



Pilgrims' Way Primary School

Whole School PE Overview 20/21



Year	Games	Dance	Gymnastics	Athletics	Swimming
EYFS	Physical development ELG Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.				
1	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Can throw and catch a ball with a partner Can move fluently by changing direction and speed easily and avoiding collisions Can show control and accuracy with the basic actions for rolling, underarm throwing Can strike and kick a ball with control Develop tactics. Lead others when appropriate. 	<ul style="list-style-type: none"> Can explore movements Can move confidently and safely Can perform phrases Can discuss dance ideas 	<ul style="list-style-type: none"> Can move with control and have awareness of space Can know how to carry and place equipment Can perform movement phrases using a range of body parts and actions Can jump in a variety of ways and land with some control and balance Be able to hold balances Can watch, copy and describe what others have done Link two or more actions to make a sequence 	<ul style="list-style-type: none"> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. 	



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				<ul style="list-style-type: none"> • Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. • Land safely and with control. • Work with a partner to develop the control of their jumps. 	
2	<ul style="list-style-type: none"> • Can pass a ball accurately to a partner over a variety of distances • Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control • Can show a good awareness of others in running, chasing and avoiding games • Can make simple decisions about when and where to run • I can develop basic tactics for small team games • Can react to situations in a way that helps their 	<ul style="list-style-type: none"> • Can explore, remember and repeat dance actions • Can compose and perform dance and short phrases • Can describe how different dance movements make them feel • Can watch and describe dance phrases and dances and use what they learn to improve • Choose appropriate movements to communicate mood, feelings and ideas 	<ul style="list-style-type: none"> • Can move safely and with confidence • Can know how to carry, lift and place equipment • Travel by rolling forwards, backwards and sideways • Hold a position whilst balancing on different points of the body • Develop flexibility through rolls and stretches • Use obtained knowledge of gymnastics to create more complex sequences • Can watch, copy and describe what others have done 	<ul style="list-style-type: none"> • Run at different paces, describing the different paces. • Use a variety of different stride lengths. • Travel at different speeds. Begin to select the most suitable pace and speed for distance. • Complete an obstacle course. • Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Be able to maintain and control a run over different distances. 	



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	<p>partners and makes it difficult for their opponent</p>		<ul style="list-style-type: none"> • Can improve their work using information they have gained by watching and listening 	<ul style="list-style-type: none"> • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Investigate the best jumps to cover different distances. • Choose the most appropriate jumps to cover different distances. • Know that the leg muscles are used when performing a jumping action. 	
3	<ul style="list-style-type: none"> • Can throw and catch the ball with control and accuracy • Start to explore different ways of passing the ball (e.g. 	<ul style="list-style-type: none"> • Can improvise freely on their own or with a partner. • Attempt to translate abstract ideas into a dance, including 	<ul style="list-style-type: none"> • Can improve the quality of their actions, body shapes and balance through understanding of their own bodies 	<ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. 	



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	<p>chest push, bounce pass etc)</p> <ul style="list-style-type: none"> • Understand and follow rules of games, including fair play • Can travel whilst bouncing a ball showing control (e.g. basketball) • Can use a range of skills to help them keep possession and control of the ball • Maintain possession of a ball • Pass ball to team mates when appropriate • Can, in pairs, make up a game and play a simple rallying game • Can choose good places to stand when receiving, and give reasons for their choice 	<p>moods, feelings and ideas independently</p> <ul style="list-style-type: none"> • Can create and link phrases using a simple dance structure. • Can perform dances with an awareness of rhythm on their own or in a group. • 	<ul style="list-style-type: none"> • Can know the importance of strength in different parts of the body • Can recognise how their work can be improved • Refine movements into sequences • Show changes in speed, direction and level during performances • Can make simple judgments on their own and others work • I can use equipment in a variety of ways (e.g. vaults and balances) 	<ul style="list-style-type: none"> • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control 	
4	<ul style="list-style-type: none"> • Can use different types of passing the ball with control • Strike a ball with intent and throw it more accurately 	<ul style="list-style-type: none"> • Can confidently translate abstract ideas into a dance • Use composed dances as a stimulus 	<ul style="list-style-type: none"> • Travel in a variety ways including flight via transfer of weight • Use equipment in a variety of ways (e.g. vaults and balances) 	<ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting. • Carry out an effective sprint finish. 	



