



PE Medium Term Overview

National Curriculum Objectives - KS2

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

- 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.

Athletic				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	underarm throw	overarm throw	trajectory	stride
Subject Specific Vocabulary	aiming	agility	pace	Momentum
General Vocabulary	determination	technique	evaluate	position
Key Skills	<p>Jumping - long jump</p> <ul style="list-style-type: none">• To take off and land correctly and safely. <p>Jumping - vertical jump</p> <ul style="list-style-type: none">• To change trajectory to an upwards motion.• To bend knees upon landing. <p>Jumping - speed bounce</p> <ul style="list-style-type: none">• To jump sideways.• To land with bent knees.• To begin to twist hips whilst jumping. <p>Running -</p> <ul style="list-style-type: none">• To keep your head up and forward when moving.• To pump arms (hip to lip).• To drive knees (high knees).• To move my heel to bum and drive my knee forward. <p>Throwing - push</p> <ul style="list-style-type: none">• To understand that a push throw starts in front of me and I push the object away.• Place your hands in the correct position.• Begin to use the correct trajectory for my objective. <p>Throwing - pull</p> <ul style="list-style-type: none">• To understand that a pull throw is where the object starts from behind my body and that I must pull it in order to be able to throw.• Begin to use the correct trajectory for my objective from a seated position.		<p>Jumping - long jump</p> <ul style="list-style-type: none">• To take off with power.• To take off with the correct trajectory.• How to land correctly and safely. <p>Jumping - vertical jump</p> <ul style="list-style-type: none">• To change trajectory to an upwards motion.• To bend knees upon landing.• To increase power with further focus on trajectory. <p>Jumping - speed bounce</p> <ul style="list-style-type: none">• To jump sideways.• To land with bent knees.• To begin to twist hips whilst jumping.• To show control upon landing and take off. <p>Jumping - triple jump</p> <ul style="list-style-type: none">• To hop on one leg.• To hop and step.• To hop, step and land on two feet.• To land with bent knees safely. <p>Running -</p> <ul style="list-style-type: none">• To keep your head up and forward when moving.• To pump arms (hip to lip).• To drive knees (high knees).• To move my heel to bum and drive my knee forward.• To complete the sequence of movements over a further distance. <p>Throwing - push</p> <ul style="list-style-type: none">• To understand that a push throw starts in front of me and I push the object away.• Place your hands in the correct position, extend my arms fully and finish with my hands/wrists.• Use triple extension to increase the power of my throw.• Use the correct trajectory for my objective.	

			Throwing - pull <ul style="list-style-type: none">To understand that a pull throw is where the object starts from behind my body and that I must pull it in order to be able to throw.Use the correct trajectory for my objective from a seated and standing position.Be able to adapt body shape/position for the object being thrown.	
Essential Knowledge	<ul style="list-style-type: none">Running and jumping: Absorbing impact using your legs will help you to land safely.Throwing: Underarm throwing is when the object is under the arm.Use your ‘magic finger’ to support aiming when throwing.	<ul style="list-style-type: none">Running: Arm position - relax shoulders, hand moves hip to lip.Jumping: Use arms to propel forwards.Throwing: Overarm throwing is when the object is over the arm.	<ul style="list-style-type: none">Running and jumping: Head position - head up, look straight.Throwing: Trajectory can be adjusted depending on the situation or object being thrown.	<ul style="list-style-type: none">Running: Knee position - heels to bottom and kneel drive to increase stride and efficiency.Jumping: Knee position - heels to bottom and kneel drive to propel forwards.Throwing: Use the whole body to throw (not just the arm).
Inspirational Figures	Dina Asher Smith and Katarina Johnson Thompson			

