

PE Curriculum Overview 2025 -2026



Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS F1	The development of children’s Physical Development underpins all seven areas of learning and development and is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.					
EYFS F2	Fundamentals Space and movement	Gymnastics	Ball Skills	Dance	Fundamentals running	Team games
Year 1	Fundamentals Jumping	Net and wall Dance	Sending and receiving using body balls Invasion games	Fundamentals Target/ throwing Gymnastics	Running Balance bike/ Bike skills	Team games Striking and fielding
Year 2	Fundamentals Ball skills	Sending and receiving using equipment Gymnastics	Dance Fitness	Target games Gymnastics	Running Balance bike/ Bike skills	Team games Striking and fielding
Year 3/4	Fundamentals Net and wall – Tennis	Invasion games – football Gymnastics	Fitness Gymnastics	Athletics Dance	Striking and fielding – Cricket Swimming	OAA
Year 4/5	Invasion games - Tag rugby Boxercise	Swimming	Gymnastics Football	Net and wall – Tennis Dance	Striking and fielding – rounders Team games Hockey	Athletics OAA

Year 5/6	Basketball	Swimming	Gymnastics	Net and wall	Athletics	Striking and fielding
	Gymnastics	Football	Dance	Badminton	OAA	Rounders/ cricket Tennis

PE Progression

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
EYFS F1	<p>Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Go up steps and stairs, or climb up apparatus, using alternate feet. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>					
	<i>Why here? Why now?</i>					
	<p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. <i>Children have daily outdoor opportunities, forest area sessions, woodwork, Balance bikes and trikes</i></p>					
	<i>Vocabulary and key concepts</i>					
	<p>Key Vocab – Key Concepts -</p>					
EYFS F2	<p>Spatial Awareness Finding space moving around space travelling in different ways travelling in different directions Explore moving in different directions</p>	<p>Gymnastics Explore moving and making shapes using different body parts Explore big and small ways of moving and making shapes - Moving in pairs + Creating shapes in pairs introduction to apparatus</p>	<p>Ball Skills pushing, rolling, bouncing Explore bouncing into space -Combine pushing and rolling - Combine rolling, pushing and bouncing. Explore throwing (underarm) (overarm) Explore stopping a ball (small ball) Explore catching</p>	<p>Dance Moving in sequence, - Responding in movement to words and music -Moving with props and contrasting tempos Creating their own movements exploring opposites and creating simple movement sequences</p>	<p>Athletics Sports day activities practice: Running, Skipping, Jumping, Hurdles. - Relay races. Egg and Spoon races (balancing)</p>	<p>Team games Taking Turns Keeping the Score Understanding rules: Playing by the rules Avoiding a defender Preventing an attacker from scoring Applying attacking and defending into a game</p>

		moving high/low over/under equipment and apparatus				
<i>Why here? Why now?</i>						
	The start of the year focuses on the children developing their spatial awareness. Getting dressed independently and exploring different ways their bodies move.	Children use the skills uses last term to develop their body movements while developing their balance and core strength.	Children have learnt to find spaces and move around, now is time to move onto using equipment.	Children to begin to learn about balances and shapes using their body. They will begin to investigate the equipment and moving around safely on it.	Allows children to practice skills from throughout the year. Comes the term before sports day.	Children have a better understanding of being a team and have resilience to compete and sometimes loose games by the end of reception year.
<i>Vocabulary and key concepts</i>						
	Finding space, moving around space, travelling in different ways, travelling in different directions, Explore moving in different directions Space, Movement, Travel, Direction,	Explore moving and making shapes using different body parts Explore big and small ways of moving and making shapes - Moving in pairs + Creating shapes in pairs introduction to apparatus moving high/low over/under equipment and apparatus Shapes Big movements Small movements Pairs Equipment	pushing, rolling, bouncing Explore bouncing into space -Combine pushing and rolling - Combine rolling, pushing and bouncing. Explore throwing (underarm) (overarm) Explore stopping a ball (small ball) Explore catching Pushing Rolling Bouncing Throwing	Moving in sequence, - Responding in movement to words and music Moving with props and contrasting tempos Creating their own movements Exploring opposites and creating simple movement sequences Sequence Speed Patterns	Running, Skipping, Jumping, Hurdles. - Relay races. Egg and Spoon races (balancing) Hurdles Relays Balance	Taking Turns Keeping the Score Understanding rules: Playing by the rules Avoiding a defender Preventing an attacker from scoring Applying attacking and defending into a game Finding space Rules Attack defend
Y1	Fundamentals Jumping	Net and wall Dance	Sending and receiving using body and balls	Fundamentals Target/ throwing Gymnastics	Running Balance bike/ Bike skills	Team games Striking and fielding
<i>Why here? Why now?</i>						

