PE Overview

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | How to Catch a Star – FMS | Rumble in the Jungle – FMS | Superworm – FMS | The Hungry Caterpillar – FMS | Rosie’s Walk – FMS | Elmer - FMS |
| Year 1 | Dance Activities – Three Little Pigs  FMS Baseline | FMS Rolling a ball | Dance Activities – Toy Story  FMS Overarm throw | FMS Underarm throw  Gymnastic activities 1 | Athletics – Honey pot  FMS Catching and bouncing a ball | Gymnastic activities 2 |
| Year 2 | FMS Assessment | Athletics – colour match | Games – piggy in the middle  Games – net / wall | Dance activities – moving along  Gymnastic activities | Games – striking and fielding  Dance activities – once upon a giant | Dance activities – seaside  OAA – the great outdoors |
| Year 3 | Dance – rock and roll  Gymnastic activities | Dance – iron man  Invasion games – netball | Creative games – tag and target  Invasion games – rugby | Athletic activities  Invasion games – basketball | Striking and fielding games – rounders | OAA – trust and trails |
| Year 4 | Dance – sparks might fly  Swimming | Invasion games – basketball  Swimming | Gymnastic activities 1  Swimming | Target games – dodgeball  Swimming | OAA – team work & problem solving  Swimming | Striking and fielding games – cricket  Swimming |
| Year 5 | Dance – earthlings  Gymnastic activities 2 | Gymnastic activities 1  Invasion games – netball | Striking and fielding games – cricket  Athletics | Invasion games – hockey  OAA – orienteering | Dance – food, glorious food  Invasion games – rugby 1 | Striking and fielding games – rounders  Invasion games – rugby 2 |
| Year 6 | Dance – heroes and villains  Invasion games – rugby 1 | Gymnastic activities 1  Invasion games – netball | Gymnastic activities 2  Invasion games – creative games | Athletics  Dance – seaside | Striking and fielding games – rounders  Invasion games – rugby 2 | Striking and fielding games – cricket  Invasion games - hockey |

The PE Curriculum at Chaucer is designed and delivered in a way that allows pupils to transfer key knowledge to long-term-memory. It is sequences so that new knowledge and skills build on what has been taught before and pupils work towards clearly defined end-points.

Early years – The intent in the Foundation Stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Movement Skills resource to support Foundation teachers in understanding 5 key skills that they will give children, along with other skills, opportunities to develop.

Key Stage 1 – (Year 1 Baseline)

The intent in year 1 is to carry out a baseline of 10 Fundamental Movement Skills as the children enter year 1. From this baseline teachers design/adapt the PE curriculum and have a focus on the FMS the children are less proficient in.

During Key Stage 1

The intent during KS1 is to continue to develop the children’s FMS especially their weaker ones and also to teach children how to apply these skills in a context. The children develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities.

End of Key Stage 1 – The intent at the end of KS1 is to test the children’s 10 Fundamental Movement Skills again. This will show the impact on their performance of their FMS and which skills they have mastered.

Lower Key Stage 2

The intent at year 3 and 4 in games is to develop children’s attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3V1, 4V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games (invasion, net/wall, target and striking and fielding.)

Upper Key Stage 2

The intent at year 5 and 6 in games is to continue to develop children’s attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5V3, 5V4, 4V4, 5V5 etc.

The learning the children receive through the different categories of games leads to playing a school games level 1 competition.