

# Ormesby Primary School

## Physical Education Curriculum Overview with skills and Knowledge

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery							On-site Learning
	<p><u>Rationale</u> - Children will be practicing showing good control over their movements, both large and small. They will also be thinking about and negotiating space and moving in a range of ways This will be through gym, yoga, bean/bags skills, balancing, dance</p>						Yoga Warriors
	<p><u>Skills</u> – To move freely with pleasure and to be confident in moving in a range of different ways, for example: slithering, crawling, hopping, skipping, running, sliding, shuffling. Fundamental Movement Skills- Core strength, balance, large- and small-scale movements</p>						Off-Site Learning Visitors
	<p><u>Vocabulary</u> – Jump, hop, skip, slither, roll, stop, balance, slide, space, movement</p>						TBC
	<p><u>Knowledge-</u></p> <ul style="list-style-type: none"> <li>To know about, and understand the importance of personal space</li> <li>To know how my body can make different shapes and to move in different ways</li> <li>To know the effects and changes in my body</li> <li>To use tools and equipment safely</li> <li>To know how to use the space when moving about</li> <li>To know how to sit with my legs crossed</li> <li>To know how to walk up and down stairs, using opposite feet</li> </ul>						
Reception	<b>Dance Walking</b>	<b>Hands 1 Ball Skills Ourselves</b>	<b>Hands 2 Ball Skills High, Low, under, over</b>	<b>Gymnastics Games for Understanding</b>	<b>Jumping Locomotive Feet 1</b>	<b>Yoga</b>	On-site learning Yoga Warriors Multi-Skills After-school clubs
	<p><u>Rationale</u> - Children will be practicing showing good control over their movements, both large and small. They will also be thinking about and negotiating space and moving in a range of ways This will be through gym, yoga, bean/bags skills, balancing, dance</p>						EYFS Festival Days
	<p><u>Skills</u> – Experiment with different ways of moving and traveling, jump and land on both feet landing appropriately, negotiating space, changing direction, moving over and under using different parts of their bodies with confidence, climbing over and under large- and small-scale apparatus, showing control when pushing, patting, throwing, negotiating space safely</p>						Off-site learning
	<p><u>Vocabulary</u> - balance, hop, jump, move, control, travelling, climb, over, under, speed, direction, push, pull</p>						EYFS Festival Mornings
	<p><u>Knowledge-</u></p> <ul style="list-style-type: none"> <li>To know about, and understand the importance of personal space</li> <li>To know how to shape my body to move in different directions</li> <li>To know and understand the effects of exercise on my body</li> <li>To know how to use equipment safely</li> <li>To know how to use the space when moving around</li> </ul>						Visitors TBC
Year 1							On-site learning Multi-Skills After-School Clubs
	<b>Hands 1 Hands 2</b>	<b>Jumping Running 1</b>	<b>Games for Understanding</b>	<b>Gymnastics Health and Well-</b>	<b>Dance Feet 1</b>	<b>Team Building Racket and Bat</b>	

		<b>being</b>		<b>Off-site learning</b>
	<u>Rationale</u> - Children will be practising using their hands to throw, catch, move using their hands Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children will learn about games and rules that apply to those games. The children will be able to move with confidence through movements. They will develop their balance and co-ordination and master basic skills related to movement. Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> -The children will be learning about movements, routines, balancing. The children will be using different size bats, racquets and balls to strike a ball correctly. The children will participate in team games and develop simple tactics for attacking and defending. Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.	<b>KS1 Sporting festivals</b>
	<u>Skills</u> – To kick/throw/roll/hoop/catch a ball or bean bag with confidence and more accuracy	<u>Skills</u> – To show control and coordination when travelling or balancing in different ways. To stretch, curl, balance	<u>Skills</u> – To move carefully, confidently and more control, to move and make up a short sequence or movements and perform a short dance To kick/throw/roll/hoop/catch a ball or bean bag with confidence and more accuracy.	<b>Visitors</b> TBC
	<u>Vocabulary</u> - Throw, catch, move,	<u>Vocabulary</u> - Balance, floor, apparatus, stretch, curl, travel,	<u>Vocabulary</u> – Improve performance, kick, throw, catch, move curl, stretch, travel, balance	
	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>• I can catch with confidence</li> <li>• I can throw underarm</li> <li>• I can hit with a bat</li> <li>• I can catch with both hands</li> <li>• I can move with care</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>• I can move and stop safely</li> <li>• I can use equipment safely</li> <li>• I can move with control and care</li> <li>• I can control my body when travelling and balancing.</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>• I can move to music with rhythm</li> <li>• I can copy dance moves</li> <li>• I can move safely in a space</li> <li>• I can make my body curl, tense. Stretch and relax</li> <li>• I can catch with confidence</li> <li>• I can throw underarm</li> <li>• I can hit with a bat</li> <li>• I can catch with both hands</li> <li>• I can move with care</li> </ul>	