	<p>Jumping and running fundamental movement skill children need to learn before moving onto other skills.</p>	<p>Sending and receiving using body Children begin to explore how equipment can be sent using their body and receiving – fundamentals needed before combining skills.</p> <p>Dance Spatial awareness, movement with timings.</p>	<p>Sending and receiving using equipment children begin to explore how equipment can be sent using a variety of equipment fundamentals needed before combining skills.</p> <p>Fitness Frenzy Begin to understand how the body needs to be healthy and how to do basic fitness.</p>	<p>Throwing Fundamental skills to build up before adding any sequences.</p> <p>Gymnastics Begin to use beginning shapes and exploring balance</p>	<p>Running Allows the children to practice on a track before sports day.</p> <p>Balance bikes/ bike skills moving on from skills taught in reception and riding around with or without stabilisers by the end of term.</p>	<p>Team games Allows children to put into practice a range of the skills they have been taught and introduce a competitive edge.</p>
Vocabulary and key concepts						
	Leap, quickly, underarm, further, overarm, control, time, walk	Dodge, swing, ready position, skip Copy, pose, beat, fast, start, position, shape, counts, low level timing, balance, pathway.	Track, net, racket, underarm, ready position. Breathing, calm, exercise, healthy, heart memory, mood muscles, bones quick, strong	Control, soft swing, track, underarm Action, control, direction, level, speed.	Hurdle, speed take off, weight balance, stable, hands, chain, wheels, handlebars, pedal	Hit, overarm, out, ready, position, track, underarm, bowler, fielder, fielding, batter, batting, bowl.
Y2	Fundamentals Ball skills	Sending and receiving using equipment Gymnastics	Dance Fitness	Target games Gymnastics	Running Balance bike/ Bike skills	Team games Striking and fielding
Why here? Why now?						
	<p>Jumping and running These are fundamental skills building on last year as findings suggest children can't move on unless these fundamentals are a core skill.</p> <p>Ball skills To begin to learn how to use a ball and to receive,</p>	<p>Sending and receiving using equipment This fundamental builds on last year as findings suggest children can't move on unless these fundamentals are a core skill.</p> <p>Gymnastics Children continue their learning from last year</p>	<p>Dance To continue learning sequence and rhythm of dance and build upon previous knowledge.</p>	<p>Throwing This fundamental builds on last year as findings suggest children can't move on unless these fundamentals are a core skill.</p> <p>Gymnastics</p>	<p>Running This fundamental builds on last year as findings suggest children can't move on unless these fundamentals are a core skill. Children will need to be prepared for sports day</p>	<p>Team games This fundamental builds on last year as findings suggest children can't move on unless these fundamentals are a core skill.</p>

	send, dribble and track the ball	and learning how to move their body into different shapes and travelling in a variety of ways.	Fitness Children continue to learn about how to keep healthy and how an active lifestyle helps with this	Children to continue their learning of movement and begin to explore movement on equipment.	Bikability Children to build upon confidence from last year and bring in their own bikes if they have them.	
Vocabulary and key concepts						
	Receive, release, touch, prepare, collect.	Against, consecutive, racket, ready, position, defend, underarm, quickly, receive, return, trap.	Expression, matching, mirroring, perform, speed, unison, create, dynamics. Speed, steady, time, sprint, tired.	Control, soft, swing, track, underarm. Link, pathway, pike, sequence, straddle, tuck.	Aim, far, landing, take off, distance, height, sprint. Balance, stable, hands, chain, wheels, handlebars, pedal.	Aim, rules, lose, safely, stop, win, batting, bowl, bowler, fielder, fielding, hit, overarm, out, ready, position, track, underarm, collect, teammate, runs, stump, tactics.
Y3/4	Fundamentals	Invasion games – football	Fitness	Athletics	Striking and fielding – Cricket	OAA
	Net and wall – Tennis	Gymnastics	Gymnastics	Dance	Swimming	
Why here? Why now?						
	Multi skills Children use all they have learnt to learn and play new games that put a range of skills together. Tennis Children introduced to the basic of ball control. Weather better this time of the year.	Football Children to learn the basics of invasion games using a well-known sport. Gymnastics Children build upon last year’s movements and begin to put a range of movements together.	Fitness To build on the prior learning and develop this to help improve our fitness. Gymnastics Children build upon last year’s movements and begin to put a range of movements together.	Athletics Sports day during this term and the track is down Dance To continue learning sequence and rhythm of dance and build upon previous knowledge.	Cricket Better weather in this term introduces children into striking and fielding with basic game structures of batting and fielding. Swimming To learn new skills and develop confidence in the water. To some this will be a new experience.	OAA introducing children to what this is with basic team games and map skills.
Vocabulary and key concepts						

