



Physical Education curriculum coverage overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Name of topic:	Gymnastics 1	Gymnastics 2	Dance 1	Dance 2	Games	Games
Curriculum objective/s: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> perform dances using simple movement patterns. 	<ul style="list-style-type: none"> perform dances using simple movement patterns. 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending
Curriculum skills: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.	Children can make body tense, relaxed, curled and stretched. Children can control my body when travelling. Children can control my body when balancing. Children can climb safely. Children can plan and show a sequence of movements.	Children can make body tense, relaxed, curled and stretched. Children can control my body when travelling. Children can control my body when balancing. Children can climb safely. Children can plan and show a sequence of movements.	Children can move to music. Children can make up a short dance sequence. Children can dance imaginatively. Children can move around the space safely.	Children can move to music. Children can make up a short dance sequence. Children can dance imaginatively. Children can move around the space safely.	Children can hit a ball with a bat. Children can throw in different ways. Children can use hitting, kicking and/or rolling in game. Children can follow rules.	Children can hit a ball with a bat. Children can throw in different ways. Children can use hitting, kicking and/or rolling in game. Children can follow rules.
Year 2						
Name of topic:	Dance	Games	Gymnastics	Gymnastics	Dance	Games
Curriculum objective/s: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	<ul style="list-style-type: none"> perform dances using simple movement patterns. 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> perform dances using simple movement patterns. 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending
Curriculum skills: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes	Children can change rhythm, speed, level and direction. Children can dance with control	Children can stay in a 'zone' during a game. Children can decide where	Children can stay in a 'zone' during a game. Children can decide where the	Children can stay in a 'zone' during a game. Children can decide	Children can change rhythm, speed, level and direction.	Children can stay in a 'zone' during a game. Children can decide where



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specified in the relevant programme of study.	and co-ordination. Children can make a sequence by linking sections together. Children can link some movements to show a mood or feeling.	the best place to be is during a game. Children can use one tactic in a game. Children can follow rules.	best place to be is during a game. Children can use one tactic in a game. Children can follow rules.	where the best place to be is during a game. Children can use one tactic in a game. Children can follow rules.	Children can dance with control and co-ordination. Children can make a sequence by linking sections together. Children can link some movements to show a mood or feeling.	the best place to be is during a game. Children can use one tactic in a game. Children can follow rules.
Year 3						
Name of topic:	Invasion Games	Gymnastics	Dance	Net and Wall Games	Striking and Fielding	Athletics
Curriculum objective/s: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
Curriculum skills: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.	Children are aware of space and use it to support teammates and cause problems for the opposition. Children can catch with one hand. Children can throw and catch accurately. Children can move to find a space when they are not in possession during the game.	Children can adapt sequences to suit different types of apparatus and their partner's ability. Children can work in a controlled way. Children can work with a partner to create, repeat and improve a sequence with a least three phrases.	Children can improvise freely, translating ideas from a stimulus into movement. Children can share and create phrases with a partner and in small groups. Children can repeat, remember and perform these phrases in a dance.	Children are aware of space and use it to support teammates and cause problems for the opposition. Children can catch with one hand. Children can throw and catch accurately. Children can move to find a space when they are not in possession during the game.	Children are aware of space and use it to support teammates and cause problems for the opposition. Children can catch with one hand. Children can throw and catch accurately. Children can move to find a space when they are not in possession during the game.	Children can link running and jumping activities with some fluency, control and consistency. Children can throw a variety of objects, changing their actions for accuracy and distance. Children can run over a long distance.



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Year 4						
Name of topic:	Invasion Games	Gymnastics	Dance	Net and Wall Games	Striking and Fielding	Athletics
<p>Curriculum objective/s: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
<p>Curriculum skills: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	<p>Children can hit a ball accurately and with control. Children can keep possession of the ball. Children can vary tactics and adapt skills according to what is happening. Children can choose the best tactics for attacking and defending.</p>	<p>Children can include change of speed. Children can include change of direction. Children can include a range of shapes. Children can follow a set of 'rules' to produce a sequence. Children can combine actions, balance and shape.</p>	<p>Children can work on their movements and refine them. Children can compose their own dances in a creative and imaginative way. Their movements are controlled.</p>	<p>Children can hit a ball accurately and with control. Children can keep possession of the ball. Children can vary tactics and adapt skills according to what is happening. Children can choose the best tactics for attacking and defending.</p>	<p>Children can hit a ball accurately and with control. Children can keep possession of the ball. Children can vary tactics and adapt skills according to what is happening. Children can choose the best tactics for attacking and defending.</p>	<p>Children can sprint over a short distance. Children can throw in different ways. Children can hit a target. Children can jump in different ways. Children can combine running and jumping.</p>
Year 5						
Name of topic:	Invasion Games (Netball/Football)	Games-Striking and Fielding	Dance (working in groups)	Gymnastics- Creating longer sequences	Invasion Games (Basketball)	Athletics
<p>Curriculum objective/s: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different</p>	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, 	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength,



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physical activities and sports and learn how to evaluate and recognise their own success.	<p>tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	improvement to achieve their personal best.	through athletics and gymnastics]	<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	technique, control and balance [for example, through athletics and gymnastics]
<p>Curriculum skills:</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	<p>Children can gain possession by working as a team.</p> <p>Children can pass in different ways.</p> <p>Children can use forehand and backhand with a racket.</p> <p>Children can use a number of techniques to pass, dribble and shoot.</p>	<p>Children can gain possession by working as a team.</p> <p>Children can pass in different ways.</p> <p>Children can use forehand and backhand with a racket.</p> <p>Children can use a number of techniques to pass, dribble and shoot.</p>	<p>Children can perform to an accompaniment, expressively and sensitively.</p> <p>Their movements are controlled.</p> <p>Their dance shows clarity, fluency, accuracy and consistency.</p>	<p>Children can make complex or extended sequences.</p> <p>Children can perform consistently to different audiences.</p> <p>Their movements are accurate, clear and consistent.</p>	<p>Children can gain possession by working as a team.</p> <p>Children can pass in different ways.</p> <p>Children can use forehand and backhand with a racket.</p> <p>Children can use a number of techniques to pass, dribble and shoot.</p>	<p>Children are controlled when taking off and landing in a jump.</p> <p>Children can throw with accuracy.</p> <p>Children can follow specific rules.</p>
Year 6						
Name of topic:	Gymnastics-Composition	Gymnastics-Creating longer sequences.	Dance-Compose and Perform	Net and Wall games	Invasion Games (min versions)	Athletics
<p>Curriculum objective/s:</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

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				and within a team		
Curriculum skills: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.	Children can explain complicated rules. Children can make a team plan and communicate it to others. Children can lead others in a game situation.	Children can combine their own work with that of others. Children can link their sequences to specific timings.	Children can combine their own work with that of others. Children can link their sequences to specific timings.	Children can develop imaginative dances in a specific style. Children can choose their own music, style and dance.	Children can explain complicated rules. Children can make a team plan and communicate it to others. Children can lead others in a game situation.	Children can demonstrate stamina. Children can use their skills in different situations.