<b>Year 2</b>	<b>Dance</b> <b>Hands 1 Balls skills</b> <b>Health and Well-being</b> <b>hands 2</b>	<b>Gymnastics</b> <b>Team Building</b> <b>Jumping</b> <b>Games for understanding</b>	<b>Dodging</b> <b>Athletics</b> <b>Feet1</b> <b>Racket and Bat</b>	<b>On-site learning</b> <b>Multi-Skills After-School clubs</b> <b>Dance/Gymnastics After-School Clubs</b>
	<u>Rationale</u> - Children will be practising using their hands to throw, catch, and move using their hands. The children showing progression with throwing and catching  Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children will learn about games and rules that apply to those games. The children will be able to move with confidence through movements. They will develop their balance and co-ordination, master basic skills related to movement and begin to model two-part sequences. Children will understand the importance of comparing their pervious learning and	<u>Rationale</u> - The children will be learning about movements, routines, balancing. The children will be using different size bats, racquets and balls to strike a ball correctly. The children will participate in team games and develop simple tactics for attacking and defending.  Children will understand the importance of comparing their pervious learning and	<b>Off-site learning</b>  <b>Year 2 Sporting Festivals</b> <b>Fun sporting mornings</b>

		demonstrate improvement to achieve their personal best.	demonstrate improvement to achieve their personal best.	<b>Visitors</b> TBC
	<u>Skills</u> – I can learn to perform a given dance routine. I can bounce (using the correct hand grip) and catch a ball whilst standing still. I can dribble a ball whilst travelling.	<u>Skills</u> – I can jump and land appropriately, landing on two feet and to bend my knees. I can direct a ball to my partner. I can understand simple rules and positions	<u>Skills</u> – I can direct a ball to a peer using my feet. I can control a ball using my feet. I can strike a ball with more accuracy. I can understand and attempt different athletic Sports	
	<u>Vocabulary</u> – rhythm, moving, sequence Dribble, bounce, hand, grip	<u>Vocabulary</u> – Balance tension, routine, direction, rules	<u>Vocabulary</u> – Pass, control, strike	
	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can change rhythm, speed, direction in my routine</li> <li>I can dance with control and co-ordination</li> <li>I can work with a partner or on my own</li> <li>I can talk about the similarities and differences between my routine and others</li> <li>I can move with more accuracy and travel</li> <li>I can find space to bounce and catch a ball correctly</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can change rhythm, speed, direction in my routine</li> <li>I can move with more co-ordination and fluency</li> <li>I can work as a team and think about the rules of the games</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can pass with more accuracy to my peers</li> <li>I can follow rules</li> <li>I can jump or run from a distance and control my landing</li> <li>I can Zig Zag through a sequence of small, placed cones.</li> </ul>	
<b>Year 3</b>	<b>Dance</b> <b>Cricket</b> <b>Netball</b> <b>Tag Rugby</b>	<b>Basketball</b> <b>Football</b> <b>Tennis</b> <b>Orienteering</b>	<b>Gymnastics</b> <b>Rounders</b> <b>Hockey</b> <b>Athletics</b>	<b>On-site learning</b> <b>Dance After-School Clubs</b> <b>Basketball After-School Clubs</b> <b>Gymnastics After-School Clubs</b>  <b>Off-site learning</b> <b>Year 3 Sporting Festivals</b>  <b>X-country</b> <b>Cricket</b> <b>Athletics</b> <b>Rounders</b> <b>Football</b>
	<u>Rationale</u> - Children will be expanding their knowledge and confidence, showing this through fluent movements and routines of a range of movement patterns. The children will learn team games, passing, positions, defense and attack. They will develop an understanding that tag rugby is a non-contact sport. Children will understand the importance of comparing their previous learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children to learn how to use a map, compass, symbols and practice utilising their subject knowledge linked to Maths and Geography. To hold a racquet correctly and to strike a ball with more accuracy.  Children will understand the importance of comparing their previous learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children learn how to strike a ball using a bat. They will develop their balance and co-ordination and master basic skills related to movement. Children to start to understand the different positions in Hockey.  Children will understand the importance of comparing their previous learning and demonstrate improvement to achieve their personal best.	
	<u>Skills</u> – I can learn to perform a dance with fluency. I can pass a ball using a chest pass. I can bounce a ball once bounce with accuracy. I can explain the rules of Netball	<u>Skills</u> – I can hold a racquet correctly. I can use a racquet effectively to hit a ball. I can throw a ball with power and accuracy. I can read a	<u>Skills</u> – I can perform a teddy bear roll. I can use a variety of rolls in a routine. I can throw and catch with accuracy. I can understand the rules of Hockey and key positions. I can make a routine	

