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| **College Town Primary School - PE Yearly Overview** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Multi Sports (Outside)**  Catch a large ball.  Throw a large ball overarm, using the correct technique  Hit a large ball, using the correct technique | **Dance**  Link skills and actions in different ways to suit different activities    Establish sequences of actions and skills which have a clear beginning, middle and ending  Describe and comment on performance | **Gymnastics**  Hold a balance whilst walking along a straight line  Establish sequences of actions and skills which have a clear beginning, middle and ending  Describe and comment on performance | **Racket and Ball Skills**  Catch a large ball.  Throw a large ball overarm, using the correct technique  Hit a large ball, using the correct technique | **Athletics**  Zig zag through a series of markers spaced evenly, about 2m apart  Hop on the spot using the same foot  Jump for distance, Jump for height  Catch a bean bag | **Athletics**  Zig zag through a series of markers spaced evenly, about 2m apart  Hop on the spot using the same foot  Jump for distance, ump for height  Catch a bean bag |
| **Year 2** | **Multi Sports (Outside)**  Catch a small ball  Throw a small ball overarm, using the correct technique  Hit a small ball, using the correct technique | **Dance**  Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)  Compare his/her performance with others. | **Gymnastics**  Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)  Compare his/her performance with others. | **Racket and Ball Skills**  Catch a small ball  Throw a small ball overarm, using the correct technique  Hit a small ball, using the correct technique | **Athletics**  Zig zag through a series of tightly spaced markers  Hop along a straight line using the same foot  Jump for distance controlling the landing  Jump for height with a controlled landing  Catch a small ball  Throw a small ball overarm, using the correct technique. | **Athletics**  Zig zag through a series of tightly spaced markers  Hop along a straight line using the same foot  Jump for distance controlling the landing  Jump for height with a controlled landing  Catch a small ball  Throw a small ball overarm, using the correct technique |
| **Year 3** | **Hockey**  Set more challenging goals and evaluate his/her achievements.  Create a ‘step to success’ approach to achieving success.  Understand that determination and perseverance are needed to overcome a challenge.  Share his/her own considered point of view and listen to and consider other people’s opinions. | **Gymnastics**  Set more challenging goals and evaluate his/her achievements.  Create a ‘step to success’ approach to achieving success.  Understand that determination and perseverance are needed to overcome a challenge.  Share his/her own considered point of view and listen to and consider other people’s opinions.  Balance on one foot. | **Dance**  Set more challenging goals and evaluate his/her achievements.  Create a ‘step to success’ approach to achieving success.  Understand that determination and perseverance are needed to overcome a challenge.  Share his/her own considered point of view and listen to and consider other people’s opinions.  Balance on one foot. | **Netball**  Set more challenging goals and evaluate his/her achievements.  Create a ‘step to success’ approach to achieving success.  Understand that determination and perseverance are needed to overcome a challenge.  Share his/her own considered point of view and listen to and consider other people’s opinions. | **Striking and Fielding**  Set more challenging goals and evaluate his/her achievements.  Create a ‘step to success’ approach to achieving success.  Understand that determination and perseverance are needed to overcome a challenge.  Share his/her own considered point of view and listen to and consider other people’s opinions. | **Athletics**  Set more challenging goals and evaluate his/her achievements.  Create a ‘step to success’ approach to achieving success.  Understand that determination and perseverance are needed to overcome a challenge.  Share his/her own considered point of view and listen to and consider other people’s opinions. |
| Year 4 | **Netball**  Apply skills and tactics in combination with a partner or as part of a group/team.  Comment on skills and techniques applied in his/her own and other’s work and use this understanding to improve performance.  Pass a ball from chest height to a partner. | **Gymnastics**  Complete a forward roll and land on the feet.  Skip forwards in a fluid motion.  Apply skills and tactics in combination with a partner or as part of a group/team.  Comment on skills and techniques applied in his/her own and other’s work and use this understanding to improve performance. | **Swimming**  Perform a sequence of changing shapes whilst floating on the surface.  Swim approx. 10m using a range of different strokes (back/breast/front crawl). | **Swimming**  Perform a sequence of changing shapes whilst floating on the surface.  Swim approx. 10m using a range of different strokes (back/breast/front crawl). | **Badminton**  Apply skills and tactics in combination with a partner or as part of a group/team.  Comment on skills and techniques applied in his/her own and other’s work and use this understanding to improve performance. | **Athletics**  Pass a ball from chest height to a partner.  Apply skills and tactics in combination with a partner or as part of a group/team.  Comment on skills and techniques applied in his/her own and other’s work and use this understanding to improve performance. |
| **Year 5** | **Dance**  Perform a sequence of one footed leaps  Gallop with a fluid motion  Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy  When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.  Develop interest in participating in sports activities and events at a competitive level. | **Gymnastics**  Perform a sequence of one footed leaps  Gallop with a fluid motion  Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy  When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.  Develop interest in participating in sports activities and events at a competitive level. | **Tag Rugby**  Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy  When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.  Develop interest in participating in sports activities and events at a competitive level. | **Hockey**  Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy  When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.  Develop interest in participating in sports activities and events | **Cricket**  Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy  When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.  Develop interest in participating in sports activities and events at a competitive level. | **Athletics**  Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy  When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.  Develop interest in participating in sports activities and events at a competitive level. |
| **Year 6** | **Tag Rugby**  Perform a 'drop-kick'.  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.  Analyse, modify and refine skills and techniques and how these are applied.  Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. | **Hockey**  Strike a ball with a range of bats for accuracy and distance.  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.  Analyse, modify and refine skills and techniques and how these are applied.  Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. | **Gymnastics**  Develop flexibility, strength, technique, control and balance.  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.  Analyse, modify and refine skills and techniques and how these are applied.  Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. | **Basket Ball**  Perform a 'basketball dribble'.  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.  Analyse, modify and refine skills and techniques and how these are applied.  Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. | **Cricket**  Strike a ball with a range of bats for accuracy and distance.  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.  Analyse, modify and refine skills and techniques and how these are applied.  Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. | **Athletics**  Use running, jumping, throwing and catching in isolation and in combination.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  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.  Analyse, modify and refine skills and techniques and how these are applied.  Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. |