	Backhand, against, consecutive, racket, ready ,position, defend, underarm, quickly, receive, return, trap, court, forehand, rally, track, competition, control, co-operation, face, opponent, tactic, opposition.	Communicate, intercept, invasion, opposition, pitch, court, receiver, referee, teamwork, tournament, control, umpire, technique.	co-ordination, control, progress, stamina, strength, technique, agility. Body, tension, contrast, extends, flow, landing, position, take off, point, match, patch.	Speed, strength, power relay accuracy, baton, technique, canon explore extend feedback formation, interact,	Accuracy, decision, close, catch, team, space, throw, catch, run, direction, score, points, jump, partner, land, aim, rules, lose, safely, stop, win, batting, bowl, bowler, fielder, fielding, hit, overarm, out, ready, position, track, underarm, collect, teammate, runs, stump, tactics, caught, out, grip, no ball, run out, short barrier, strike, technique, tournament, umpire wicket,	Collaborate, effectively, cardinal points, adhere, direction, forwards, partner, path, rules, safely, score, sideways, space, stop, team, instructions, share, lead, listen, plan, challenge, talk, successful, solve, support, communicate, include, compass, discuss, honest, interrupt, course, route, symbol, tactics, trust, teamwork.
Y4/5	Invasion games - Tag rugby Boxercise	Swimming Fitness	Gymnastics Football	Net and wall – Tennis Dance	Striking and fielding – rounders Team games Hockey	Athletics OAA
Why here? Why now?						
	Invasion games Giving children a chance to build on basic skills taught in invasion games and building new skills. Boxercise Children introduced to a new sport that builds fitness and children to learn no contact with others.	Swimming To build on their lessons from Year 3/4 and develop their confidence, strokes and skills. Fitness Children build upon their cool core knowledge.	Gymnastics Building upon previous learning recapping and moving skills on. Using a range of equipment to create a sequence. Netball Building on knowledge of Y3 and moving on with skills building up to mini games,	Tennis Hopefully weather is better in this term children build on prior knowledge and look at court movement. Dance Developing further skills as they learn to move their body using a range of ways.	Rounders Use some of Y3 striking and fielding knowledge to transfer to a different sport. Hockey Children introduced to the game using wooden sticks again using the basic skills they have previously learnt	Athletics Building upon previous learning and track down in this term to help with running aspect. OAA Better weather for children to build upon previous knowledge.

					and building up invasion game skills.	
Vocabulary and key concepts						
	Ball, carrier barrier creates dominant close down drive maintain sporting behaviour situation sportsmanship, stance, rebound, angle	Consistent, measure, motivates, persevere, power, stable, drive.	Asymmetrical, canon, cartwheel, decides, observe, quality, performance, stable, symmetrical, synchronisation, transition, extension, mirroring.	Choreograph, choreography, collaboratively, genre, motif, posture, quality, transition.	Fake, force, officiate, par, situation, stance, align, angle.	Changeover, track, drive, field, force, javelin, approach, momentum, consistent, dominant.
Y5/6	Basketball	Swimming	Dance	Gymnastics	Athletics	Striking and fielding Rounders
	Gymnastics		Football	Net and wall Badminton	OAA	Tennis
Why here? Why now?						
	<p>Basketball To continue learning the game of netball putting it into more game situations.</p> <p>Gymnastics Building upon previous learning recapping and moving skills on. Using a range of equipment to create a sequence</p>	<p>Swimming To develop their skill and stroke in the water. To learn lifesaving skills and apply them. Now to ensure they reach KS2 curriculum national standards.</p>	<p>Dance To work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Invasion games – football To build on all prior knowledge and compete confidently in an invasion game.</p>	<p>Gymnastics To confidently transition from one action to another showing appropriate control and extension for the complexity of the action,</p> <p>Badminton To develop previous skills of tennis and apply to a different net and wall game.</p>	<p>Athletics Children to practice on sports track on field – sports day in this term.</p> <p>OAA Children to use the outdoor area to practice skills.</p>	<p>Rounders Children to build on prior knowledge of striking and fielding.</p> <p>Tennis Children to build on previous years learning weather better at this time of year.</p>
Vocabulary and key concepts						
	Abide, appropriate, assess, attack, onside, option, timing, definite, extend, react, transition.	Outstretched, personal, best, retrieve, somersault, synchronised, continuously, afloat buoyant conserve motion	Aesthetic, express, freeze, frame, inspiration, mood, refines, rehearse, stimulus. style, contrasting, counterbalance	Execution, flight, formation, progression, refines structure, vault.	Stance, release, explosive, meet, grip, fling, pattern, phase, rhythm, strategy.	Opposing, recover, limit, stance, direct, thrust, appropriate, service, placement, prepare, footwork, doubles.

flexed, streamline,
propel.

turnover, dictate, transition,
contest, draw, abides,
appropriate, assess, attack,
onside, option, timing,
definite, extend, ballside,
react.