



## St Gregory's Catholic Primary School – PE Whole School Yearly Overview

| Year Group | PE is taught on a 2 week rolling programme. Please look at Long Term Overview on school website for a breakdown.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS       | <p><b>2 Year Old Nursery</b></p> <ul style="list-style-type: none"><li>• Clap and stamp to music.</li><li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li><li>• Enjoy starting to kick, throw and catch balls.</li><li>• Build independently with a range of appropriate resources.</li><li>• Walk, run, jump and climb – and start to use the stairs independently.</li><li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li><li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li><li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li><li>• Develop manipulation and control.</li></ul> <p><b>3 Year Old Nursery</b></p> <ul style="list-style-type: none"><li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li><li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>• Use large-muscle movements to wave flags and streamers.</li><li>• Start taking part in some group activities which they make up for themselves, or in teams.</li><li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li><li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li><li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li></ul> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Reception – continue to build on the above skills plus:</b></p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Copy, remember and repeat simple actions varying speed and levels.</li> <li>• Begin to construct basic sequences.</li> <li>• Begin to identify differences between my performance and others.</li> <li>• <b>Begin to understand the importance of a warm up and cool down.</b></li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Begin to perform with control and coordination.</li> <li>• Respond imaginatively to stimuli.</li> <li>• Begin to vary dynamics, levels, speed and direction.</li> <li>• <b>Discuss own and others' performances with simple vocabulary.</b></li> </ul> | <p><b>Team games – Invasion games and Net/Wall games.</b></p> <ul style="list-style-type: none"> <li>• Begin to stop and catch a ball with control.</li> <li>• Begin to pass the ball to someone else.</li> <li>• Take part in opposed conditioned games.</li> <li>• <b>Begin to understand about exercising, safety and short-term effects of exercise.</b></li> </ul> | <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Begin to change speed and direction whilst running.</li> <li>• Jump accurately from a standing position.</li> <li>• Begin to throw different objects with one hand.</li> <li>• Recognise a change in temperature and heart rate during exercise.</li> </ul> <p><b>Team Games – Striking &amp; Fielding</b></p> <ul style="list-style-type: none"> <li>• Begin to throw and catch a ball as part of team games.</li> <li>• Begin to hit a ball with a bat.</li> <li>• <b>Start to understand basic rules of a striking and fielding game.</b></li> </ul> |
|        | <p><b>Trip/Hook/Visitor Ideas:</b><br/>KS1 Gymnastics Competition<br/>KS1 Dance festival</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Trip/Hook/Visitor Ideas:</b><br/>Golf Competition<br/>Dodgeball Competition</p>                                                                                                                                                                                                                                                                                   | <p><b>Trip/Hook/Visitor Ideas:</b><br/>KS1 Athletics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 2 | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Copy, remember and repeat actions varying speed and levels</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Team games – Invasion games and Net/Wall games.</b></p> <ul style="list-style-type: none"> <li>• To stop and catch a ball with control.</li> <li>• To pass the ball to someone else.</li> <li>• <b>Take part in opposed conditioned games.</b></li> </ul>                                                                                                         | <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Change speed and direction whilst running.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"> <li>• Select actions to construct sequences including varying speed and levels.</li> <li>• Identify strengths/improvements for own and others performances.</li> <li>• Understand why warming up and cooling down is important and also what is happening to our bodies during exercise.</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• Perform with control and coordination.</li> <li>• Respond imaginatively to a variety of stimuli.</li> <li>• Vary dynamics, levels, speed and direction.</li> <li>• Discuss own and others' performances.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand about exercising, safety and short term effects of exercise.</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Jump accurately from a standing position.</li> <li>• Throw a variety of objects with one hand.</li> <li>• Recognise a change in temperature and heart rate during exercise.</li> </ul> <p>Team Games –Striking &amp; Fielding</p> <ul style="list-style-type: none"> <li>• Throw and catch a ball as part of team games.</li> <li>• Hit a ball with a bat.</li> <li>• Understand basic rules of a striking and fielding game.</li> </ul>                                                   |
