



Christ Church CE Primary Academy
PE/Games Yearly Overview - 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Gymnastics - jumping Jacks and rock & roll	Dance - dinosaurs	Gymnastics - gym in the jungle	Dance 'till you drop	Best of balls	The games - Olympics
Reception	Dinosaurs - movement/ balance/throwing and catching (core skills)	Jungle - movement/ balance/throwing and catching (core skills)	People who help us - movement/ balance/throwing and catching (core skills)	Space - movement/ balance/throwing and catching (core skills)	Growing - movement/ balance/throwing and catching (core skills)	Mini Beasts - movement/ balance/throwing and catching (core skills)
Year 1	Brilliant Ball	Throwing	Multi-skills	Active Athletics	Groovy Gym	Mighty Movers
Year 2	Multi-skills	Brilliant Ball	Ugly Bug Ball	Active Athletics	Gym Fit	Groovy Gym
Year 3	Active Athletics	Mighty Movers	Groovy Gym	African Dance	Swimming	Swimming
Year 4	Invaders	Nimble Nets	Swimming	Swimming	Young Olympians	Dynamic Dance
Year 5	Striking and fielding	Bootcamp	Swimming	Swimming	Nimble Nets	Young Olympians
Year 6	Swimming	Swimming	Bootcamp	Striking and fielding/Invaders	Young Olympians	Nimble Nets

PURPLE = BIRTH TO FIVE MATTERS

PE		
Three and Four-Year-Olds /Range 5	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box

Physical Development

- 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.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of music that 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.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- 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.
- • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
- • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
- • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
- • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
- • Creates lines and circles pivoting from the shoulder and elbow
- • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

Three and Four-Year-Olds Continued	Expressive Arts and Design	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas
Reception/ Range 6	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity <ul style="list-style-type: none"> • Shows confidence in choosing resources and perseverance in carrying out a chosen activity
	Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> -rolling - running -crawling - hopping -walking - skipping -jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. • • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.

ELG Continued	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • 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.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year 1

	Learning outcomes
Brilliant Ball	<ul style="list-style-type: none"> • Develop anticipation and reaction when working with beanbags or balls. • Catch a ball or beanbag on a bounce. • Catch a ball from a throw. • Develop accurate throwing skills. • Develop accuracy of send. • Understand the overarm throwing technique. • Understand when to use an underarm throw. • Stop, trap or catch the ball while on the move. • Play a game, following the rules and demonstrating fair play.
Groovy Gym	<ul style="list-style-type: none"> • Travel in different directions at different speeds and levels. • Link three moves together while travelling, aiming to change level, speed and direction. • Link isolated moves and shapes when travelling. • Explore rolling movements as a way of travelling. • Explore travelling to move along, over, around onto and off a bench. • Travel with a focus on changing direction and level, using small equipment. • Use a variety of small equipment to perform a • Travelling sequence, using all of the skills learned so far.
Multi-skills	<ul style="list-style-type: none"> • Perform balances using a number of different parts of the body. • Run on the balls of the feet, concentrating on coordination, not speed. • Co-ordinate the upper and lower body together. • Move with greater precision and control. • Use timing to aim, stop and guide an object. • Aim a variety of balls and equipment accurately. • Use controlled movement to travel in different ways. • Quickly change direction whilst running, with control and fluency. • Use agility, balance and co-ordination when performing activities.
Throwing	<ul style="list-style-type: none"> • Control a ball using hands. • Understand the correct technique for catching. • Consolidate and practise throwing a ball underarm. • Explore striking balls of different sizes using their hands and equipment. • Throw and catch a ball to self and a partner. • To know how to stop and retrieve a ball (a fielding skill). • Practise throwing to a target. • Catch the ball with good technique. • Play a game using striking and fielding skills. • Know how to make contact with a ball using different bats or rackets. • Use striking skills to play a game. • Know the tactics and skills to use in order to win a game.
Active Athletics	<ul style="list-style-type: none"> • Know how to travel in different ways. • Be able to change from fast to slow. • Know how to hop, and how to hop, travel and land safely on two feet. • Know how to throw safely. • Throw in a variety of ways. • Decide which throwing method is best for distance. • Run with good balance and co-ordination. • Know how to jump from two feet. • Explore which is the best way to jump to cover a distance. • Use the skills learned in the previous lessons by completing an obstacle course.

