

Marsh Green Primary School

PHYSICAL EDUCATION CURRICULUM



Physical Education Overview – 2024/2025

Long Term Overview					
Early Years					
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Reception	Fundamental movements Ball skills		Dance SAQ	Athletics (Sports day event) Games	Gym Athletics Games Throwing and Catching
Key Stage One					
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
1	Fundamental Movements Gym Large Balls/Send and Receive		Dance Throwing and Catching Dodgeball/Throw and catch		Bat Fundamentals Athletics
2	Dodgeball Gym Football/ Send and Receive		Dance Fitness	Targets Fundamentals T&C	Small Bat TW Bat and Ball Skills Athletics
Key Stage Two					
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
3	Dodgeball Handball	Gym Basketball	Dance Dodgeball	Netball Rugby	Tennis OAA Athletics/Cricket

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4	Dodgeball Handball	Gym Basketball	Dance Netball Dodgeball/Rugby	Tennis Athletics	OAA Cricket
5	Basketball Cricket	Handball Football	Dance Gymnastics Rugby/Dodgeball	Athletics Tennis	Rounders OAA
6	Basketball Cricket	Handball Football	Dance Gymnastics Rugby/Badminton	Rounders Athletics	Tennis OAA

Medium term plans available here: www.pehouse.co.uk User name is: marshgreen Password: superstory81

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Physical Education in The Early Years Foundation Phase



Development Matters – Physical Development, Personal Social and Emotional Development

Young Explorers

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

Clap and stamp to music.

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Enjoy starting to kick, throw and catch balls.

Build independently with a range of appropriate resources.

Spin, roll and independently use ropes and swings (for example, tyre swings).

Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Start eating independently and learning how to use a knife and fork.

Develop manipulation and control.

Explore different materials and tools.

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Nursery	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Choose the right resources to carry out their own plan. Use one-handed tools and equipment,</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
Reception	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.</p>

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	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.
ELG	Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