|        | <p>Trip/Hook/Visitor Ideas:<br/>KS1 Gymnastics Competition<br/>KS1 Dance festival</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Trip/Hook/Visitor Ideas:<br/>Golf Competition<br/>Dodgeball Competition</p>                                                                                                                                                                                                                | <p>Trip/Hook/Visitor Ideas:<br/>KS1 Athletics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Year 3 | <p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Begin to copy, remember, explore, link and vary ideas with control and coordination.</li> <li>• Work alone and with others to compose sequences.</li> <li>• Begin to identify similarities and differences between own and others' performances.</li> <li>• Understand working safely and why PE is good for health.</li> </ul>                                                                                                                                                                                                                       | <p>Team games – Invasion games and Net/Wall games.</p> <ul style="list-style-type: none"> <li>• Begin to influence opposed conditioned games.</li> <li>• Control and catch a ball with movement.</li> <li>• Begin to accurately pass to someone else.</li> <li>• Move with a ball.</li> </ul> | <p>Athletics</p> <ul style="list-style-type: none"> <li>• Begin to run at speed appropriate to the distance I am running.</li> <li>• Take a running jump.</li> <li>• Begin to demonstrate a range of throwing actions for different objects.</li> <li>• Recognise a change in heart rate, temperature and breathing rate.</li> </ul> <p>Team Games –Striking &amp; Fielding</p> <ul style="list-style-type: none"> <li>• Hit a ball with a bat accurately.</li> <li>• Begin to play as part of a team with the same aim.</li> </ul> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <b>Dance</b> <ul style="list-style-type: none"> <li>• Begin to improvise freely alone and with a partner.</li> <li>• Begin to translate ideas from a variety of stimuli in to movement.</li> <li>• Begin to compare, develop and adopt movement to create longer dances.</li> <li>• Use dance vocabulary and suggest improvements.</li> </ul>                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Follow rules of a striking &amp; fielding game.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|               | <b>Trip/Hook/Visitor Ideas:</b><br>KS2 Gymnastics Competition<br>KS2 Dance festival                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Trip/Hook/Visitor Ideas:</b><br>Golf/Dodgeball/Football Competition                                                                                                                                                                                                              | <b>Trip/Hook/Visitor Ideas:</b><br>LDCSA athletics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Year 4</b> | <b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Copy, remember, explore, link and vary ideas with control and coordination.</li> <li>• Apply compositional ideas to sequences alone and with others.</li> <li>• Identify similarities and differences between own and others' performances and suggest improvements.</li> <li>• Understand working safely. Recognise changes in my body and give reasons why PE is good for health.</li> </ul><br><b>Dance</b> <ul style="list-style-type: none"> <li>• Improvise freely alone and with a partner.</li> <li>• Translate ideas from a variety of stimuli into movement.</li> </ul> | <b>Topic - Team games – Invasion games and Net/Wall games.</b> <ul style="list-style-type: none"> <li>• Influence opposed conditioned games.</li> <li>• Control and catch a ball with movement.</li> <li>• Accurately pass to someone else.</li> <li>• Move with a ball.</li> </ul> | <b>Athletics</b> <ul style="list-style-type: none"> <li>• Run at speed appropriate to the distance I am running.</li> <li>• Take a running jump.</li> <li>• Demonstrate a range of throwing actions for a variety objects.</li> <li>• Recognise a change in heart rate, temperature and breathing rate.</li> </ul><br><b>Team Games –Striking &amp; Fielding</b> <ul style="list-style-type: none"> <li>• Hit a ball with a bat accurately.</li> <li>• Play as part of a team with the same aim.</li> <li>• Follow rules of a striking &amp; fielding game.</li> </ul> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"> <li>• Compare, develop and adopt movement and motifs to create longer dance.</li> <li>• Use dance vocabulary to compare and improve work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|        | Trip/Hook/Visitor Ideas:<br>KS2 Gymnastics Competition<br>KS2 Dance festival                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Trip/Hook/Visitor Ideas:<br>Golf/Dodgeball/Football Competition                                                                                                                                                                                                                                                                                                                                  | Trip/Hook/Visitor Ideas:<br>LDCSA Athletics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Year 5 | <p>Topic – Gymnastics</p> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>• Begin to link ideas, skills and techniques with control, precision and fluency when performing basic skills.</li> <li>• Begin to perform more complex sequences.</li> <li>• Describe how to improve own and others' performances.</li> <li>• Demonstrate specific aspects of warm up and describe effects of exercise on the body.</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• Begin to demonstrate precision, control and fluency in response to stimuli.</li> <li>• Begin to vary dynamics and develop actions with a partner or as part of a group.</li> <li>• Demonstrate rhythm and spatial awareness.</li> <li>• Modify own and others' performances.</li> </ul> | <p>Team games – Invasion games and Net/Wall games.</p> <ul style="list-style-type: none"> <li>• Control and catch a ball and begin to pass whilst moving.</li> <li>• Take part in conditioned game beginning to understand tactics and rules.</li> <li>• Move with a ball in opposed situations.</li> <li>• Understand/use principles of warm up and why exercise is good for health.</li> </ul> | <p>Athletics:</p> <ul style="list-style-type: none"> <li>• Begin to improve and sustain running technique at different speeds.</li> <li>• Begin to demonstrate accuracy and technique in a range of throwing and jumping actions.</li> <li>• Identify and explain good athletic performance.</li> <li>• Describe the changes in my body when running, jumping and throwing.</li> </ul> <p>Team Games –Striking &amp; Fielding</p> <ul style="list-style-type: none"> <li>• Hit a ball with a bat accurately.</li> <li>• Play as part of a team with the same aim.</li> <li>• Follow rules of a striking &amp; fielding game.</li> <li>• Choose tactics appropriately.</li> </ul> |
