball</p> <p>Aiming at a target.</p> <p>Send a ball in the direction of others.</p> <p>Take part in opposed conditioned games.</p> <p>Be able to basically describe what they are doing</p> <p>Gymnastics - Select appropriate actions and consolidate simple ideas,</p> <p>Evaluate their work and recognise how their work can be improve</p> <p>Using apparatus vary different heights</p> <p>Using space safely</p> <p>Use vocab such as rolling, travelling, climbing</p>	<p>Dance - Improvise freely</p> <p>Translate ideas into a dance using a simple dance structure</p> <p>Explore actions in response to stimuli</p> <p>Show some rhythmic/ dynamic/ expressive movement</p> <p>Tennis - Striking an object in the correct direction using hand eye coordination.</p> <p>Move towards an object</p> <p>Use underarm hitting</p>	<p>Athletics - Running at different speeds and directions.</p> <p>Jumping from a standing position.</p> <p>Throwing a variety of objects with increased accuracy</p> <p>Describe how their bodies feel</p> <p>Cricket - Hit the ball with increased accuracy</p> <p>Throw the ball at a target</p> <p>Recognise best techniques for fielding/defending</p> <p>Understand where to stand</p>

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Year 2	<p>Gymnastics - Make high, medium and low shapes and balance on different body parts. Use small apparatus to travel, jump and turn. Using apparatus. Changing speeds Copy and begin to create basic sequence</p> <p>Tag Rugby- Chasing and avoiding games Make simple decisions about when and where to run Participate in team games and take part in controlled opposed games. Know and understand the term intercept</p>	<p>Dance - Explore, remember and repeat dance actions including gesture, travelling and stillness with control and co-ordination Use movements to reflect the mood of the music. Working in pairs to create a dance.</p> <p>Matball - Pass a ball accurately to a partner over a variety of distances Show a good awareness of others in running, chasing and avoiding games Make simple decisions about when and where to run and create space to cause a problem</p>	<p>Netball / Basketball - Participate in team games, developing simple tactics for attacking and defending. Throwing a ball at a target with increased accuracy Take part in opposed conditioned games and begin to understand tactics</p> <p>Dance - Explore, remember and repeat dance actions including gesture, travelling and stillness Use movements to reflect the mood of the music. Express ideas/ moves/ feelings Perform short dances showing some understanding of expressive qualities</p>	<p>Rounders - Hit the ball with increased control Throw the ball at a target Hand eye coordination. Catch a moving ball</p> <p>Gymnastics - Select a variety of appropriate actions and consolidate simple ideas to create sequences of movements. To work as a team to create simple sequences- plan and repeat Evaluate their work and recognise how their work can be improve</p>	<p>Football – Pass a ball with more confidence to a partner over a variety of distances Participate in team games, developing simple tactics for attacking and defending. Begin to have an influence on an opposed game. Show awareness where team mates are Understand the term feed</p> <p>Gymnastics – Improve the quality of their actions, body shapes and balance- high/low movements. Use action/ control/ co-ordination/ variety within their routine Begin to select appropriate actions on large apparatus for performance and partner work. Describe how their bodies feel</p>	<p>Cricket- Make simple attacking and defending decisions Control a ball with a bat Throw a ball at a target with increased accuracy Think about how to cause a problem for opposition</p> <p>Athletics- Link running and jumping movements Running at different speeds and directions. Throwing a variety of objects using one hand. Recognise how their body feels and begin to describe it</p>
Year 3	<p>Dodgeball – Use a range of skills to help them keep possession and control of the ball Make progress towards a goal, on their own and with others, Moving and dodging within the game.</p> <p>Gymnastics – Movement . Accurately perform a forward roll from standing and a tucked backward roll Perform a squat on vault accurately, hurdle step onto a springboard correctly Rebound off the springboard to create height. Perform a lunge into handstand and a cartwheel accurately. Choose and plan contrasting actions Begin to use own ideas Comment on similarities</p>	<p>Football - Perform the basic skills needed for the games with control and consistency Dribbling with control. Shooting with accuracy to score goals Begin to move on and off the ball. Begin to explain their movement and how it helps others</p> <p>Dance- Use movements to tell a narrative, combine and link an increasing number of movement phrases and patterns, using precision and control Show an awareness of other’s movements, responding accordingly with their own movements Create dance phrases Communicate ideas with others</p>	<p>Bench ball – Use a range of skills to help them keep possession and control of the ball Catch from a range of positions</p> <p>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.