

**Tollgate Primary School Curriculum Overview**

**PE Overview**

	<b><u>Autumn 1</u></b>	<b><u>Autumn2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
Nursery (PD-GM)	<b><u>Appropriate Movements</u></b> -How to move around the classroom	<b><u>Balancing</u></b> -Exploring how to balance their body	<b><u>Different Movements</u></b> -Using their body to move around space in different ways with increased control	<b><u>Dance Moving to Music</u></b> -Moving to music based on how it makes them feel	<b><u>Ball Skills</u></b> -Kicking -Throwing Exploring how to perform these skills	<b><u>Games</u></b> -Playing simple games correctly
Reception (PD-GM)	<b><u>Dance</u></b> Moving at Different Speeds	<b><u>Gymnastics</u></b> Flight, Bouncing and Jumping	<b><u>Games</u></b> Kicking, Throwing and Catching	<b><u>Dance</u></b> Moving in different ways	<b><u>Gymnastics</u></b> Travel Stretch and Curling	<b><u>Games</u></b> Kicking, Bouncing, Throwing, Catching
Year 1	<b><u>Games</u></b> <b><u>Net and Wall Skills</u></b> Passing balls with some accuracy. Rallying Striking airborne balls	<b><u>Games</u></b> <b><u>Movement Skills</u></b> To move around an area in a variety of ways. To twist, turn, reach and bend.	<b><u>Games</u></b> <b><u>Target Games</u></b> To punt a ball at a target. To bounce a ball with some accuracy at a target.	<b><u>Games</u></b> <b><u>Invasion Games</u></b> To throw a ball to a teammate. To send and receive a ball using a stick.	<b><u>Games</u></b> <b><u>Striking and Fielding</u></b> To strike a ball off a tee. To work as a team to field the ball.	<b><u>Athletics</u></b> To change speed and direction whilst running. To partake in running, jumping and throwing events.
	<b><u>Dance</u></b> <b><u>(Toys – History Curriculum)</u></b> To move to music. To copy and repeat simple movement patters.	<b><u>Gymnastics</u></b> <b><u>(balancing and spinning on points and patches)</u></b> To spin on points and patches. To perform routines in different formations.	<b><u>Dance</u></b> <b><u>(Seasons – Science Curriculum)</u></b> To move safely in space. To show awareness of others when working in a group.	<b><u>Gymnastics</u></b> <b><u>(wide, narrow and curled rolling and balancing)</u></b> To perform wide shapes whilst in balance, motion and flight.	<b><u>Dance</u></b> <b><u>(London Transport – History/Geography Curriculum)</u></b> To copy and repeat simple dance moves To show awareness of others when working in a group.	<b><u>Gymnastics</u></b> <b><u>(small and long pathways)</u></b> To create a sequence involving sideways, forwards and backwards stepping. To mount and dismount apparatus

