



## PE – Whole School Curriculum Overview

### PE – Dance and Gymnastics

#### Rationale

Through **DANCE** children can learn teamwork, focus, and improvisational skills. Dance awakens new perceptions in children which help them learn and think in new ways. Children need to express and communicate their ideas and to be given the opportunity to make creative decisions.

Through the dance curriculum children have an opportunity to develop confidence helping them develop a better understanding of themselves, both physically and mentally, as well as understanding others and the world around them. It encourages **children** to use their own imagination and ideas to grow and create, observe and perform.

As children move through to upper key stage 2 we want them to explore, create, collaborate and improvise with an increasing awareness of audience. They are encouraged to explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group; to compose dances by using, adapting and developing steps, formations and patterning from different dance styles; to perform dances expressively, using a range of performance skills; to organise their own warm-up and cool-down activities; to show an understanding of why it is important to warm up and cool down; to describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and content.

In **GYMNASTICS** children can learn about how their bodies move, what different body parts can do in cooperation with other parts and how their bodies can move in space and in relation to other children. Children will also experience the challenges of working at different speeds, heights and levels. As children move through school, gymnastics sessions reinforce and build on prior learning so that children can refine and improve their movements. They begin to experience working with partners to create short gymnastic sequences which increase in complexity as they gain more skills and stamina.

## Learning

<p><b>Prior Knowledge</b></p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Children can find suitable moves to suit the music.</li> <li>• Children can create movements to music.</li> <li>• Children can confidently put my dance to suitable music.</li> </ul>	<p><b>In Year 1 pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Perform a sequence of actions which have a clear start, middle and ending.</li> <li>• Analyse their own, and others' performance.</li> <li>• Jump high, bending knees and swinging arms to help move higher.</li> </ul> <p><u>Key Vocabulary</u> Sequence, perform, pattern movement, run, jump, stop, turn, twist</p>	<p><b>In Year 4 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Improve performance by considering how others have performed.</li> <li>• Skip forwards in a rhythmical movement swinging arms in the opposite direction to legs.</li> </ul> <p><u>Key Vocabulary</u> Sequence, perform, pattern movement, twist, turn, stillness, jump, land, copy, symmetry, canon, repeat, and dynamics.</p>
	<p><b>In Year 2 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Jump high, bending knees and swinging arms to help move higher and land with knees and ankles bent.</li> <li>• Select the most appropriate skills and actions to perform at their best.</li> <li>• Say how well they have done compared to others.</li> </ul> <p><u>Key Vocabulary</u> Sequence, perform, pattern movement, twist, turn, stillness, jump, land</p>	<p><b>In year 5 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Gallop with a fluid motion</li> <li>• Explain how confidence can affect performance</li> <li>• Identify different levels of performance and use subject specific vocabulary</li> </ul> <p><u>Key Vocabulary</u> Balance, turn, performance, speed, dynamics, levels, mirrored movements, cannon, unison</p>
	<p><b>In Year 3 Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Say how well they have done compared to others and give reasons for their performance</li> <li>• Skip sideways' in a rhythmical movement using arms to help move along</li> </ul>	<p><b>In year 6 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Perform a dance or movement motif including a range of actions taking into account space, music and dynamics.</li> <li>• When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and</li> </ul>

	<ul style="list-style-type: none"><li>• Stand on one foot without wobbling or swaying</li></ul> <p><u>Key Vocabulary</u> <i>Sequence, perform, pattern movement, twist, turn, stillness, jump, land, copy, symmetry</i></p>	<p>weaknesses and the strengths and weaknesses of others</p> <ul style="list-style-type: none"><li>• Analyse, modify and refine skills and techniques and how these are applied</li><li>• Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</li></ul> <p><u>Key Vocabulary</u> <i>Balance, turn, performance, speed, dynamics, levels, mirrored movements, cannon, unison</i></p>
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PE Year 1 Invasion		
Rationale		
<p>In developing invasion skills it is important that children learn to send and receive a ball with increasing accuracy and speed. They learn to move into a space to receive a ball. They learn to move into a space with the intention of blocking an opponent or intercepting a ball. Skills build upon prior learning so that children increasingly develop agility, tactics and the ability to think ahead which they can apply across a variety of games.</p> <p>As they move into upper key stage 2 children solve tactical problems related to invasion games including maintaining possession, attacking and/or defending a goal and winning the ball. In the context of football, tag rugby and hockey.</p> <p>In order to apply their skills, in each year group children will be given the opportunity to create their own games using a range of equipment and to teach their idea to another group of children.</p>		
Learning		
<p><b>Prior Knowledge</b></p> <p>EYFS:</p> <ul style="list-style-type: none"> <li>• Listen and respond to an instruction</li> <li>• Run, move or stop on a command or a signal.</li> <li>• Throw a small ball underarm, using the correct technique.</li> </ul>	<p><b>In Year 1 pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Zig zag through a series of markers spaced evenly, about 2m apart.</li> <li>• Catch a bean bag or soft cushioned ball.</li> <li>• Apply these skills in the context of a variety of attacking and defending games.</li> </ul> <p><u>Key Vocabulary</u> Defend, attack, catch, throw, space, chase, possession</p>	<p><b>In Year 4 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Skip forwards in a fluid motion</li> <li>• Kick a ball accurately</li> <li>• Apply skills and tactics in combination with a partner or as part of a group / team.</li> <li>• Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance</li> </ul> <p><u>Key Vocabulary</u> Defend, attack, catch, throw, space, chase, possession, speed, direction, marking.</p>
	<p><b>In Year 2 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Zig zag through a series of tightly spaced markers.</li> <li>• Catch a small ball.</li> </ul> <p><u>Key Vocabulary</u></p>	<p><b>In year 5 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Gallop with a fluid motion.</li> <li>• Dribble a football between cones.</li> </ul>