Invasion (OSA)				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	Invasion	Evasion	Space	Marking
Subject Specific Vocabulary	Agility	tactic	pivot	Manipulate (space)
General Vocabulary	dodging	possession	intercept	anticipate
Key Skills	<ul style="list-style-type: none">To use passing and moving skills to keep possession.To use passing and moving skills to create a scoring opportunity.To apply basic defensive principles in games.	<ul style="list-style-type: none">To know how to pass and move into space.To use passing and moving skills to keep possession.To use passing and moving skills to create a shooting opportunity.	<ul style="list-style-type: none">To use passing, moving and dribbling skills to keep possession.To use passing, moving and dribbling skills to create a scoring opportunity.To apply defensive principles in games.To understand how to collaborate in teams.To communicate effectively within their teams.To create and apply a range of attacking tactics in games.To create and apply a range of defensive tactics in games.	<ul style="list-style-type: none">To utilise a wide range of attacking skills in games.To apply defensive principles in games.To work effectively in teams.To create and apply attacking tactics in games.To create and apply defensive tactics in games.To apply tactics in a range of game based scenarios.
Essential Knowledge	<ul style="list-style-type: none">Know how to pass and move into space.Understand why we have to pass and move into a space.	<ul style="list-style-type: none">Know how to dribble using their hands, feet or stick.Understand why we have to pass and move into a space.Apply basic defensive principles in games to stop an attack.	<ul style="list-style-type: none">Know how to score points in games.	<ul style="list-style-type: none">Understand why we have to adapt tactics as the situation in the game changes.Know how to evaluate and improve tactics in games
Inspirational Figures	Joe Marchant	Ruby Tui	Helen Housby and Anadolu Efes	Mikel Hanson and Denmark Handball team

Strike / Field				
	Year 3	Year 4	Year 5	Year 6

Topic Specific Vocabulary	Fielder	Over	Backing up	Crease
Subject Specific Vocabulary	Batter	Bowler	Infield/Outfield	Walking in
General Vocabulary	Catch	Wide	Barrier	Line
Key Skills	<ul style="list-style-type: none">To strike a stationary ball and send it into space.To apply striking skills in games.To throw accurately into space and to a target.To track and collect a moving ball.	<ul style="list-style-type: none">To strike a moving ball and send it into space.To throw accurately underarm and overarm.To track and catch a moving ball.	<ul style="list-style-type: none">To strike a ball into space.To throw accurately underarm and overarm.To move into space to catch a moving ball.	<ul style="list-style-type: none">To strike a ball into space away from fielders.To throw accurately underarm and overarm.To begin to predict where a ball is going to be hit to give a better chane of catching it.
Essential Knowledge	<ul style="list-style-type: none">Know why we send a ball into space.Understand why it is so important to throw accurately.Play by simple rules.	<ul style="list-style-type: none">Understand why it is so important to throw accurately in a game.Know why we send a ball into space.Able to play by the rules.Understand the role of the batting team.Understand the role of the fielding team.	<ul style="list-style-type: none">Know why we send a ball into space.Understand why it is important to throw accurately.Able to play by the rules, including the rules of rounders and cricket.Understand the role of the batting team.Understand the role of the fielding team.Create simple batting focused tactics and strategies to overcome their opponent.Create simple fielding tactics and strategies to overcome their opponent.	<ul style="list-style-type: none">Understand why it is important to throw accurately and when to choose under arm or over arm.Able to play by the rules, including the rules of rounders and cricket.Understand the role of the batting team.Understand the role of the fielding team.Create batting focused tactics and strategies to overcome their opponent.Create fielding tactics and strategies to overcome their opponent.
Inspirational Figures	Softball	England Men's Cricket team	Tammy Beaumont	Ben Stokes

Net / Wall				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	Serve	Strike	Volley	Shot
Subject Specific Vocabulary	Fore/Backhand	Control	Positioning	Variation
General Vocabulary	Rally	Accuracy	Height	Angle
Key Skills	<ul style="list-style-type: none">To strike a ball and send it towards a target or into space.To throw the ball accurately into space.To use agility to move into space quickly.To being in the ready position when playing (Weight forward on balls of feet knees bent hands up ready, eyes forward)	<ul style="list-style-type: none">To strike a ball to a partner.To apply striking skills in games.To use a forehand shot.To use a back hand shot.	<ul style="list-style-type: none">To hit the ball accurately into space away from an opponent.To use a serve.To use a volley.	<ul style="list-style-type: none">To hit the ball accurately into space to challenge an opponent.
Essential Knowledge	<ul style="list-style-type: none">Know why we send a ball towards a target or into space.Play by simple rules.Know how to keep a ball controlled using a racket or bat.	<ul style="list-style-type: none">Know why they have to aim at space in order to beat an opponent.Able to play by simple rules.Know how to keep a ball controlled using a racket.Create simple tactics to beat their opponent.	<ul style="list-style-type: none">Know why they have to hit the ball into space in order to beat an opponent.Know how to hit the ball with a forehand shot into space.	<ul style="list-style-type: none">Know why they have to hit the ball into space in order to beat an opponent.Know how to hit the ball with a forehand shot into space.

