



Outdoor Physical Education Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Introduction to P.E Unit 2</p> <p>Pupils will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Pupils will also play simple games and begin to understand and use rules.</p>	<p>Fundamentals Unit 2</p> <p>Pupils will develop their fundamental movement skills through the topic of 'places and spaces'. Pupils will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Pupils will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.</p>	<p>Movement Unit 2</p> <p>Pupils will develop their expressive movement through the topic of 'places'. Pupils explore space and how to use space safely. They explore traveling actions, shapes and balances. Pupils choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore movement through the world around them. They perform to others and begin to provide simple feedback.</p>	<p>Ball skills Unit 1</p> <p>Pupils will develop their ball skills through the topic of 'minibeasts'. Pupils will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Pupils will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Pupils will be given opportunities to work independently and with a partner.</p>	<p>Gymnastics Unit 2</p> <p>Pupils will develop basic gymnastics skills through the topic of 'traditional tales', to include 'Jack & the Beanstalk' and 'Goldilocks & the Three Bears'. Pupils explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>	<p>Games Unit 2</p> <p>Pupils will practise and further develop their fundamental movement skills through the topic of 'around the world'. Pupils will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>

<p>Year 1</p>	<p>Fundamentals</p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p>Sending and Receiving</p> <p>Pupils will develop their skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<p>Invasion Games</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>Target Games</p> <p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>Athletics</p> <p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<p>Net and Wall</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others</p>
<p>Year 2</p>	<p>Ball Skills</p> <p>pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>Sending and Receiving</p> <p>Pupils will develop their skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different</p>	<p>Invasion</p> <p>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have</p>	<p>Target Games</p> <p>Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own</p>	<p>Athletics</p> <p>pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve</p>	<p>Striking and Fielding</p> <p>Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how</p>

		<p>sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	<p>games selecting and applying the skills they have learnt appropriate to the situation.</p>	<p>on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p>to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>
Year 3	<p>Fundamentals</p> <p>Pupils develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with</p>	<p>Ball Skills</p> <p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<p>Football</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>Netball</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>Athletics</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p>Tennis</p> <p>Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>

	others, taking turns and sharing ideas.					
Year 4	<p>Hockey</p> <p>Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p>OAA</p> <p>Pupils develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.</p>	<p>Rounders</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Cricket</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Athletics</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>	<p>Tennis</p> <p>Pupils develop their understanding of the principles of net and wall games. In all games, activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given the opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>
Year 5	<p>Netball</p> <p>Pupils develop defending and attacking play during 5-a-side netball. Pupils learn to use a range of different passes to keep possession and attack</p>	<p>OAA</p> <p>Pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve</p>	<p>Hockey</p> <p>Pupils improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a</p>	<p>Tag Rugby</p> <p>Pupils develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball</p>	<p>Athletics</p> <p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all</p>	<p>Tennis</p> <p>Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm</p>

	<p>towards a goal. Pupils encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They start to show control and fluency when passing, receiving and shooting the ball. They learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils develop their understanding of the importance of fair play and honesty while self-managing games.</p>	<p>problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.</p>	<p>ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p>	<p>carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. Pupils to think about how to use skills, strategies and tactics to outwit the opposition. They understand the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate performances.</p>	<p>athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p>	<p>serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>
Year 6	<p>Football</p> <p>Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and</p>	<p>OAA</p> <p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>	<p>Rounders</p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work</p>	<p>Cricket</p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles the game. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration</p>	<p>Athletics</p> <p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given</p>	<p>Tennis</p> <p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect</p>

	learning and abiding by key rules, as well as evaluating their own and others' performances.		with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	opportunities to lead when officiating as well as observe and provide feedback to others.	on their own and other's performances and identify areas to improve.
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