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PHYSICAL WELLBEING CURRICULUM OVERVIEW 2023/2024

Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
Term	Autumn		Spring		Summer	
Year 1						
PE	 Gymnastics  Multiskills	 Dance (Nativity Production)	 Gymnastics  Multiskills	 Dance  Multiskills	 Gymnastics  Multiskills	 Dance  Multiskills
Year 2						
PE	 Gymnastics  Multiskills	 Dance (Nativity Production)	 Gymnastics  Multiskills	 Dance  Multiskills	 Gymnastics  Tennis	 Athletics  Cricket
Year 3						
PE	 Swimming  Tag Rugby	 Handball	 Quicksticks  Dodgeball	 Netball Basketball	 Tennis  Rounders	 Athletics  Cricket
Year 4						
PE	 Cross Country  Tag Rugby	 Handball	 Hockey  Dodgeball	 Netball  Maypole	 Maypole  Tennis	 Athletics  Cricket
Year 5						
PE	 Cross Country  Tag Rugby	 Handball	 Hockey  Dodgeball	 Netball Basketball	 Tennis  Rounders	 Athletics  Cricket
Year 6						
PE	 Cross Country  Tag Rugby	 Handball	 Quicksticks  Dodgeball	 Netball Basketball	 Tennis  Rounders	 Athletics  Cricket

- Colour Key
- Games –Invasion, target, net and wall, striking and field games.
 - Multi-skills – Early development (Catching, kicking stopping objects, striking, decision making and using space).
 - Dance – Movement, patterns and sequencing.
 - Body Management – Gymnastics.
 - Athletics.
 - Swimming



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Skills Progression Journey – Games – Through multi-skills, invasion, target net and wall, striking and fielding games.

NC: KS1 – master basic movements including throwing and catching. Participate in team games, developing simple tactics for attack and defence.

NC: KS2 – Using throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

	Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill development	Dribbling with hands	Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in situations.	Link dribbling the ball with other actions with increased control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
	Dribbling with feet	Move a ball with feet.	Move a ball with different parts of the foot.	Dribble a ball with some success, stopping when required.	Dribble a ball with some control in game situations.	Change direction when dribbling with feet in game situations.	Dribble ball with feet with some control under pressure.	Dribble a ball using a variety of techniques under pressure whilst retaining possession.
	Throwing and passing	Throw and roll bean bags and balls into space.	Throw and roll towards a target with different techniques.	Throw and roll towards a target with different techniques with some success.	Use variety of throwing techniques in some game situations.	Use variety of throwing techniques in some game situation with increasing success.	Use variety of throwing techniques with control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit opponents.
	Kicking and passing	Kick large balls into space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in a game situation.	Kick with increased success in a game situation.	Use a variety of kicking techniques with some control under pressure.	Select and apply the appropriate kicking technique with control.
	Catching	Stop a bean bag or a large ball using hands.	Catch the item.	Catch an object passed to them with or without a bounce.	Catch with one or two hands with some success.	Catch with increased success.	Catch and intercept a ball in a game situation.	Catch and intercept a ball in a game situation with increased success.
	Stopping and tracking a ball.	Attempt to stop a ball using feet.	Move to track balls sent to them.	Move to track balls sent to them and stop with limited success.	To stop a ball using different parts of foot.	Receive a ball using different parts of foot under pressure.	Receive a ball using different parts of foot under increased pressure.	Receive a ball with consideration towards the next move.
	Striking a ball (with racket/bat)	Hit a ball with hands	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball with varying techniques with increased accuracy.	Strike a ball with wider techniques. Apply under some pressure.	Strike a ball with wider techniques to outwit opponents. Apply under increased pressure.
	Movement	Run and stop when instructed	Run, stop and change direction with balance and control.	Change direction with increased speed in game situations.	Create and use space in some game situations.	Change direction to lose an opponent in a game situation.	Create and use space for yourself and other in game situation.	Effectively use space for yourself and other to outwit opponents.
	Creating space	Move around showing limited awareness of others.	Recognise space in relation to others.	Move into space to help score goals or limit others scoring.	Use space with some success in game situations.	Use and create space with some success in game situations.	Use and create space for yourself and others in game situations.	Effectively use and create space for yourself and others to outwit opponents.



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	Tactics	Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually or with a team.	Use simple tactics to help team score or gain possession.	Understand the need for tactics and when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate their effectiveness.
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Skills Progression Journey – Dance

NC: KS1 – Perform dances using simple patterns.

NC: KS2 – perform dances using a range of movement patterns.

Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Copy basic body actions and rhythms	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat a set choreography in different styles of dance showing good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
	Choose and use traveling actions, shapes and balances.	Choose actions for an idea.	Select from a range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph consider structure individually, with partner and in a group.	Choreograph phrases individually and with others. Considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer pieces of work. Considering actions, dynamics, space and relationships in response to a stimulus/theme.
	Traveling in different pathways using space around them.	Use change of direction, speed and levels with guidance.	Use pathways, levels shapes, direction speeds and timing with guidance. Use mirroring and unison when completing actions with partners.	Use canon, unison and formation to represent an idea.	Use actions and reactions to represent an idea.		
	Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show character through actions and dynamics and expression.	Match dynamics and expressive qualities to a range of ideas.	Change dynamics to express changes in character and narrative.	Confidently perform choosing appropriate dynamics to represent ideas.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
	Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and music.	Use counts when choreographing and performing to improve the quality of work.

Skills Progression Journey – Body Management – Gymnastics

NC: KS1 – Master basic movements as well as developing balance, agility and co-ordination.

NC: KS2 –. Develop flexibility, strength, techniques, control and balance.

Year group		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Balance	Create shapes showing basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with control and balance.	Complete balances with increasing stability, control and techniques.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
	Strength	Begin to take weight on different parts of their body.	Take body weight on hands for short period of time.	Take weight on different parts of their body with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve quality of an action and range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
	Flexibility	Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform	Confidently transition from one action to another showing appropriate control.



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							as well as the actions they chose to link them.	
	Performance and sequencing	Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences with a good level of control quality and technique.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.