		map or instructions.	with gracefulness and balance and core strength.	<b>Gymnastics</b> <b>Football</b>
	<u>Vocabulary</u> – Balance, tension, land, routine, Chest pass, bounce, pass	<u>Vocabulary</u> – Racquet, ball, net, court, map, direction, symbols	<u>Vocabulary</u> – Bat, ball, attack, defend, score, run, jump,	<b>Visitors</b>
	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can share and create a routine on my own or in a small group.</li> <li>I can adapt ideas to my routine</li> <li>I can repeat, remember and perform from memory</li> <li>I can remember the positions and understand the rules of Netball</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can pass a ball with accuracy</li> <li>I can throw and catch with control</li> <li>I can use the understand rules with fairness.</li> <li>I can work as a team</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can understand the different positions in all games and explain these.</li> <li>I can throw and catch with greater accuracy</li> <li>I can make a routine move with fluidity and gracefulness.</li> </ul>	<b>TBC</b>
<b>Year 4</b>	<b>Gymnastics</b> <b>Tag Rugby</b>	<b>Dance</b> <b>Tennis</b>	<b>Hockey</b> <b>Orienteering</b>	<b>Athletics</b> <b>Football</b>
	<b>Basketball</b> <b>Netball</b>			<b>Rounders</b> <b>Cricket</b>
	<u>Rationale</u> - Children to move with greater understanding and rhythm in Gymnastics. They will develop their balance and co-ordination and master basic skills related to movement. Children show basic skills in Netball and Basketball and build on these to show greater understanding. Children develop their knowledge of tag rugby by travelling and moving with increasing control accuracy. Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children move with confidence and fluidity during dance whilst working collaboratively to enhance their skills. Children build on previous learning and show greater knowledge for Hockey, passing with control and accuracy. Children to be able to use their Mathematical and Geography Knowledge when using a map and symbols  Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children to build on previous learning for striking a ball with bat with more control and precision. For children to show knowledge built from previous session for Athletics, showing skills and accuracy.  Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.	<b>On-site learning</b> <b>Dance After-School Clubs</b> <b>Basketball After-School Clubs</b> <b>Gymnastics After-School Clubs</b>  <b>Off-site learning</b>  <b>Sporting Festivals</b>  <b>X-country</b> <b>Netball</b> <b>Cricket</b> <b>Athletics</b> <b>Rounders</b> <b>Football</b> <b>Gymnastics</b> <b>Dance</b> <b>Tri Golf</b>
	<u>Skills</u> – I can build a longer routine and add in chosen parts. I can make the routine more complex. I can add different actions. I can pass, travel with more accuracy.	<u>Skills</u> – I can use a map to find a given target/s I can use a four-point compass. I can work as part of a team. I can use my knowledge to make a complex routine. I can strike a ball with power and accuracy.	<u>Skills</u> – I can pass a ball with my feet with more accuracy to my team. I can strike a ball, defend or save a ball with control. I can choose the best pace for running, jumping, landing	<b>Visitors</b>
	<u>Vocabulary</u> – Travel, balance, routine, end, throw, catch, move, score	<u>Vocabulary</u> – travel, routine, balance, tension, jump, direction, style	<u>Vocabulary</u> – Jump, throw, run, pace, wicket, bowler, over arm	<b>TBC</b>
	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can work in a controlled way</li> <li>I can change direction, speed and change shapes.</li> <li>I can work and create work with a</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can improve a sequence with at least three phases</li> <li>I can work as a team and make a sequence more complex</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can pass and score with accuracy</li> <li>I can keep possession of a ball</li> <li>I can throw and catch</li> <li>I can run longer distances</li> </ul>	