	To apply actions with some changes in levels.			To perform and evaluate a sequence		using different pathways.
Year 2	<p><b><u>Games</u></b> <b><u>Net and Wall Skills</u></b> To demonstrate an understanding of rules when throwing in a game. To strike and volley with some accuracy.</p>	<p><b><u>Games</u></b> <b><u>Movement Skills</u></b> To dodge confidently.  To apply dodging techniques within a competitive game.</p>	<p><b><u>Games</u></b> <b><u>Target Games</u></b> To throw a ball underarm at a target with both hands To strike a ball at a target with power and accuracy.</p>	<p><b><u>Games</u></b> <b><u>Invasion Games</u></b> To catch a ball after one bounce. To keep possession of a ball. To compete with spacial awareness.</p>	<p><b><u>Games</u></b> <b><u>Striking and Fielding</u></b> To bowl over arm. To apply skills learnt within a game</p>	<p><b><u>Athletics</u></b> To transfer a relay baton during a race. To jump with control and timing to clear an obstacle.</p>
	<p><b><u>Dance</u></b> <b><u>(Great Fire of London – History Curriculum)</u></b> To develop timing when performing in unison. To use a prop as a stimulus for imaginative actions.</p>	<p><b><u>Gymnastics</u></b> <b><u>(stretching, curling and arching)</u></b> To travel in curled positions. To perform a sequence that includes stretching, curling and arching.</p>	<p><b><u>Dance</u></b> <b><u>(Circus – English Curriculum)</u></b> To move my body at different levels. To perform with some control and coordination.</p>	<p><b><u>Gymnastics</u></b> <b><u>(spinning, turning and twisting)</u></b> To devise a sequence of balances and spins. To adapt and improve a sequence.</p>	<p><b><u>Dance</u></b> <b><u>(Neil Armstrong – History Curriculum)</u></b> To adapt the size and shape of my movements. To perform with some control and coordination.</p>	<p><b><u>Gymnastics</u></b> <b><u>(straight, zigzag and curved pathways)</u></b> To change direction using turns of 90, 180 and 270 degrees. To create a sequence including a set criteria.</p>
Year 3	<p><b><u>Games</u></b> <b><u>Handball</u></b> To pass, shoot and intercept a handball. To understand the rules of Handball</p>	<p><b><u>Games</u></b> <b><u>Basketball</u></b> To develop basic handling and dribbling skills .To apply skills within a game of basketball.</p>	<p><b><u>Games</u></b> <b><u>Hockey</u></b> To dribble a ball with a hockey stick. To perform a jab stick tackle. To compete in a hockey tournament.</p>	<p><b><u>Games</u></b> <b><u>Football</u></b> To use the inside of my foot to pass accurately. To make decisions when in possession of the ball.</p>	<p><b><u>Games</u></b> <b><u>Tennis</u></b> To demonstrate spacial awareness when judging the bounce of a ball. To apply some tactics against an opponent.</p>	<p><b><u>Athletics</u></b> To develop coordination to improve speed. To perform in competitive situations.</p>
	<p><b><u>Dance</u></b> <b><u>(Animals – Science Curriculum)</u></b> To communicate feelings through movements.</p>	<p><b><u>Gymnastics</u></b> <b><u>(linking movements together)</u></b> To turn 90, 180, 270 and 360 degrees. To execute controlled movements.</p>	<p><b><u>Dance</u></b> <b><u>(Stone Age – History Curriculum)</u></b> To represent feelings through movement.</p>	<p><b><u>Gymnastics</u></b> <b><u>(symmetry and asymmetry - partners)</u></b> To transition between spins on patches.</p>	<p><b><u>Dance</u></b> <b><u>(Ancient Egypt – History Curriculum)</u></b> To creatively move in different ways. To perform a routine in pairs.</p>	<p><b><u>Gymnastics</u></b> <b><u>(receiving body weight)</u></b> To create a sequence of moves on the apparatus involving different pathways.</p>

	To change dynamics in a motif.		To demonstrate symmetry and asymmetry.	To devise a routine with different formations.		To perform seamlessly and with control.
Year 4	Swimming (Class 1)	Swimming (Class 1)	Swimming (Class 1)	Swimming (Class 2)	Swimming (Class 2)	Swimming (Class 2)
	<p><b><u>Games</u></b> <b><u>Flag Football</u></b> To throw and catch an American football. To intercept passes Applying attacking and defending skills to a game.</p>	<p><b><u>Games</u></b> <b><u>Tag Rugby</u></b> To throw and catch a rugby ball. To demonstrate teamwork in a game of tag rugby.</p>	<p><b><u>Games</u></b> <b><u>Netball</u></b> To pass a netball successfully. To understand the role of the referee and officiate against game rules.</p>	<p><b><u>Games</u></b> <b><u>Rounders</u></b> To develop basic bowling and batting skills. To perform competitively in a range of positions</p>	<p><b><u>Outdoor</u></b> <b><u>Adventurous</u></b> <b><u>Activities</u></b> To communicate effectively with teammates. To actively engage in competitive situations.</p>	<p><b><u>Athletics</u></b> To use the correct technique to start a sprint. To demonstrate my understanding of different athletics events.</p>
	<p><b><u>Dance</u></b> <b><u>(Ancient Greece – History Curriculum)</u></b> <b><u>(Class 2)</u></b> Improvising moves Based on ancient Greek vocabulary. To use images as a stimulus for actions.</p>	<p><b><u>Gymnastics</u></b> <b><u>(rolling and travelling low)</u></b> <b><u>(Class 2)</u></b> To forward roll with appropriate technique. To perform a sequence of rolls, showing elements of unison, canon and mirroring.</p>	<p><b><u>Dance</u></b> <b><u>(Ancient Rome – History Curriculum)</u></b> <b><u>(Class 2)</u></b> To improvise movements based on Roman vocabulary. To review and improve my final performance.</p>	<p><b><u>Dance</u></b> <b><u>(Ancient Greece – History Curriculum)</u></b> <b><u>(Class 1)</u></b> Improvising moves Based on ancient Greek vocabulary. To use images as a stimulus for actions</p>	<p><b><u>Gymnastics</u></b> <b><u>(rolling and travelling low)</u></b> <b><u>(Class 1)</u></b> To forward roll with appropriate technique. To perform a sequence of rolls, showing elements of unison, canon and mirroring.</p>	<p><b><u>Dance</u></b> <b><u>(Ancient Rome – History Curriculum)</u></b> <b><u>(Class 1)</u></b> To improvise movements based on Roman vocabulary. To review and improve my final performance.</p>
Year 5	<p><b><u>Games</u></b> <b><u>Danish Longball</u></b> To throw with accuracy at a still target. To communicate effectively as part of a team. To track an opposing players run</p>	<p><b><u>Games</u></b> <b><u>Handball</u></b> To develop a good 'ready position'. To create space by anticipating play. To officiate a game of Handball</p>	<p><b><u>Games</u></b> <b><u>Basketball</u></b> To manoeuvre the ball competently. To apply tactics learnt within a game of basketball.</p>	<p><b><u>Games</u></b> <b><u>Tennis</u></b> To understand and demonstrate the rules of serving. To demonstrate perseverance within a competitive scenario.</p>	<p><b><u>Games</u></b> <b><u>Badminton</u></b> To throw a shuttle with accuracy and control. To perform different shots accurately. To compete in a game of badminton.</p>	<p><b><u>Athletics</u></b> To change pace and run at different tempos. To choose appropriate start and changeover techniques.</p>

