Subject Overview- PE

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS  Focus | Spatial Awareness | Dance – autumn leaves and Write Dance | Gymnastics – positions, balance, jumps | Gymnastics - Sequencing | Multi-sports | Multi-sports |
| Hook - Trip/Visit/Question |  |  |  |  |  |  |
| Text / Person / Place |  |  |  |  |  |  |
| Vocabulary | Space, travel, stop, slow, fast, forwards, backwards, sideways, directions, levels, warm up, cool down, heart, pumping, oxygen, stretch. | Stretch, crouch, move, float, levels, slow, fast, spin, twist, gesture, warm up, cool down, heart, pumping, oxygen, stretch. | Jump, balance, roll, sequence, balance, point, slide, apparatus, equipment, levels, direction, tuck, pencil/ log roll, warm up, cool down, heart, pumping, oxygen, stretch. | Jump, balance, roll, sequence, balance, point, slide, apparatus, equipment, levels, direction, tuck, pencil/ log roll, warm up, cool down, heart, pumping, oxygen, stretch. | Catch, throw, roll, bounce, go, stop, travel, warm up, cool down, heart, pumping, oxygen, stretch. | Catch, throw, roll, bounce, go, stop, travel, warm up, cool down, heart, pumping, oxygen, stretch. |
| Year 1  Focus | Dance- Puppets | Gymnastics-Balancing and Spinning | Gymnastics- Pathway- small and long | Dance-Animals | Gymnastics Skills | Gymnastics-wide and narrow rolling and balancing |
| Hook - Trip/Visit/Question | Superhero day |  |  | Chester Zoo | Space | Pirates |
| Text / Person / Place | Supertato | Gun Powder plot | Traditional tales | Non-fiction fact files |  | Jolly Rodgers |
| Vocabulary | Jump, balance, stretch, bend, freeze, creation | Balance, control, move, space, travel, explore, levels, apparatus | Straight, sideways, forwards, backwards, pushing, pulling, pattern, turns | Jump, balance, stretch, bend, freeze, creation, formations | Space, balance, control, travel, move, explore | Movement, patterns, pathways, control, rolls, perform, sequence, unison |
| Year 2  Focus | Dance- The circus | Gymnastics- spinning, turning and twisting | Dance- Fire of London | Gymnastics- Pathways- straight, zigzag and curving | Dance- The toys | Gymnastics- stretching, curling and arching |
| Hook - Trip/Visit/Question |  |  | Topic work  Nantwich Trip |  |  |  |
| Text / Person / Place |  |  | Eyewitness account |  | Traction Man |  |
| Vocabulary | Warm up, cool down, physical activity, copy, repeat, actions, coordination, control, creativity | Spin, sequence, balance, patches, twist, roll, flight, inversion, counter balance, routine, linked controlled movements | High, fast, wide, counts, action, skills, movements, team, techniques, creativity, imagination, perform, feedback | Straight, 90, 180, 270 degree turns, zigzag, pathways, levels, gymnastic, sequence, curved, motion, transitional movements | Coordination, control, character, High, fast, wide, counts, action, skills, movements, team, techniques, creativity, imagination, perform, feedback | Stretching, curling, arching, Spin, sequence, balance, patches, twist, roll, flight, inversion, counter balance, routine, linked controlled movements |
| Year 3  Focus | Gymnastics skills 1 | Dance – The Egyptians | Gymnastic skills 2 | Dance around the World | Swimming | Swimming |
| Hook - Trip/Visit/Question | Can you perform different gymnastic shapes? | Can you show creativity?  Egyptians topic | Can you perform you own movements with control? | Each lesson take a trip to a different country.  Geography topic cross-curricular. |  |  |
| Text / Person / Place | Performance of moves in the Hall. | Demonstrate understanding of all techniques learnt. | Performance of moves in the Hall. | Performance of moves from a variety of different countries in the Hall. |  |  |
| Vocabulary | Shapes, tuck, pike, straddle, tall, 2-point balance, symmetry, asymmetry, balance, mirroring, spin, movements. | Creativity, unison, canon, transition, choreography, teamwork, memory, positive feedback, techniques. | Technique, turn, jumping, safe controlled landing, roll, control, body tension, extension, sequence of movements, balance, mirror, match, contrast, sequence, gymnastic terminology. | Egypt, USA, New Zealand, China, India, Africa, routine, group, teamwork, creative movements, levels, confidence, formations, character, facial expressions, portray, canon, unison, imagination, constructive feedback, beat, rhythm, reflect. |  |  |
| Year 4  Focus | Swimming | Swimming | Dance - Romans | Dance - Rivers | Gymnastics – Arching and Bridges | Gymnastics – Rolling and Travelling low |