|        | Trip/Hook/Visitor Ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Trip/Hook/Visitor Ideas:                                                                                                                                                                                                                                                                                                                                                                         | Trip/Hook/Visitor Ideas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|        | KS2 Gymnastics Competition<br>KS2 Dance festival                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Golf/Dodgeball/Netball/Football Competition                                                                                                                                                                                                                                                                                                                                                                                                                                        | LDCSA Athletics<br>Netball/Cricket competition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 6 | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Link ideas, skills and techniques with control, precision and fluency when performing skills.</li> <li>• Understand composition by performing more complex sequences.</li> <li>• Describe how to refine, improve and modify own and others' performances.</li> <li>• Demonstrate specific aspects of warm up and explain the effects of exercise on the body.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Demonstrate precision, control and fluency in response to stimuli.</li> <li>• Vary dynamics and develop actions with a partner or as part of a group.</li> <li>• Continually demonstrate rhythm and spatial awareness.</li> <li>• Modify own and others' performances as a result of observation and basic understanding of the structure of the body.</li> </ul> | <p><b>Team games – Invasion games and Net/Wall games.</b></p> <ul style="list-style-type: none"> <li>• Control and catch a ball and pass whilst moving.</li> <li>• Take part in conditioned game and show an understanding of tactics and rules.</li> <li>• Move with a ball in opposed situations.</li> <li>• Understand/use principles of warm up and why exercise is good for health.</li> </ul>                                                                                | <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Begin to improve and sustain running technique at different speeds.</li> <li>• Begin to demonstrate accuracy and technique in a range of throwing and jumping actions.</li> <li>• Identify and explain good athletic performance.</li> <li>• Describe the changes in my body when running, jumping and throwing.</li> </ul> <p><b>Team Games –Striking &amp; Fielding</b></p> <ul style="list-style-type: none"> <li>• Hit a ball with a bat accurately.</li> <li>• Play as part of a team with the same aim.</li> <li>• Follow rules of a striking &amp; fielding game.</li> <li>• Choose tactics appropriately.</li> </ul> |
|        | <p>Trip/Hook/Visitor Ideas:<br/>KS2 Gymnastics Competition<br/>KS2 Dance festival</p> <p>Have high aspirations. ( to compete at a high level - top sportsmen or women)</p> <p>Experiences beyond Academia (links to after school clubs, sports competitions)</p> <p>Resilient<br/>(Not giving up at the first hurdle, keep trying and practicing.)</p> <p>Life -long learners</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Trip/Hook/Visitor Ideas:<br/>Golf/Dodgeball/Netball/Football Competition</p> <p>Have high aspirations. ( to compete at a high level - top sportsmen or women)</p> <p>Experiences beyond Academia (links to after school clubs, sports competitions)</p> <p>Resilient<br/>(Not giving up at the first hurdle, keep trying and practicing.)</p> <p>Life -long learners<br/>(to continue to participate in sport throughout their lifetime – either socially or competitively)</p> | <p>Trip/Hook/Visitor Ideas:<br/>LDCSA Athletics<br/>Netball/Cricket competition</p> <p>Have high aspirations. ( to compete at a high level - top sportsmen or women)</p> <p>Experiences beyond Academia (links to after school clubs, sports competitions)</p> <p>Resilient<br/>(Not giving up at the first hurdle, keep trying and practicing.)</p> <p>Life -long learners</p>                                                                                                                                                                                                                                                                                                               |

(to continue to participate in sport throughout their lifetime – either socially or competitively)

Kind, caring citizens (children to support each other during activities and offer positive constructive feedback)

**British Values**

**Rule of Law** – following the instructions given and playing by the rules of the game.

**Mutual Respect** – being respectful of others.

**Individual Liberty** - Freedom to choose their own routine.

Kind, caring citizens (children to support each other during activities and offer positive constructive feedback)

**British Values**

**Rule of Law** – following the instructions given and playing by the rules of the game.

**Mutual Respect** – being respectful of others.

**Individual Liberty** - Freedom to choose whether to compete at a competitive level.

(to continue to participate in sport throughout their lifetime – either socially or competitively)

Kind, caring citizens (children to support each other during activities and offer positive constructive feedback)

**British Values**

**Rule of Law** – following the instructions given and playing by the rules of the game.

**Mutual Respect** – being respectful of others.

**Individual Liberty** - Freedom to choose whether to compete at a competitive level.