	<p><b><u>Dance</u></b> <b><u>(The Vikings – History Curriculum)</u></b></p> <p>To create movements to depict elements of Viking life. To create phases within a group to depict how Vikings built their own ships.</p>	<p><b><u>Gymnastics</u></b> <b><u>(under and over - partners)</u></b></p> <p>To roll over a partner within a sequence. To make a complex sequence including changes in level, direction, speed.</p>	<p><b><u>Dance</u></b> <b><u>(Space – Science Curriculum)</u></b></p> <p>To compose movements creatively and imaginatively. To set and work towards appropriate targets.</p>	<p><b><u>Gymnastics</u></b> <b><u>(matching, mirroring and contrasting)</u></b></p> <p>To match a partner's moves. To demonstrate different dynamics within a fluent performance.</p>	<p><b><u>Dance</u></b> <b><u>(The Tudors – History Curriculum)</u></b></p> <p>To compose movements creatively and imaginatively. To set and work towards appropriate targets.</p>	<p><b><u>Gymnastics</u></b> <b><u>(synchronisation and canon)</u></b></p> <p>To negotiate a routine of 4 moves on different points and patches. To perform a sequence displaying synchronisation, unison and canon.</p>
Year 6	<p><b><u>Games</u></b> <b><u>Ultimate Frisbee</u></b></p> <p>To send and receive a Frisbee accurately. To anticipate passes and use a range of strategies to outwit a defender.</p>	<p><b><u>Games</u></b> <b><u>Cricket</u></b></p> <p>To develop catching technique. To strike the ball with a suitable stance. To participate in a competitive game of cricket.</p>	<p><b><u>Games</u></b> <b><u>Tag Rugby</u></b></p> <p>To develop the correct technique when throwing a rugby ball. To apply the rules of tagging within a game scenario. To apply and evaluate tactics in a game of tag rugby.</p>	<p><b><u>Games</u></b> <b><u>Netball</u></b></p> <p>To send and receive a netball in a variety of ways. To display good sportsmanship while competing in a netball tournament.</p>	<p><b><u>Games</u></b> <b><u>Rounders</u></b></p> <p>To send and receive a tennis ball using good technique. To compete in a range of rounders positions.</p>	<p><b><u>Athletics</u></b></p> <p>To understand why we use different warm ups. To compete in a javelin competition. To display sportsmanship within a competitive relay.</p>
	<p><b><u>Dance</u></b> <b><u>(The Industrial Revolution – History Curriculum)</u></b></p> <p>To create movements and gestures of children during the industrial revolution.</p>	<p><b><u>Gymnastics</u></b> <b><u>(counter-balance &amp; counter-tension)</u></b></p> <p>To perform a range of balances at different levels, with weight on a variety of points. To evaluate the performances of</p>	<p><b><u>Dance</u></b> <b><u>(World War 2 – History Curriculum)</u></b></p> <p>To create movements and gestures of evacuees. To achieve self-development goals.</p>	<p><b><u>Gymnastics</u></b> <b><u>(group sequencing)</u></b></p> <p>To collectively compose a sequence of rolls in unison. To collectively create sequences with pathways that cross.</p>	<p><b><u>Dance</u></b> <b><u>(British Values)</u></b></p> <p>To create imaginative actions based on the different British values. To give appropriate feedback to our partner using relevant dance terminology.</p>	<p><b><u>Outdoor Adventurous Activities</u></b></p> <p>To use non-verbal communication to solve problems. To partake in picture orienteering. To demonstrate teamwork whilst orienteering.</p>

	To negotiate and collectively choreograph a dance.	others using correct technical language.				
--	--	--	--	--	--	--