	<p><i>Defend, attack, catch, throw, space, chase, possession, speed, direction</i></p>	<ul style="list-style-type: none"> <li>• Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.</li> <li>• When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</li> <li>• Develop interest in participating in sports activities and events at a competitive level.</li> <li>• Identify different levels of performance and use subject specific vocabulary.</li> </ul> <p><u>Key Vocabulary</u> <i>Defend, attack, tactics, possession, intercept, catch, throw, space, chase, possession, speed, direction, marking.</i></p>
	<p><b>In Year 3 Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Perform a side-stepping gallop.</li> <li>• Run at speed over a distance.</li> <li>• Vary skills, actions and ideas and link these in different ways to suit different activities.</li> <li>• Vary his/her responses to tactics, strategies and sequences used.</li> </ul> <p><u>Key Vocabulary</u> <i>Defend, attack, catch, throw, space, chase, possession, speed, direction, marking.</i></p>	<p><b>In year 6 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Perform a 'drop-kick'.</li> <li>• When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</li> <li>• Analyse, modify and refine skills and techniques and how these are applied.</li> <li>• Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</li> </ul> <p><u>Key Vocabulary</u> <i>Defend, attack, tactics, possession, intercept, catch, throw, space, chase, possession, speed, direction, marking.</i></p>

PE Year 2 - Striking and Fielding		
<b>Rationale</b>		
In order to develop striking and fielding skills children will be taught the skills of underarm throwing, catching and fielding through small sided games and rounders type games. Taught skills build on prior learning in order to develop speed, agility, co-ordination, motor-control and techniques.		
<b>Learning</b>		
<b>In Year 1 pupils are taught to:</b>	<b>In Year 2 pupils will be taught to:</b>	<b>In Year 4 pupils will be taught to:</b>
<ul style="list-style-type: none"> <li>• Hold a balance whilst walking along a straight line</li> <li>• Zig zag through a series of markers spaced evenly, about 2m apart</li> <li>• Hop on the spot using the same foot</li> <li>• Jump for distance</li> <li>• Jump for height</li> <li>• Catch a bean bag</li> <li>• Throw a small ball underarm, using the correct technique</li> <li>• Set a target and try to achieve this.</li> <li>• Talk about changes during exercise.</li> <li>• Understand that exercise is needed to be healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Zig zag through a series of tightly spaced markers</li> <li>• Hop along a straight line using the same foot</li> <li>• Jump for distance controlling the landing</li> <li>• Jump for height with a controlled landing</li> <li>• Catch a small ball</li> <li>• Throw a small ball overarm, using the correct technique</li> <li>• Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)</li> <li>• Compare his/her performance with others</li> </ul> <p><u>Key Vocabulary</u> Fielding, overarm, underarm, catching, throwing, striking</p>	<ul style="list-style-type: none"> <li>• Pass a ball from chest height to a partner</li> <li>• Apply skills and tactics in combination with a partner or as part of a group / team.</li> <li>• Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.</li> </ul> <p><u>Key Vocabulary</u> Fielding, overarm, underarm, catching, throwing, striking</p>
		<b>In year 5 pupils will be taught to:</b>
		<ul style="list-style-type: none"> <li>• Take part in organised games and sports using my skills and tactics to help my team</li> <li>• Predict what an opponent might do during a game or activity and alter my performance accordingly</li> <li>• Enjoy sports and activities as part of my interests and hobbies</li> <li>• Work out how well I have performed and describe this using appropriate terms for the activity.</li> </ul> <p><u>Key Vocabulary</u> Fielding, overarm, underarm, catching, throwing, striking</p>

<ul style="list-style-type: none"> <li>Know that exercise is good for a healthy mind.</li> </ul> <p><u>Key Vocabulary</u> Fielding, overarm, underarm, catching, throwing, striking,</p>	<p><b>In Year 3 Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Children can understand the tactics used against them by others.</li> <li>Children can bat, bowl and field with better control.</li> <li>When fielding, children can make it difficult for batters to score runs.</li> <li>Stand in positions that make it hard for batters to score runs.</li> </ul> <p><u>Key Vocabulary</u> Fielding, overarm, underarm, catching, throwing, striking</p>	<p><b>In year 6 pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Strike a ball with a range of bats for accuracy and distance</li> <li>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</li> <li>Analyse, modify and refine skills and techniques and how these are applied.</li> <li>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</li> </ul> <p><u>Key Vocabulary</u> Fielding, overarm, underarm, catching, throwing, striking</p>