Mighty Movers	<ul style="list-style-type: none"> • Understand that running can be done in many ways. • Run at different speeds and in different directions with control. • Run in a race with a team. • Understand what happens to our breathing during exercise, and why it changes • Increase heart rate. • Run at different speeds. • Complete a running circuit. • Understand the importance of using the arms when running. • Run quickly in a relay activity, aiming to improve speed.
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Year 2

	<u>Learning outcomes</u>
Groovy Gym	<ul style="list-style-type: none"> • Learn to perform balances and movements, and combine them into a routine. • Link balances with other travelling moves, moving smoothly into and out of the balances. • Safely use benches and mats to develop sequences. • Work with a partner to create a sequence of gymnastic actions. • Use benches and mats to explore balances of different levels. • Safely move around the equipment, using knowledge from previous weeks. • Mirror and match a partner. • Share equipment.
Gym fit	<ul style="list-style-type: none"> • The children will master basic movements, as well as developing balance, agility and co-ordination. • The children will perform using simple movement patterns.
Ugly Bug Ball (Dance)	<ul style="list-style-type: none"> • Understand how different mini beasts might move. • Show contrasting movements with strength and clarity. • Explore performing actions in response to stimuli. • Explore ideas by experimenting with actions, dynamics, directions and levels. • Practise medieval ballroom dancing. • Explore patterns of movement with a partner. • Explore the medieval ballroom dance theme. • Work in small groups and develop phrases of movements. • Link contrasting movements together to make a short dance sequence. • Improve independent movement from one phrase to another. • Perform a complete dance with clarity and flow showing changes in levels and speed.
Multi-skills	<ul style="list-style-type: none"> • Learn about a stable base and losing balance. • Move the body in a variety of ways. • Know how to throw a ball at the right speed and strength. • Be able to copy a partner and change speed and direction. • Explore different ways of twisting and turning. • Play fairly and understand the rules of a game.
Brilliant Ball	<ul style="list-style-type: none"> • Move a ball using hands and feet. • Know how to catch different objects. • Target the receiver's hands when throwing. • Watch the ball or object when trying to catch it. • Know how to throw overarm, underarm and bounce pass. • Understand techniques for dribbling and passing a football. • Pass with accuracy. • Dribble with control. • Catch the ball at different heights.

	<ul style="list-style-type: none"> • Move with the ball, using hands. • Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour.
Active Athletics	<ul style="list-style-type: none"> • Run with a change of speed. • Change direction when running, while maintaining balance. • Use arms when jumping. • Jump with balance and fluency. • Know how to throw safely. • Know how to throw for distance. • To run in a relaxed way and with balance when jumping over an obstacle. • Know the difference between running for speed and running for distance. • Use the skills learned in the previous lessons by completing an obstacle course.

Year 3

	<u>Learning outcomes</u>
African Dance	<ul style="list-style-type: none"> • Count beats and change direction while dancing. • Keep count and tempo while dancing. • Develop African dance steps with clarity and rhythm, using own ideas. • Learn new African steps and develop them. • Maintain a consistent tempo throughout the dance, using counting. • Learn how to work co-operatively with others to create a new dance. • Learn how to tell a story using dance. • Create a story of harvest using African dance steps. • Devise African style dance steps and patterns. • Tell a story using gestures and step patterns with fluency. • Dance to the beat and keep time.
Mighty Movers	<ul style="list-style-type: none"> • Demonstrate good use of arms when running at different speeds. • Analyse others' running technique and suggest ways of improving. • Learn how to hand over in an efficient manner. • Understand the reason for warming up. • Complete a running circuit showing good balance, co-ordination and agility. • Use the correct running technique to complete a circuit.
Groovy Gym	<ul style="list-style-type: none"> • Be able to jump with a stable, safe landing. • Try different ways of jumping. • Explore a variety of jumps. • Be able to land safely when jumping from a bench. • Use other skills learned to vary jumps. • Link jumps into sequences. • Use the skills learned to work as a group to create complex shapes at different levels. • Co-operate in a group. • Use a different stimulus to create a sequence. • Use all skills learned in previous lessons to develop a sequence. • Analyse own and others' performance.
Active Athletics	<ul style="list-style-type: none"> • Look up when running. • Run at different speeds. • Change direction. • Know how to throw in a variety of ways. • Use legs as well as arms when throwing. • Know how to perform a standing long jump, understanding the rules. • Know how to receive the baton.

