



PE Whole School Overview 2023-2024



Subject content Early Years Curriculum	<ul style="list-style-type: none"> ● Children show good control and coordination 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. ● 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. 					
6R's	Resilience	Relationships	Reflective	Respect	Resourceful	Risk taking
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Foundation PE foundations and Real PE	Jungle Static <i>Balance seated</i>	Squirrel Agility <i>Ball Chasing</i>	Space Dynamic Balance to agility <i>Jumping and Landing</i>	Bike Coordination <i>Footwork</i>	Seaside Counter Balance <i>With a partner</i>	Pirate Sports day practice Real PE year 1 lesson <i>1 leg balance personal</i>
Dates						

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Subject content Key stage 1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ●master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities ●participate in team games, developing simple tactics for attacking and defending ●perform dances using simple movement patterns 					
6 R's	Resilience	Relationships	Reflective	Respect	Resourceful	Risk taking
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>What is the UK?</u>	<u>Why do we remember?</u>	<u>How have toys changed?</u>	<u>Where is our school?</u>	<u>Can Humans Fly?</u>	<u>Would you like to live in India?</u>
Inside	Dance- Stories - Gingerbread man	Gym - Balance and travel	Dance - Toys	Gym - Jump and travel	Dance - aircraft dance	Gym - Rolls
Outside	OAA	Games unit 1 merton scheme	Real PE Unit	Games unit 2	Athletics unit 1	Games unit 3
Year 2	<u>Where do we live? (Geography)</u>	<u>Why did London burn? (History)</u>	<u>How has time changed the seaside? (History)</u>	<u>Why do we have castles? (History)</u>	<u>Would you like to live on an island? (Geography)</u>	<u>Would you prefer to live in a hot or cold place? (Geography)</u>
Inside	Gymnastics	Dance - GFOL/lights	Dance	Athletics	Games	Dance

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outside	OAA	Games	Games	Gymnastics	Gymnastics	Athletics
Subject content Key stage 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● perform dances using a range of movement patterns ● take part in outdoor and adventurous activity challenges both individually and within a team ● compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <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. 					
6R's	Resilience	Relationships	Reflective	Respect	Resourceful	Risk taking
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>How can we look after our Little Blue Planet?</u> (Geography)	<u>How has our local area changed?</u> (History)	<u>What are Mountains and Volcanoes?</u> (Geography)	<u>What was life like in the early ages?</u> (History) (Stone age, include chronology in every lesson, include some chronology lessons)	<u>What was life like in the early ages?</u> (History) (Bronze and Iron age, include chronology in every lesson, include some chronology lessons)	<u>Is England similar to Spain?</u> (Geography)

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Inside	Dance - Earth dance	Gymnastics	Dance- volcano dance	Gymnastics	Gymnastics	Dance - spanish
Outside	OAA	Football	Swimming?	Tennis	Athletics	Sports Day Practice Rounders
Year 4	<u>Amazon Rainforest- Where is the Amazon Rainforest? Why is it Important?</u> (Geography)	<u>What was the impact of Ancient Rome and the Roman Empire on Britain?</u> (History)	<u>Where are the polar regions? What is it like there?</u> (Geography)	<u>What were the achievements of the Ancient Egyptian civilisation?</u> (History)	<u>What is it like to live in Sutton?</u> (Geography)	<u>Why is Cheam significant?</u> (History)
	Dance -Salsa	Dance: Romans and Celts- The story of Boudica	Gymnastics - Jumping and vaulting	Dance - Egyptian	Gym - Headstands and rolls	Gym - routines
	OAA	Netball	Hockey	Tennis	Athletics	Rounders
Year 5	<u>What impact do rivers have on people and the environment?</u> (Geography)	<u>Why did the Anglo Saxons invade Britain?</u> (History)	<u>Is our food production sustainable?</u> (Geography)	<u>How evil were the Vikings?</u> (History)	<u>How can we compare two cities?</u> (Geography)	<u>How did the Windrush generation impact Britain?</u> (History)
	Gymnastics - Jumps	Dance - Journey of a River (look at river dance) children make a dance with the journey of a river to flooding	Gym-Rolls	Dance -Carnival- look at carnivals - Dragon dance, Rio, Day of the dead- Learn Samba	Gymnastics _ balance	Dance- look at Reggae, northern soul and recap carnival link to Nottin Hill then create your own street dance - carnival at end.

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	Rugby	Netball	Outdoor Adventurous Activities	Tennis	Athletics	Cricket
Year 6	<u>What is our coast like?</u> (Geography)	<u>Why were the Maya so successful?</u> (History)	<u>How are climate and biomes interlinked?</u> (Geography)	<u>How have the Greeks influenced us today?</u> (History)	<u>How did the Second World War affect Sutton?</u> (History)	<u>Where do goods come from?</u> (Geography)
Inside	Gymnastics - Beside the sea	Dance - The Quidditch dance. Link with English	Gymnastics	Dance - Line dancing- Hasapiko and Cowboy Boogie.	Blitz Dance /Gymnastics	Production dances
	OAA	Rugby	Netball	Hockey	Athletics	Rounders/scatterball 2 outdoor lessons
Dates						Fitness week 8/7/24
National Dates						