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	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Football	<ul style="list-style-type: none"> • Instep – Inside of foot – Key for passing • Pass – Asking a player for a pass • Laces – Key when shooting & dribbling • Dribble – To run with the ball • Shoot – Telling a teammate when to shoot • Handball – A foul committed by using hands • Foul – An illegal action such as pushing or tripping • Tackle – To challenge for the ball • Goal – When the ball is kicked into the goal 	<ul style="list-style-type: none"> • All in key stage one should be acquired and recapped • Pass to feet – Asking for a pass to feet • Player on – Telling a teammate when they are under pressure. • Time – Making a player aware when they have time on the ball. • Defending – To prevent the other team from scoring • Attacking – To try and invade and score. • Possession – To try and keep the ball. • General rules such as Goal kick, Centre kick, throw in, Fouls etc 	<ul style="list-style-type: none"> • All should be recapped from LKS2 and reinstalled • Retention – To retain the ball. • Press – To apply pressure to the opponent • Competitive – To be as good or better than opponent and compete. • Positions – GK, Defender, midfielder attackers and the roles involved within these. • Tactics – A planned strategy. • Offside law. • Fair play .
Basketball	<ul style="list-style-type: none"> • Pass – Asking a player for a pass • Foul – An illegal action such as pushing • Dribble – To bounce and move with the ball • Basket – When the ball is thrown into the basket/hoop • Shoot - 	<ul style="list-style-type: none"> • Double dribble – Two hands when dribbling • Block – To stop movement of opponent or stop a pass or shot • Travelling – Moves both feet with bouncing the ball • Personal foul – When a player challenges another player unfairly. • Technical foul – A player or coach who argues with a referee. • Chest, bounce and shoulder passes • Three throw – shooting from outside the D 	<ul style="list-style-type: none"> • Tip off – The start of a game in basketball • Jump shot – Jump to make a shot at the basket • Lay up shot – Shooting of the back board • Positions on the court – Small forward, • Quarters – Played over four quarters. • Assist – To pass to a team mate who scores. • Backboard – The board behind the basket • Guarding – Player on player tactic to stop them shooting or dribbling. • Possession – To be in control of the ball • Rebound – Getting the ball of the backboard after a failed shot. • Violation – When a player breaks the rules
Dodge ball	<ul style="list-style-type: none"> • Catch – catching the ball • Throw – to throw the ball • Out – If a ball hits you without bouncing anywhere between the shoulder and toes. • Face/head shot – When a player is hit in the head, this doesn't count • Rush – To run to the centre to collect a ball at the side of the game • Dodge – To move out of the way of the ball 	<ul style="list-style-type: none"> • Centre line – The marking the separate the court and teams • Ball block – Using a ball to block a ball thrown at you. • Eliminating – To get the other players out. • Out of bounds – A ball that leaves the court • Back line – The furthest line back for your team • Off sides – If a player places feet inside centre line they are deemed out • Throwing technique – Aim low with throws 	<ul style="list-style-type: none"> • Tactics – Planning a strategy • Team work – To support each other • Catching rule – Player who throw the balls out and the catcher can bring back in a teammate • Communication – To use verbal commands/speak
Rugby (Tag)	<ul style="list-style-type: none"> • Pass – To make a pass to a teammate • Ball • Running with the ball • Foul – Tag rugby is none contact e.g. no pushing • Try – When the ball is grounded over the try line • Tag – When a player is tagged • Pitch – The area a game is played in 	<ul style="list-style-type: none"> • Forward pass – Illegal pass thrown to a position in front of the player • Tackle – When a tag is taken from an opponent • Touchline – One of two lines that form the area down the sides of the pitch • Tap/play the ball 	<ul style="list-style-type: none"> • Tap/Play the ball – To restart the game after being tagged • Dummy – To throw a fake pass • Attacking • Defending • Tactics
Athletics	<ul style="list-style-type: none"> • Jumping – Long jump • Jogging & sprinting (Difference) • Throwing • Warm up – Why? What is a warm up? 	<ul style="list-style-type: none"> • Co-ordination • Strength • Individual & team (Difference) • Agility • Long distance/endurance • Balance • Communication • Speed 	<ul style="list-style-type: none"> • Dynamic/static stretching • Relay • Acceleration • Endurance • Main muscle groups in the body • Triple jump

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Gymnastics	<ul style="list-style-type: none"> • Shape • Control • Balance • Travelling • Jumping 	<ul style="list-style-type: none"> • Fluid • Rolling • Turning • Agility • Co-Ordination • Spatial awareness 	<ul style="list-style-type: none"> • Body management • Vault • Leverage • Rotation
Striking & fielding	<ul style="list-style-type: none"> • Throw - Underarm • Catch • Bat • Ball – Tennis or soft cricket ball • Strike 	<ul style="list-style-type: none"> • Barrier – Long & short • Wicket • kwik cricket • Runs • Bowling • Overarm • Positions – Wicket keeper, fielder, bowler, batter • Rules 	<ul style="list-style-type: none"> • Objective • Shot selection • Rounders – Rules • Base • Rules • Advance • Runs • Tactics
Dance	<ul style="list-style-type: none"> • Control • Sequence • Repeat • Remember • Movements • Mood/Feeling • Perform. • Ideas • Music 	<ul style="list-style-type: none"> • Creative and imaginative • Expressively • Emotion • Communicate • Refine • Clear and fluent. • Compose 	<ul style="list-style-type: none"> • Themes/genres • Fluently and effectively. • Structure & Phases • Artistic • Develop • Acquire
Swimming			
OAA	<ul style="list-style-type: none"> • Orientate • Adapt • Actions • Situations • Plan • Challenge • Communicate • Unfamiliar • Environments 		