	partner.	<ul style="list-style-type: none"> <li>I can pass and score as a team</li> <li>I can talk about the four-points of a compass</li> <li>I can follow a map and symbols</li> </ul>					
Year 5	<b>Tag Rugby</b> <b>Netball</b>	<b>Tennis</b> <b>Football</b>	<b>Dance</b> <b>Hockey</b>	<b>Gymnastics</b> <b>Orienteering</b>	<b>Basketball</b> <b>Rounders</b>	<b>Kwik Cricket</b> <b>Athletics</b>	<b>On-site learning</b> <b>Football After-School Clubs</b> <b>Dance After-School Clubs</b> <b>Gymnastics After-School Clubs</b> <b>Dance After-School Clubs</b>
Swimming							<b>Sports Coaches</b>  <b>Off-site learning</b>  <b>Sporting Festivals</b> <b>Tag Rugby</b> <b>X-country</b> <b>In Door Athletics</b> <b>Basketball</b> <b>Netball</b> <b>Cricket</b> <b>Athletics</b> <b>Rounders</b> <b>Football</b>
	<u>Rationale</u> - Children to build on their understanding of the basic rules in Tag Rugby, understand this is a non-contact sport and to show a greater understanding of the importance of teamwork. Children show greater understanding of how to hold a racquet and to be able to hit a ball with more accuracy.  Children will understand the importance of comparing their previous learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children move with greater rhythm and co-ordination when creating a routine. They will use this understanding to develop both isolation and combinations. Children combine their previous knowledge to create rhythmical routines. Children use their Mathematical and Geography knowledge to read a map with confidence, recognising symbols and grid references.  Children will understand the importance of comparing their previous learning and demonstrate improvement to achieve their personal best.	<u>Rationale</u> - Children to be able to demonstrate understanding and knowledge of basketball, throwing, passing and dribbling. These skills will develop through increasing control and precision. Children show greater ability in track and field events. Children hit the ball with precision.  Children will understand the importance of comparing their previous learning and demonstrate improvement to achieve their personal best.				
	<u>Skills</u> – I can hold a racquet correctly and hit the ball with accuracy. I can pass a rugby ball with the correct hands, travelling backwards. I can work as team to score a try	<u>Skills</u> – My dance can match the mood of the music more accurately. I can refine my dance with style and artistic intension. I can use a map correctly to find symbols and objects. I can use a four-point compass.	<u>Skills</u> – I can throw from distance to my team. I can combine throwing, jumping and running well.				
	<u>Vocabulary</u> – Try, rugby ball, racquet, ball	<u>Vocabulary</u> – Routine, sequence, performance, flag, map, north, east, south, west, grid reference.	<u>Vocabulary</u> – bounce, throw, pass, wicket, stumps, run, over, run, jump				<b>Visitors</b>  <b>TBC</b>
	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can use forehand and backhand with a racquet</li> <li>I can score a try and play as a team, passing the rugby ball correctly.</li> <li>I can understand the rules of Tag Rugby and why tags are used.</li> <li>I can gain possession for my team to gain advantage</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can perform to an accompaniment my dance shows clarity, fluency, accuracy and consistency.</li> <li>I can compose my dance moves in a creative way.</li> <li>I can work as a team for find different symbols and objects</li> </ul>	<u>Knowledge-</u> <ul style="list-style-type: none"> <li>I can control my take-off and landing</li> <li>I can throw with accuracy</li> <li>I can combine running and jumping effectively</li> <li>I can pass in different ways</li> </ul>				

