



Curriculum Subject Overview 2021-22

Physical Education

Autumn 2

	1	2	3	4	5	6
Reception	EYFS - FMS - Transport					
Year 1	To link movements to show different character of a variety of different toys. Collaboration - To start to understand the term Collaboration.	To convey the different emotions within a relationship. Collaboration - To value and respect other people's ideas.	To link travel, turn and stillness within a sequence depicting a different mood. Collaboration - To work together to perform a whole class sequence.	To travel from one space to another using different pathways and levels. Collaboration - To work with a friend to think of lots of different ways to travel across the hall.	To work in a group to create a sequence. Collaboration - To work in a small group to create a sequence and celebrate success.	To combine all the dance sequences in order to retell aspects of the story. Collaboration - To understand how collaborating together can improve a dance sequence.
	To demonstrate rolling a ball with some accuracy. Concentration - To keep focused when practising a skill I find difficult.	To demonstrate rolling different equipment with some accuracy. Concentration - To focus on the task of rolling different equipment	To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. Character - Co-operation - To work in a small group cooperatively and to encourage each other.	To demonstrate a simple tactic in a rolling game. Character - Co-operation - To work in a small group cooperatively and to encourage each other.	To show two simple tactics in a game. Character - Self-belief - To focus on applying a tactic in a game to outwit an opponent.	To show two simple tactics in a game. Character - Self-belief - To focus on applying a tactic in a game to outwit an opponent.



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Year 2	Gymstars- MFC					
	To demonstrate jumping actions with different shapes in the air. Courage – To overcome the challenge of jumping high with a shape.	To show travelling actions using hands and feet. To demonstrate balancing on large body parts. Concentration - To focus on keeping still in my balances	To show an egg roll, pencil and teddy bear roll. To create and demonstrate a sequence using rolling, jumping and travelling. Courage - To control my fears when trying a new roll.	To perform jumping and rolling actions. To create a sequence using rolling, jumping and travelling. Self-belief - To recognise that I can improve my sequence if I try.	To create a sequence using travelling, balancing rolling, and jumping. Concentration - To focus on the task of creating a sequence of a travel, roll and jumps and large body part balance	To create a sequence using travelling, balancing rolling, and jumping. Concentration - To focus on the task of creating a sequence of a travel, roll and jumps and large body part balance.
Year 3	To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. Evaluation - To recognise strengths and areas for improvement in a partner's performance	To show different travelling and balancing actions using the apparatus. Courage - To try new experiences through travelling and balancing on the apparatus.	To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To control my fears when jumping from a height. To try new experiences.	To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To try new experiences.	To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. Evaluation - To recognise strengths and areas for improvement in a partners performance.	
	To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game.	To demonstrate passing a ball using a swing pass. To perform a feint when passing to outwit a defender.	To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender.	To perform a pass in an invasion game using a swing pass To apply a simple tactic to outwit a defender.	To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender. Honesty - As a player - to agree to play by the rules and not to cheat. As an official –	



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	Honesty - To give the actual number of passes made with a partner / group.	Honesty - To give the actual number of passes made with a partner / group	Honesty - To give the actual number of passes made with a group.	Honesty - As a player - to agree to play by the rules and not to cheat. As an official - to recognise and enforce the rules.	to recognise and fair play and award points for it.	
Year 4	To demonstrate passing a ball using a one handed pass accurately. Determination - To show determination by simply not giving up.	To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game. Determination - Keep trying to dribble a ball even if it is difficult.	To demonstrate passing a handball with some accuracy. To find space to receive a pass. Determination - To show willpower when dribbling a handball.	To demonstrate one handed passing with some control To use simple tactics to outwit an opponent. Determination - To not give up trying to dribble a handball when it gets hard. To evaluate how determined they were when dribbling and when playing a game.	To shoot a ball with accuracy. To use tactics to outwit an opponent. Evaluation - To use the success criteria to identify strengths of the attacking team.	To use tactics to outwit an opponent. To evaluate what worked well in a team. Evaluation - To use the success criteria to identify strengths of the attacking team.
	Pupils understand uses for electricity. Pupils can think creatively and create their own movement using words as inspiration. Encouragement - To motivate all group members to share ideas and create movement ideas.	Pupils can name the key components of an electrical circuit. Pupils can create and perform their own dance movements from the inspiration given, being as imaginative as possible. Encouragement - To support and reassure others to create a group sequence.	Pupils will demonstrate CANON and UNISON. Pupils will demonstrate developing performance skills. Encouragement - To support others to create a sequence and give constructive feedback.	Pupils can explain the difference between conductors and insulators. Pupils can demonstrate performance skills. Encouragement - To support and motivate each other to rehearse and refine group dance.	Pupils will have created a duet using increased choreographic skills. Encouragement - To work with and support a partner to create a duet.	



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Year 5	To explore the qualities of different characters.	To convey the emotions, mood and feelings of the characters in the story.	To explore movements showing a conflict using props.	To create sequence using props showing a conflict between contrasting characters.	To use own ideas from written work to create an ending to the story sequence. To link all sequences to produce a complete story dance.	
	Swimming- Unit 2					
Year 6	To demonstrate a part weight bearing balance. Problem Solving - To generate ideas and explore different balances with a partner without fear of failure.	To create a sequence of gymnastic actions, paired and group balances using apparatus. Resourcefulness - To make positive suggestions to my partner/group and experiment with adapting the sequence by using different apparatus.	To create and perform a sequence of gymnastic actions, paired and group balances using apparatus. Evaluation - To identify strengths and areas for improvement in a group sequence and provide.	To create and perform a group sequence using apparatus. Evaluation - To recognise ways to improve the group sequence through using the success criteria.		
	To demonstrate passing and catching a netball with consistency, accuracy and control. Decision Making - To make a definite conclusion of when to pass the ball.	To demonstrate a shoulder pass. To shoot a netball with some accuracy. Decision Making - To make a definite conclusion of when to pass the ball.	To apply simple tactics when playing a netball type game. Decision Making - To make decisions on when to pass the ball in a game situation.	To apply simple tactics with and without the ball when playing a netball-type game. Evaluation - To identify strengths and areas for improvement when playing a netball-type game.	To apply simple tactics when playing a netball-type game, including defending. Evaluation - To evaluate own work and that of others, and suggest ways to improve.	To apply simple attacking and defending tactics when playing a netball-type game. Evaluation - To evaluate own work and that of others, and suggest ways to improve.