| Hook - Trip/Visit/Question |  |  | Romans Topic  Can you perform and show understanding of all techniques learnt? | Rivers Topic  Can you perform and show understanding of all techniques learnt? | Can you perform a sequence of front and back, with apparatus, supports which involve working under and over? | Can you produce a sequence of rolls which show elements of unison canon and mirroring? |
| Text / Person / Place |  |  | Demonstrate understanding of all techniques learnt. | Demonstrate understanding of all techniques learnt. | Performance of moves in the Hall. | Performance of moves in the Hall. |
| Vocabulary |  |  | Unison, teamwork, rhythm, timing, creative, direction, techniques, movement, memory. | Unison, teamwork, rhythm, timing, creative, direction, techniques, movement, memory. | Spin, apparatus, spin, asymmetrically, front and back support, roll, sequences, controlled rolls, refine, weight, support, formations, self-assess. | Forward roll, technique, control, backwards, straddle, mirror, timing, sequence, unison, canon, mirroring. |
| Year 5  Focus | Gymnastics – Synchronisation and Canon | Dance – Strictly Come Dancing | Swimming | Swimming | Gymnastics – Matching, mirroring and Contrast | Dance – Best of British |
| Hook - Trip/Visit/Question | Can you perform a high quality routine displaying canon and unison? | Demonstrate the knowledge and understanding of a range of choreographic devices within dance.  Copy, repeat and remember a range of dance actions, applying co-ordination, balance, control and strength. |  |  | Can you demonstrate different dynamics within your performance on both floor and apparatus? | British Values, James Bond, British Music, The Beatles, The Olympics.  (A lesson on each aspect)  Can you copy, repeat, rehearse and refine simple dance motifs, applying actions with coordination and control? |
| Text / Person / Place | Performance of moves in the Hall. | Demonstrate understanding of all techniques learnt. |  |  | Performance of moves in the Hall. | Demonstrate understanding of all techniques learnt. |
| Vocabulary | Travel, weight, points, patches, cooperate, negotiate, routine, perform, unison, apparatus, canon, consistent, sequence, start, finish, symmetrical, asymmetrical, dynamics, level, speed, direction, pathways, high quality. | Warm up, cool down, change, physical activity, copy, repeat, remember, jive, co-ordination, balance, control, tango, creativity, waltz. |  |  | Match, perform, sequence, starting and finishing positions, contrast, pathways, time, improve, positively, mirror, symmetrical and asymmetrical, travelling, routine, contrasts, unison, canon, apparatus. | Explore, understand, perform, dance, basic, warm up, copy, repeat, remember, dance motifs, dynamics, composition, choreography, levels, dynamics, formations, strengths, improvements, theme, |
| Year 6  Focus | Gymnastics – Group Sequencing | Dance – Best of British | Gymnastics – Counter-balance and counter-tension | Dance – The Haka | Gymnastics - Flight | Dance – World War 2 |
| Hook - Trip/Visit/Question | Can you mirror asymmetrical body shapes within a group?  Can you perform a variety of moves with a range of dynamics? | Can you explore and understand British values and perform tasks on these through dance and basic actions? | Can you hold controlled balances on a variety of points and patches on a given number of body parts? | Can you perform a routine in unison? | Can you gain elevation from a powerful run and dynamic take off?  Can you show different dynamics within your work? | Can we understand evacuees and how that can be shown through dance? |
| Text / Person / Place | Performance of moves in the Hall. | Demonstrate understanding of all techniques learnt. | Performance of moves in the Hall. | Demonstrate understanding of all techniques learnt. | Performance of moves in the Hall. | Demonstrate understanding of all techniques learnt. |
| Vocabulary | Rolls, unison, smoothly, perform, sequence, finishing points, defined, formations, pathways, jumps, good control, spin, negotiate, dynamics. | Copy, repeat, remember, dance motifs, applying action, dynamics, co-coordination, control, warm up, rehearse, refine, choreography, define, cool down, performance, appreciation. | Control, balance, points, patches, reflective, symmetrical, asymmetrical, counter balances, push and pull force, sequence, tension balances, transitional moves, canon, unison. | Move, chant, unison, express emotion, movement, perform, rhythm, timing, memory, team spirit, techniques, routine. | Take off, elevation, dynamic, flight, soft knees, symmetrical, evaluate, apparatus, mount, dismount, control, pathways, gracefully, levels. | Movements, gestures, examples, performance, apply, decisions, motive, repeat, rehearse, refine, dance motifs, warm up, cool down, mirror, matching, improvements, strengths, weaknesses, improve, effective working. |