</p>	<p>Netball/basketball–Perform the basic skills needed for the games with control and consistency Bounce a ball with control and co-ordination, throwing with accuracy, Catch a ball with movement Begin to understand tactics and rules of a game towards a certain target</p> <p>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.</p>	<p>Hit and Go Cricket- Use a range of skills to help them keep possession and control of the ball Striking with accuracy, Fielding- throwing and catching with control and accuracy Begin to understand tactics and rules of a game, and how their positioning helps others</p> <p>Dance - dances with an awareness of rhythm on their own or in a group Translate ideas from a variety of stimuli into movement. Compare, develop and adopt movement and motifs to create longer dances. Repeat/ remember/ perform in a small group</p>	<p>Athletics - Develop skills from the 3 main aspects of athletics – running, jumping and throwing, Take a running jump. Demonstrate a range of throwing actions using a variety of objects. Suggest warm up activities</p> <p>Rounders- Perform the basic skills needed for the games with control and consistency, Begin to understand tactics and rules of a game Rolling with accuracy throwing with accuracy Catch a ball with movement</p>

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Year 4	<p>Dodgeball –Perform the basic skills needed for the games with control and consistency</p> <p>Moving and dodging within the game.</p> <p>Can control and catch a ball with movement.</p> <p>Understand the rules of the game</p> <p>Gymnastics –Create gymnastic sequences that meet a theme or set of objectives</p> <p>Suggest ways performance can be improved.</p> <p>Understand working safely. Recognise changes in my body can give reasons why PE is good for health.</p> <p>Adapt own movements to include a partner</p>	<p>Handball- Make progress towards a goal, on their own and with others</p> <p>Control and catch a ball with movement.</p> <p>Accurately pass to someone else.</p> <p>Lead a partner for a warm up</p> <p>Dance - Explore, improvise and combine movements, Create structure in sections of dance using a range of movement patterns</p> <p>Translate ideas from a variety of stimuli into movement related to character/narrative</p> <p>Use dance vocabulary to compare and improve my work.</p> <p>.</p>	<p>Tag Rugby- Travel with a ball showing changes of speed and directions using either foot or hand</p> <p>Control and catch a ball and accurately pass whilst moving and under pressure</p> <p>Move with a ball in opposed situations</p> <p>Attacking successfully through tactics</p> <p>Gymnastics – Develop a range of actions, body shapes and include a performance,</p> <p>Link ideas, skills and techniques with control, precision and fluency when performing basic skills.</p> <p>Understand composition by performing more complex sequences.</p> <p>Plan perform and repeat performances with different levels</p>	<p>Football- Travel with a ball showing changes of speed and directions using either foot or hand,</p> <p>Invasion games, attacking and defending and moving to an attacking position under pressure</p> <p>Take part in conditioned game with understanding of tactics and rules including attacking and defending</p> <p>Play a game with some accuracy and fluency</p> <p>Evaluate others performances</p> <p>Dance – Create a sequence to a set theme with a partner and in a group</p> <p>Compare, develop and adopt movement and motifs to create longer dances. Use dance vocabulary to compare and improve work.</p>	<p>Rounders - Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Striking with accuracy</p> <p>Fielding- throwing and catching with control and accuracy</p> <p>Dance - Demonstrate precision, control and fluency in response to stimuli.</p> <p>Vary dynamics and develop actions with a partner or as part of a group.</p> <p>Continually demonstrate rhythm and spatial awareness.</p> <p>Show sensitivity to dance ideas</p> <p>Understand warm up/cool down</p>	<p>Kwik Cricket- Strike a ball with intent and throw it more accurately when bowling and/or fielding, Use a range of skills with increasing control,</p> <p>Understand and effectively position themselves to impact the game</p> <p>Athletics - Show controlled movements and body actions in response to specific instructions,</p> <p>Jump for height and distance with control and balance, Throw with speed and power and apply appropriate force</p> <p>Run at speed appropriate to the distance I am running.</p>
Year 5	<p>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,</p> <p>Tag Rugby- Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Intercept a moving ball</p> <p>Control and catch a ball and accurately pass whilst moving.</p> <p>Move with a ball in opposed situations towards the opposition</p> <p>Teach the rules to a partner</p>	<p>Swimming- 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</p> <p>Perform self-rescue in different water-based situations</p> <p>Basketball/ Netball- Travel with a ball showing changes of speed and directions using either foot or hand,</p> <p>Control and catch a ball and accurately pass whilst moving.</p> <p>Develop own game and teach rules</p> <p>Understand tactics and positioning to help move towards opposition goal</p> <p>Identify tactics that present opportunities to score.</p>	<p>Gymnastics – Perform actions in a fluent and consistent performance using a wide range of themes</p> <p>Link ideas, skills and techniques with control, precision and fluency when performing basic skills.