	<ul style="list-style-type: none"> • Select an appropriate pace. • Work as a team. • Know which techniques to use for long-distance running and which to use for short-distance running. • Know how to start a race correctly. • Know how to compete in a sporting way, showing an understanding of rules.
Swimming	Working towards and achieving - Beginners Certificate: <ul style="list-style-type: none"> • Travel 8 meters, (one width) without touching the floor or side. • Submerge under water.
Swimming	

Year 4

	<u>Learning outcomes</u>
Invaders	<ul style="list-style-type: none"> • Know how to dribble a ball, change direction and maintain control. • Be able to run with ball • Be able to turn with a ball. • Know how to pass a ball. • Work as a team. • Improve accuracy of passing by using a target. • Learn how to receive a ball. • Dribble with control. • Learn how to support other players in a team. • Know how to communicate with team members. • Learn what skills might be used to stop someone scoring. • Learn how to attack as team. • Play as a team. • Use skills and tactics learned in previous lessons.
Dynamic Dance	<ul style="list-style-type: none"> • Perform a line dance using a range of movement patterns. • Develop and improve dancing and performance skills. • Develop an understanding of how to prepare for a dance performance. • Identify the key skills needed to provide accurate and tactful evaluative feedback to peers.
Swimming	Working towards and achieving - Beginners Certificate: <ul style="list-style-type: none"> • Travel 8 meters, (one width) without touching the floor or side. • Submerge under water. Length Certificate: <ul style="list-style-type: none"> • Swim 25m continuously and in a confident manner using any stroke with arms and legs continuously. • Jump into deep water.
Swimming	
Young Olympians	<ul style="list-style-type: none"> • Learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances. • Learn the pull technique for throwing. • Throw and retrieve implements safely. • Describe the effect of different throwing positions. • Sprint a short distance as part of a team. • React quickly to a stimulus. • Demonstrate good running technique when jumping over obstacles. • Understand how to perform a standing broad jump - (two feet to two feet).

	<ul style="list-style-type: none"> Put skills into practise, aiming to improve on previous results.
Nimble Nets	<ul style="list-style-type: none"> Learn how the racket feels and the best methods of holding it. Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket. Learn how to drop and hit the ball. Use the correct technique for holding the racket (forehand). Learn how to play collaborative games demonstrating forehand and backhand strokes. Practise backhand technique. Be aware of the correct body position and contact point for an accurate shot. Practise the volley technique. Play a competitive game with point scoring. Learn when to play the correct shot in order to beat a partner. Play a variety of tennis shots, demonstrating correct technique.

Year 5

	<u>Learning outcomes</u>
Striking and fielding	<ul style="list-style-type: none"> Hold the bat correctly and place the ball accurately. Return the ball accurately. Choose which type of fielding technique to use. Return the ball accurately. Develop a technique for overarm throwing and know when to use it. To practise batting technique. To know how to direct the ball. Score and play a game in a sporting manner.
Boot camp	<ul style="list-style-type: none"> Learn new moves and perform them with good technique and balance. Demonstrate the correct technique for activities. Discover which activities individuals find easy or difficult. Develop agility and co-ordination. Perform more complex patterns of movement.
Swimming	<p>Working towards and achieving -</p> <p>Beginners Certificate:</p> <ul style="list-style-type: none"> Travel 8 meters, (one width) without touching the floor or side. Submerge under water. <p>Length Certificate:</p> <ul style="list-style-type: none"> Swim 25m continuously and in a confident manner using any stroke with arms and legs continuously. Jump into deep water. <p>Elementary Certificate:</p> <ul style="list-style-type: none"> Jump into the pool and swim 10m. Stop and tread water for two minutes, keeping the head and neck clear of the water, and then swim to the side. Swim continuously for 25m using a recognised prone stroke, front crawl to be with side breathing and the face in the water. Swim continuously for 25m on the back using a recognised supine stroke with a continuous arm action.
Swimming	
Nimble Nets	<ul style="list-style-type: none"> Know the correct technique for forehand, backhand and volley. Improve forehand accuracy. Explore tactics for beating an opponent. Consolidate backhand technique. Use all strokes appropriately.