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Handball	<ul style="list-style-type: none"> • Dribble • Pass • Catch • Shoot • Space 	<ul style="list-style-type: none"> • Overarm pass • Acceleration • Communicate • Movement • Non-contact • Attack • Defend • Team work 	<ul style="list-style-type: none"> • Pressure • Disguise • Create • Rebound • Attack • Demonstrate • Support • Contain • Positions • Tactics
Net and Wall	<ul style="list-style-type: none"> • Racket • Ball • Strings • Grip • Court • Understand • Perform 	<ul style="list-style-type: none"> • Stance • Serve • Understand • Weight • Select • Strike • Court • Shot types – backhand & forehand • Foot work • Co-Ordination • Agility • Movement • Balls of the feet • Progress 	<ul style="list-style-type: none"> • Manipulate • Racket face • Lines – Lines on the court • Awareness • Position • Guidance • Rally • Communication (2 v 2) • Position (on the court)
SAQ Unit	<ul style="list-style-type: none"> • Speed • Agility • On your toes • Forwards, backwards, Lateral – Sideways. Y2 Diagonal • Equipment terminology • Travel • Move • Arms 	<ul style="list-style-type: none"> • Understand • Agility • Balls of the feet • Lip to hip (arm technique) 	<ul style="list-style-type: none"> • Acceleration • Change of direction • Awareness • Body position
Fundamentals unit KS1	<ul style="list-style-type: none"> • Balance • Space • Throw (Including terms used, under arm, over arm) • Catch (Two hands Y1, with one hand Y2) • Equipment terminology • Ways to travel, hopping, skipping, side steps, jogging • Teamwork • Dribble • Shoot 		

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Marsh Green Primary School - Physical Education – Progression in Knowledge, skills and understanding

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework to match the programme of study for PE.

EYFS focus areas

Personal, social, and emotional development	Physical development
Managing self	Gross motor skills
Building relationships	Expressive Arts and Design
Being imaginative and expressive	

<p>Be confident to try new activities and experiences and show independence.</p> <p>Show resilience and perseverance when meeting a new challenge.</p> <p>Develop the understanding of rules, know right from wrong, and try to behave accordingly.</p> <p>Manage basic hygiene, including dressing.</p>
<p>Work and play cooperatively and take turns</p>
<p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Be able to experience using lots of different equipment in their lessons.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move in lots of different ways ie, running, jumping, dancing, hopping, skipping, and climbing</p>
<p>Perform songs, rhymes, poems and stories with other children and try to move in time when needed.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills.					
Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination.	Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination.	Pupils select and use skills, action and ideas appropriately, applying them with co-ordination and control.	Pupils link skills, techniques and ideas and apply them appropriately. Their performance shows control and fluency.	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
Selecting and applying skills, tactics and compositional ideas.					
They start to link these skills and actions in ways that suit the activities.	They vary skills, actions and ideas and make link with different activities. They begin to show some understanding of simple tactics and basic compositional ideas.	They understand tactics, composition and can implement their knowledge to different sports.	Their performance shows that they understand tactics and composition for a variety of sports. They vary their responses appropriately.	Their performance shows that they understand tactics and composition.	When performing, they draw on what they know about strategy, tactics and composition.
Evaluating and improving performance.					
They start to evaluate their own performance by saying what went well and what needs improving.	They start to see the differences between their own and others' performance and suggest improvements.	They can see how their work is similar and different from others' work and use this	They compare and comment on skills, techniques and can evaluate their own and other	They compare and comment on skills, techniques and ideas used in their own and others'	They analyse and comment on skills and techniques and how these are applied in their work and others' work.

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		understanding to improve their own performance.	performances and start to make improvements.	work. They use their understanding to improve their performance, advising others using appropriate terminology.	They modify and refine skills and techniques to improve their performance.
Knowledge and understanding of fitness and health.					
They start to understand why they exercise and the effects it has on their body.	They can understand how to exercise safely and describe the effects it has on their bodies during different activities.	They can give reasons why warming up before and activity is important, and the effects physical activity has on their health.	They can give reasons why warming up before and activity is important. They can explain the effects exercise has on their bodies and why it is valuable to their health.	They can explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how if done regularly it is valuable to their fitness and health.	They can explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.