

Nelson Academy Physical Education Curriculum Overview 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	CARDIO DRUMMING Co-ordination – Floor Movement patterns	Static balance – seated Static Balance – small base	Dynamic Balance Dynamic Balance to agility	Co-ordination – ball skills Counter balance in pairs.	Co-ordination with equipment. Agility – reaction and response.	Athletics
Year 1	CARDIO DRUMMING Static Balance – one leg standing	Dance	Gymnastics	Co-ordination with equipment. Agility - Ball Chasing	Athletics	Introduction of OAA and team building Team games
Year 2	CARDIO DRUMMING Ball skills	Dance – Motif work	Gymnastics	Racket skills	Athletics	OAA/Rounders
Year 3	CARDIO DRUMMING Ball skills Team games using rules and tactics for attacking and defending.	Dance	Gymnastics	Racket skills	Athletics	OAA
Year 4	CARDIO DRUMMING Ball skills – control, passing, co- ordination.	Dance	Gymnastics	Racket skills	Athletics	OAA/Rounders
Year 5	CARDIO DRUMMING Ball skills- co- ordination, passing, team games	Dance	Gymnastics	Racket skills	Athletics	OAA/Rounders
Year 6	CARDIO DRUMMING Ball skills – Throwing, catching and co- ordination.	Dance	Gymnastics	Racket skills	Athletics	OAA

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By the end of Key Stage 1, pupils will:	By the end of Key Stage 2, pupils will:
<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. (NC) • Be able to carry out static and counter balances. • Adapt a sequence onto equipment using travelling and balance in gymnastics. • Participate in team games, developing simple tactics for attacking and defending.(NC) • Develop a rapid response in game situations. • Use and improve co-ordination skills during ball games. • Complete athletic events working on improving personal best scores. • Perform dances using simple movement patterns. (NC) • Complete Motif work (E.G Happiness or topic based) and Create own movements to create large group dance. • Understand how exercise plays a vital part in leading a healthy lifestyle. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. (NC) • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.(NC) • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. (NC) • Refine longer more complex sequences in gymnastics to perform to others. • Use appropriate dance terminology when choreographing group or partner work. • Create dance phrases in groups linked to stimuli such as conflict resolution or topic theme. • Know and name the muscle groups. • Perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team. (NC) • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (NC) • Compete with others recording results and setting targets. • Understand how exercise plays a vital part in leading a healthy lifestyle. <p style="text-align: center;"><u>Swimming and water safety</u></p> <p>In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. (NC)</p>