	<ul style="list-style-type: none"> • Accurately play shots on the move. • Run towards the net to play a volley (approach shot). • Play a game of singles tennis. • Learn the correct techniques for an overhead serve. • Practise all the shots needed to beat an opponent. • Apply all the tennis skills learned to a game. • Choose the correct shot to play when trying to beat an opponent.
Young Olympians	<ul style="list-style-type: none"> • Sustain running at a continuous pace. • Improve the technique for running at speed. • Demonstrate correct push technique. • Know the position to stand in when receiving a baton. • Understand how to successfully perform a standing long jump. • Throw for accuracy and speed in a game. • Compete and set goals. • Apply the skills learned in this unit to a competition.

Year 6

	<u>Learning outcomes</u>
Swimming	<p>Working towards and achieving -</p> <p>Beginners Certificate:</p> <ul style="list-style-type: none"> • Travel 8 meters, (one width) without touching the floor or side. • Submerge under water. <p>Length Certificate:</p> <ul style="list-style-type: none"> • Swim 25m continuously and in a confident manner using any stroke with arms and legs continuously. • Jump into deep water. <p>Elementary Certificate:</p> <ul style="list-style-type: none"> • Jump into the pool and swim 10m • Stop and tread water for two minutes, keeping the head and neck clear of the water, and then swim to the side. • Swim continuously for 25m using a recognised prone stroke, front crawl to be with side breathing and the face in the water. • Swim continuously for 25m on the back using a recognised supine stroke with a continuous arm action. <p>Proficiency Certificate:</p> <ul style="list-style-type: none"> • Dressed in pyjamas or trousers and shirt or blouse, long sleeves and legs, perform a "Straddle" jump entry into the pool and swim continuously for 50m using any stroke or strokes. • Climb out of the pool, at full reach depth, and remove clothing. • Surface dive, from swimming, retrieve, carry and land an object having swum with it, on the back preferably with lifesaving leg kick, for a distance of not less than 8m. • Jump into the water and tread water for one minute with both arms behind the back and a further two minutes using both arms and legs and. • Swim continuously for 100m using two different strokes with a minimum of 25m on any of the strokes. Strokes should comply with ASA Laws where applicable. <p>Y6 National Curriculum award:</p> <ul style="list-style-type: none"> • Swim 25m continuously and in a confident manner using any stroke with arms and legs continuously. • Jump into deep water. • Tread water for 30seconds.
Swimming	

<p>Boot camp</p>	<ul style="list-style-type: none"> • Learn new circuit moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform more complex patterns of movement.
<p>Invaders/striking and fielding</p>	<ul style="list-style-type: none"> • To know how to tag. • To practise ball-handling skills. • To improve spatial awareness. • To practise moving into a space. • To improve ball-handling skills. • To be able to place a ball down as if scoring a try. • To practise footwork and dodging skills while carrying the ball. • To reinforce catching and tagging skills and to apply them in a game. • To play as a team. • To use skills and tactics from previous lessons. • To know how to react quickly. • To demonstrate good agility and balance in order to throw accurately. • know how to direct the ball. • To know how to play as a backstop in a game. • To assess and analyse others' strengths. • To play in a mini tournament and understand the of the game.
<p>Young Olympians</p>	<ul style="list-style-type: none"> • To run efficiently for speed. • To demonstrate good arm and leg technique. • Learn the pull technique for throwing. • Throw and retrieve implements safely. • Describe the effect of different throwing positions. • Sprint a short distance as part of a team. • React quickly to a stimulus. • Demonstrate good running technique when jumping over obstacles. • Understand how to perform a standing broad jump - (two feet to two feet). • Put skills into practice, aiming to improve on previous results.
<p>Nimble Nets</p>	<ul style="list-style-type: none"> • Hit the shuttle with reasonable consistency and accuracy in a co-operative rally. • Demonstrate the correct technique when serving the shuttle to start a game. • Be able to explain and demonstrate the correct technique for the overhead clear shot. • To know the purpose and benefits of playing the overhead clear shot to outwit an opponent. • Develop children's ability to perform a 'drop shot' and their understanding of when to play the shot in a game in order to win a point. • Be able to select and apply a range of shots in a game situation to win points. • Be able to demonstrate a variety of badminton shots in order to perform rallies and clearly understand, • know how, and be able to win a point.