		<ul style="list-style-type: none"> Know why they have to be ready to move quickly in a game. 	<ul style="list-style-type: none"> Know how to hit the ball with a backhand shot into space. Create tactics to beat their opponent. Know why they have to be ready to move quickly in a game. 	<ul style="list-style-type: none"> Know how to hit the ball with a backhand shot into space. Create tactics to beat their opponent. Know why they have to be ready to move quickly in a game. Understand the purpose of the serve. Know how to execute a basic volley shot. Know why we might choose to execute a volley in a game.
Inspirational Figures	Squash	Basque Pelota	Cameron Norrie	Gordon Reid

Creative				
	Year 3	Year 4	Year 5	Year 6
Topic Specific Vocabulary	Travelling (both)	Canon (dance)/ Posture	Motif (dance) / Level	Choreography (dance) /Core Strength
Subject Specific Vocabulary	Sequence (dance)/Tension	Expanding & contract (dance) / Counterbalance	Retrograde (dance) /	Timing
General Vocabulary	Exaggerated	Routine (both)	Conflict (dance) / Symmetrical	Analyse (dance)
Key Skills - dance	Cartoon Capers <ul style="list-style-type: none"> To be able to perform a short set sequence. To begin to use exaggerated movements. To create a short duet with a partner. To use transitions within a duet to make it flow to tell a story. To be able to perform to an audience showing basic performance skills. To begin to provide feedback by comparing performances. Work as a team to create/plan/perform a motif. 	Electricity <ul style="list-style-type: none"> To retrieve Year 3 skills. To perform movements in time with music and react to different cues (beat, speed, different instruments) in the music. To use canon in a dance routine. To explore the different shapes my body can make. 	Conflict <ul style="list-style-type: none"> To retrieve Lower School skills. To recognise beats within music and use it to move my body in time. To use mirror in a partner motif. To add attitude and emotion to movements (gesture) to show the theme of conflict. To perform a motif in reverse (retrograde). To discover the origins and some of the movements from Capoeira. To discover some street and break dance movements. To link different contemporary dance movements together. 	Ancient Greece <ul style="list-style-type: none"> To retrieve skills taught in Year 3/4/5. To extend a taught motif by adding own choreography that links with the theme. To use changes of level, direction, speed, twists, turns and jumps. To analyse and reflect on your own performance and give constructive feedback to peers. To implement changes based on feedback. To perform in a larger group (2 classes).
Key Skills - gymnastics	<ul style="list-style-type: none"> To perform a combination of actions with a change in speed, level or direction. To perform gymnastics actions on the floor and over, through, across and along apparatus. To perform a Front Support roll. To perform a turn in the air whilst jumping. To perform a range of actions with consistency, fluency and clarity of movement. To travel fluently with control. To perform a side roll. To work well with a partner. To combine actions and maintain the quality of performance when performing with a partner. To use different ways of using shape, travel and direction. To explore movements and creativity. To create a sequence of movements thinking about quality and performance. To work well in small groups to create roll sequences, sharing ideas and listening to others. To perform key shape jumps, turn jumps, and rebound jump with increased quality. To perform a tuck roll to standing. To perform a leap, and leap in different directions. To balance individually and with a partner. To create, perform and repeat sequences that include changes of dynamics e.g., changes of level, speed or direction. To perform a broad range of gymnastics actions on the floor and over, through, across and along apparatus 		<ul style="list-style-type: none"> To perform more complex balances, including balances that require supporting own body weight. To travel into and out of a roll. To link a range of movements with fluency and finesse. To perform more complex jumps and jump combinations. To combine and perform gymnastic actions, shapes and balances more fluently and effectively. To explore a range of apparatus and incorporate some into a routine. To perform in front of an audience confidently. To apply basic compositional ideas to the sequences I create, on and off apparatus. To combine rolls with travel to create longer movement sequences. To find different ways to use shape and symmetry. To perform more complex counter and weight on partner balances. To perform balances with good control and quality, showing good strength and balance. To combine movement ideas fluently and effectively. To create longer sequences of movement. To create large group balances up to 8 people. To communicate well and show good teamwork skills, such as sharing own ideas and valuing others' ideas. To work in a group to build sequences using apparatus. To progress a variety of rolling techniques showing good body tension and control. To perform a variety of jumps with strength, control and finesse 	

