



GROWING TOGETHER.
BRANCHING OUT.

Our Orchard Curriculum

Physical Education (PE)

Overview and Progression

Last Updated: September 2021

Because of the nature of PE, there is often little connection between the PE unit being learnt in a half-term to the main topic in class.

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|---|--|--|---|--------------------------------------|
| Topic | Growing Together Branching Out | Stone to Iron age Yabba Dabba doo | Strictly Bake off | Romans | Brazil | Brazil |
| Leading Question | What will you see outside your window? | Stone to Iron age, which age are you? | What is your secret ingredient? | Heroes or Villains? | Backpack Through Brazil | |
| PE 1 Class | Personal Best (Gym – Personal Cog) | Attacking & Defending (Social Cog) | Dance (Creative Cog) | Attacking and Defending (Cognitive Cog) | Multi-Skills – circuit type (Health and Fitness Cog) | Athletics (Physical Cog) |
| PE 2 PPA | Multi Skills | Gymnastics | Net and Wall Games | Invasion Games (football/ basketball) | Athletics | Strike and Field (Rounders/ Cricket) |

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|------------------------------|--|--|---|--------------------------------------|
| Topic | Saxon settlements | The <u>Force</u> of Nature | The Invaders are coming! | Peak Destination | Kings and Queens | Violent Volcanoes |
| Leading Question | What evidence can we dig up about how the Anglo Saxons lived? | How strong is Mother nature? | Vikings...blood-thirsty brutes or honourable warriors? | How is Europe similar and different to where I live? | Are Monarchs always a power for the good? | What's the matter with the earth? |
| PE 1 Class | Personal Best (Gym - Personal Cog) | Dance (Creative Cog) | Swimming | | Attacking and Defending (Physical Cog) | Athletics (Health & Fitness Cog) |
| PE 2 PPA | Multi Skills | Gymnastics | Net and Wall Games | Invasion Games (football/ basketball) | Athletics | Strike and Field (Rounders/ Cricket) |

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|---|---|--|--|------------------------------|
| Topic | Water | Victorians: Lighting The Way | The Ancient Greeks: Eureka | | North America | Health Matters |
| Leading Question | Water for All? Risk, Danger, Hazard, or saviour? | Would you rather be a rich or a poor Victorian child? | What would life be like now without the Greeks? | | North America – is it really that different? | How could you be healthier? |
| PE 1 Class | Attack and Defending (team work) Cognitive Cog | Dance (Creative Cog) | Circuit type athletics (Health/ Fitness Cog) | Attacking/ Defending (Strike/Field) Social Cog | Athletics (Physical Cog) | Personal Best (Personal Cog) |
| PE 2 PPA | Invasion Games – sending (netball/ handball) | Invasion striking (football/ hockey) | Gymnastics | Net and Wall (tennis) | Athletics | Strike and Field |

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|---|---|--|---|------------------------------|
| Topic | The Environment: Eco Warriors | The Second World War: The Home Front | The First Historic Dynasty of China | Who Do You Think You Are? | Ancient Benin | Survival |
| Leading Question | How can we defeat the enemy? | Have You Forgotten Us? | Can we rediscover the wonders of the Shang Dynasty? | Who Do You Think You Are? | What if the people of Benin were not such talented craftsmen? | Where would you rather live? |
| P.E. Class | Gym (Physical Cog) | Dance (Creative Cog) | Attacking Defending (Cognitive cog) | Circuit Style Athletics (Health and Fitness) | Striking and Fielding (Social Cog) | Athletics (Personal cog) |
| P.E. PPA | Invasion Games – sending (netball/ handball) | Invasion striking (football/ hockey) | Gymnastics | Net and Wall (tennis) | Athletics | Strike and Field |

PE Progression

| Year Group | Year 3 | Year 4 | Year 5 | Year 6 | Beyond |
|----------------------------------|---|--|--|---|---|
| Gymnastics and Dance | <ul style="list-style-type: none"> Explore, copy, and repeat simple skills, actions and sequences. Begin to move with increasing control, co-ordination and care Use gymnastic equipment with some grace, confidence and poise. Make a short dance sequence by putting some movements together beginning to use rhythm | <ul style="list-style-type: none"> Move across a room in different ways, with clarity, fluency and with an awareness of space Understand different uses of tense, relax, stretch, curl in movement Copy, remember, repeat, explore simple actions and movements with control and co-ordination Begin to sequence moves, both gymnastic and dance, and link actions and improvise where appropriate to show mood Use gymnastic equipment with grace, confidence and poise. | <ul style="list-style-type: none"> Control take-off and landing when jumping as well as increasing control in co-ordination, balance and agility Uses movements to communicate an idea, using expression and conveying emotion Refine movements into increasingly complex sequences that use a range of body movements. | <ul style="list-style-type: none"> Show control, fluency and coordination in travel and balance in performing a range of jumps Make good use of creativity and imagination when composing sequences in dance or gym, including use of equipment Use movement expressively, and sequentially to convey a range of ideas, moods or feelings | <ul style="list-style-type: none"> Demonstrate precision, control and fluency Sustain movements over a longer period of time Convey expression and emotion in performance Use changes in and combinations of direction, level and speed within increasingly complex sequences Begin to improvise, based on previous skills Plan, perform and repeat sequences, including changes in speed and level |
| Playing Games | <ul style="list-style-type: none"> Kick and receive a large ball and throw and catch a small ball with a 5m distance. Strike a tennis ball with reasonable care and accuracy Understand the importance of stopping a ball in different ways Start to link skills and actions within games and understand simple tactics | <ul style="list-style-type: none"> Kick and receive a large ball and throw and catch a small ball with a 10m distance. Understand the importance of rules and fairness, whilst developing and using simple tactics Understand the concept of both team and opponent | <ul style="list-style-type: none"> Throw, catch, strike, field, stop a ball with increasing control and accuracy of at least 15m, including football, netball and tennis ball as appropriate. Decide the best way to move a ball for different purposes and needs Decide on the best position in team games, beginning to make use of space Vary skills, actions and ideas within simple games | <ul style="list-style-type: none"> Use a range of throwing techniques, with increasing power and accuracy Use a range of fielding skills and throw with accuracy to hit a target Plan different approaches to attacking and defending, including tactics to keep or gain possession Show growing awareness of space in team games | <ul style="list-style-type: none"> Throw with accuracy and power Combine, vary and choose appropriate strategies and tactics Choose and use the most appropriate skills, tactics and actions to cause problems Know how to keep possession Work within a team, with less focus on self Understand that a winning team has not always been the best one |
| Evaluating and Performing | <ul style="list-style-type: none"> Discuss how to exercise safely and how bodies feel during & after exercise, including long running Able to review their own success of their participation with the team | <ul style="list-style-type: none"> Refine movement after evaluation from themselves and others, recognising the importance of practice Describe what effects exercise has on their bodies, including with a warm up and cooling down exercise, and long running. | <ul style="list-style-type: none"> Analyse and comment on skills and techniques and understand how performances can be improved, through practice and reflection Explain and apply basic safety principles in preparing for exercise Explain how the body reacts during different types of exercise, including warm up and cool downs, and long running. | <ul style="list-style-type: none"> Safely modify and refine skills and techniques to improve any performance and show a willingness to practise to develop and improve Conserve energy over longer distance running Independently prepare for exercise, and use cooling down techniques | <ul style="list-style-type: none"> Use a range of criteria to judge own and others' work Monitor their own heart rate and breathing Understand how heart rate and breathing slows after exercise Know and use the relationship between power and stamina |