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	<p>when bowling and/or fielding</p> <ul style="list-style-type: none"> • Can travel whilst bouncing a ball as well as exhibiting evasion techniques • Attempts to obtain possession of ball by starting to understand defensive techniques • Can keep and use rules they are given • Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height 	<p>to create smaller routines</p> <ul style="list-style-type: none"> • Can explain the importance of warming up • Can evaluate their own and others performances and comment on improvements 	<ul style="list-style-type: none"> • Plan and perform and repeat sequences • Move in a clear, fluent and expressive manner • Can create gymnastic sequences that meet a theme or set of objectives (e.g. topic, poem) • Can develop a range of actions, body shapes and levels and include in a performance • Can describe how their body reacts to different situations (e.g. their muscles) • Can suggest ways performances can be improved • Can evaluate their work and quality of their performance 	<ul style="list-style-type: none"> • Perform a relay, focusing on the baton changeover technique. • Speed up and slow down smoothly. • Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control. • Begin to measure the distance jumped. 	
5	<ul style="list-style-type: none"> • Use different ball passing skills in the context of a game • Can travel with a ball showing changes of speed and directions 	<ul style="list-style-type: none"> • Can explore ideas from different dance styles. • Can compose imaginative dance sequences and 	<ul style="list-style-type: none"> • Can perform actions in a fluent and consistent performance • Can create sequences and adapt to variables such as 	<ul style="list-style-type: none"> • Accelerate from a variety of starting positions and select their preferred position. • Identify their reaction times when 	



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	<p>using either foot or hand</p> <ul style="list-style-type: none"> • Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow • Can work alone or with team mates in order to gain possession by competently marking opponent • Can strike a ball with accuracy in a range of different games (e.g. hockey) • Can hit the ball from both sides of the body 	<p>perform them expressively.</p> <ul style="list-style-type: none"> • Can organise their own warm up and cool down to suit activities. • Can understand why it's important to warm up. • explore and create characters and narratives through interpretive dance 	<p>feedback, the needs of a partner and the implementation of equipment</p> <ul style="list-style-type: none"> • Can evaluate and improve their own and others work • Understand centre of gravity and use this to create interesting body shape • Create complex and well executed sequences including: <ul style="list-style-type: none"> > Travelling > Balances > Bending > Stretching > Twists > Rolls • I can use equipment in a variety of ways (e.g. vaults and balances) • Can combine and perform gymnastic actions, shapes and balances fluently. • Can develop their own sequences • Can suggest ways of improvements (self-evaluating and peer 	<p>performing a sprint start.</p> <ul style="list-style-type: none"> • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. • Identify and demonstrate stamina, explaining its importance for runners • Improve techniques for jumping for distance. • Perform an effective standing long jump. • Perform the standing triple jump with increased confidence. • Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. 	
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			evaluating). Use ideas to practise and refine gymnastics techniques learnt	<ul style="list-style-type: none"> Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques 	
6	<ul style="list-style-type: none"> Confidently use a range of passes during games which are appropriate Can dribble effectively around obstacles and opponents Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques Perform skills with accuracy, confidence and control Can combine and perform skills with control, adapting them to meet the needs of the situation Play shots on both sides of the body 	<ul style="list-style-type: none"> Can explore, improvise and combine movements. Can create multiple structures in various sections of dance. Can understand why dance is good for fitness. Can comment on their own work and the work of others. Using feedback to improve Identify the muscles being warmed up during stretches 	<ul style="list-style-type: none"> Create complex and well executed sequences that include a range of: Springing Flight Rotations Linking shapes Vaults Rolls/flips Hold shapes that are strong, fluent and expressive I Can vary speed, direction, level and body rotation during floor performances I can use equipment in a variety of ways (e.g. vaults and balances) 	<ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations



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	<p>including hitting a ball with forehand and backhand</p> <ul style="list-style-type: none"> • Can play games showing tactical awareness and knowledge of rules and scoring • Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation • Can choose when to pass or dribble, so that they keep possession and make progress towards the goal • Field, defend and attack tactically by anticipating the direction of play 			<ul style="list-style-type: none"> • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. • Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. • Land safely and with control. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Perform and apply different types of jumps in other contexts. • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. 	
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