Year 6	Gymnastics Netball	Basketball Tag Rugby	Hockey Tennis	Dance Orienteering	Athletics Cricket	Rounders Football
	<p><u>Rationale</u> - Children create a routine with fluidity, balance and co—ordination. They will use this understanding to develop both isolation and combinations. They consider all aspects learnt when choreographing a dance/gymnastics routine and perform with accuracy and precision. Children play, pass, throw and catch and play as a team and with increasing control. Children will consider their spatial awareness when playing invasion games.</p> <p>Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.</p>	<p><u>Rationale</u> - Children to pass and score with accuracy and show greater understanding for Hockey. Children use Mathematical and Geography Knowledge to help with grid references. Children will build on their prior knowledge of reading a map with confidence, recognising symbols and grid references. Through this, they will enhance their teamwork and geographical knowledge.</p> <p>Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.</p>	<p><u>Rationale</u> - Children to be able to demonstrate understanding and knowledge of basketball, throwing, passing and dribbling. Children show greater ability in track and field events. Children hit the ball with precision.</p> <p>Children will understand the importance of comparing their pervious learning and demonstrate improvement to achieve their personal best.</p>			<p><b>On-site learning</b>  <b>Football After-School Clubs</b>  <b>Dance After-School Clubs</b>  <b>Gymnastics After-School Clubs</b>  <b>Dance After-School Clubs</b></p> <p><b>Sports Coaches</b></p> <p><b>Off-site learning</b>  <b>Sporting Festivals</b>  <b>Tag Rugby</b>  <b>X-country</b>  <b>In Door Athletics</b>  <b>Basketball</b>  <b>Netball</b>  <b>Cricket</b>  <b>Athletics</b>  <b>Rounders</b>  <b>Football</b></p>
	<p><u>Skills</u> – I link and adapt actions together in a well-timed sequence. I can practise and perform with control. I can play as part of a team. I can throw, pass, move, and score with accuracy.</p>	<p><u>Skills</u> – I can plan with others seeking advice when needed. I can attack, defend and play as a team</p>	<p><u>Skills</u> – I can plan my approach to attacking and defending. I can choose the most appropriate tactics in a game and follow the rules.</p>			
	<p><u>Vocabulary</u> – Routine, balance, backboard</p>	<p><u>Vocabulary</u> – Flag, map, north, south, east, west, grids, compass</p>	<p><u>Vocabulary</u> – bat, ball, wicket, pass, score</p>			
	<p><u>Knowledge-</u></p> <ul style="list-style-type: none"> <li>• I can combine my work with that of other</li> <li>• I can link sequences to specific timings</li> <li>• I can play as a team and use tactics</li> <li>• I can explain rules</li> </ul>	<p><u>Knowledge-</u></p> <ul style="list-style-type: none"> <li>• I can choose my own music and style</li> <li>• I can develop sequences in a specific style</li> <li>• I can defend, attack as a team and explain rules and different positions</li> </ul>	<p><u>Knowledge-</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate stamina</li> <li>• I can strike and throw a ball with a range of different bats and balls</li> <li>• I can analyse, modify and refine skills and techniques and how to apply them.</li> <li>•</li> </ul>			<p><b>Visitors</b></p> <p><b>TBC</b></p>