</p> <p>Creating and practising their own routines</p> <p>Describe how to refine, improve and modify performances.</p> <p>Football- Dribble around obstacles and using different techniques</p> <p>Perform skills with accuracy, confidence and control,</p> <p>Have some tactical awareness of attacking and defending and some knowledge of rules and scoring and be able to describe this</p> <p>Begin to understand the use of marking/ tackling/ intercepting to influence a game</p>	<p>Hockey- Show precision and accuracy when sending and receiving</p> <p>Striking, control movement with a ball in opposed situation whilst moving.</p> <p>Combine accurate passing skills/ techniques in a game.</p> <p>Understand rules of safety</p> <p>Attempt to intercept a moving ball</p> <p>Dance - Create structure in sections of dance using a range of movement patterns</p> <p>Demonstrate precision, control and fluency in response to stimuli clearly and fluently</p> <p>Suggest how others can improve</p> <p>Show an understanding of safety</p> <p>Create their own warm up/ cool down</p>	<p>Kwik Cricket- Use a range of techniques when passing, eg high, low, bounced, fast, slow</p> <p>Control movement with a ball in opposed situation whilst moving.</p> <p>Suggest ideas of how to make performance better</p> <p>Athletics – Use running, jumping and throwing; investigate in small groups different ways of performing these activities</p> <p>Improve running technique at different speeds.</p> <p>Lead small groups for warm ups</p>	<p>Rounders- Hit the ball with purpose, varying speed, height and direction</p> <p>Continue to control movement with a ball in opposed situation whilst moving.</p> <p>Combine accurate passing skills/ techniques in a game.</p> <p>Athletics – Develop skills from the 3 main aspects of athletics – running, jumping and throwing</p> <p>Demonstrate accuracy and technique in a range of throwing and jumping actions.</p> <p>Identify and explain good athletic performance.</p>

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Year 6	<p>Football- Dribble effectively around obstacles and using different techniques</p> <p>Perform skills with accuracy, confidence and control,</p> <p>Show tactical awareness of attacking and defending and some knowledge of rules and scoring and be able to describe this</p> <p>Recognise strengths and weaknesses in themselves and others</p> <p>Effectively use marking/ tackling/ intercepting to influence a game</p> <p>Gymnastics- Perform actions in a fluent and consistent performance, Create sequences and adapt showing clarity.</p> <p>Link ideas, skills and techniques with control, precision and fluency when performing basic skills.</p> <p>Understand composition by performing more complex sequences.</p> <p>Make sequences longer</p>	<p>Tag Rugby- Combine accurate passing skills/ techniques in a game.</p> <p>Advise and help others in their techniques in a game.</p> <p>Effectively use marking/ tackling/ intercepting to influence a game</p> <p>Dance- Haka- Explore movements in sections of dance</p> <p>Vary dynamics and develop actions with a partner or as part of a group.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Perform with fluency and control</p> <p>Warm up and cool down independently</p>	<p>Basketball- Dribble effectively around obstacles</p> <p>Control and catch a ball and accurately pass whilst moving.</p> <p>Take part in conditioned game with understanding of tactics and rules.</p> <p>Work effectively as a team with tactical awareness</p> <p>Dance-The Rainforest- Explore, improvise and combine movements of dance using a range of patterns</p> <p>Perform and create motifs in a variety of dance styles with accuracy and consistency.</p> <p>Suggest ways to improve quality of performance showing sound knowledge and understanding</p> <p>Show an understanding of different styles</p> <p>Understand health benefits of active lifestyles</p>	<p>Hockey/Tennis -Striking a ball</p> <p>Control movement with a ball in opposed situation whilst moving and intercepting</p> <p>Combine accurate passing skills/ techniques in a game.</p> <p>Lead warm up and cool down</p> <p>Gymnastics- Perform and create movement sequences with some complex skills and displaying accuracy consistently.</p> <p>Select and use a wide range of compositional skills in complex sequences alone and in groups.</p> <p>Explain why activity is good for their health</p> <p>Link and perform up to 10 sequential elements into their routine</p>	<p>Athletics– Develop flexibility, strength, technique, control and balance through athletics</p> <p>Demonstrate good control, strength, speed and stamina in a variety of athletic events.</p> <p>Cricket- Show precision and accuracy when sending and receiving</p> <p>Apply basic principles of attacking and defending e.g. defending the wickets/ attacking the ball</p>	<p>Athletics- Sustain pace over short and longer distances</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy</p> <p>Understand how to apply athletic skills and tactics to the competitive situation.</p> <p>Baseball/Rounders- Perform skills with accuracy, confidence and control</p> <p>Play competitive game showing tactical awareness of attacking and defending and some knowledge of rules and scoring,</p>