Essential Knowledge - dance	<p>Actions:</p> <ul style="list-style-type: none"> understand that sharing ideas with others enable my group to work collaboratively and try ideas before deciding on the best actions for our dance. <p>Dynamics:</p> <ul style="list-style-type: none"> understand that all actions can be performed differently to help to show effect. <p>Space:</p> <ul style="list-style-type: none"> understand that I can use space to help my dance to flow. <p>Relationships:</p> <ul style="list-style-type: none"> understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. <p>Performance:</p> <ul style="list-style-type: none"> understand that I can use timing techniques such as canon and unison to create effect. <p>Strategy:</p> <ul style="list-style-type: none"> know that if I show sensitivity to the music, my performance will look more complete. 	<p>Actions:</p> <ul style="list-style-type: none"> understand that some actions are better suited to a certain character, mood or idea than others. <p>Dynamics:</p> <ul style="list-style-type: none"> understand that some dynamics are better suited to a certain character, mood or idea than others. <p>Space:</p> <ul style="list-style-type: none"> understand that space can be used to express a certain character, mood or idea. <p>Relationships:</p> <ul style="list-style-type: none"> understand that some relationships are better suited to a certain character, mood or idea than others. <p>Performance:</p> <ul style="list-style-type: none"> know that being aware of other performers in my group will help us to move in time. <p>Strategy:</p> <ul style="list-style-type: none"> know that I can select from a range of dance techniques to translate my idea. 	<p>Actions:</p> <ul style="list-style-type: none"> understand that different dance styles utilise selected actions to develop sequences in a specific style. <p>Dynamics:</p> <ul style="list-style-type: none"> understand that different dance styles utilise selected dynamics to express mood. <p>Space:</p> <ul style="list-style-type: none"> understand that space relates to where my body moves both on the floor and in the air. <p>Relationships:</p> <ul style="list-style-type: none"> understand that different dance styles utilise selected relationships to express mood. <p>Performance:</p> <ul style="list-style-type: none"> understand what makes a performance effective and know how to apply these principles to my own and others' work. <p>Strategy:</p> <ul style="list-style-type: none"> know that if I use dance principles it will help me to express an atmosphere or mood. 	<p>Actions:</p> <ul style="list-style-type: none"> understand that actions can be improved with consideration to extension, shape and recognition of intent. <p>Dynamics:</p> <ul style="list-style-type: none"> understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. <p>Space and relationships:</p> <ul style="list-style-type: none"> know that combining space and relationships with a prop can help me to express my dance idea. <p>Performance:</p> <ul style="list-style-type: none"> understand how a leader can ensure our dance group performs together. <p>Strategy:</p> <ul style="list-style-type: none"> know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
Essential Knowledge - gymnastics	<ul style="list-style-type: none"> Know what needs to be practiced to improve my performance. Know what a gymnastics sequence needs to include. Understand that strength and suppleness are important parts of fitness in gymnastics. Recognise what I do well and what I find difficult. Recognise and explain good performances. Explain the correct steps needed in a variety of different rolls. Know what a suitable warm-up activity looks like for upcoming activities. Know some of the names of muscles in the body. Can describe and evaluate the effectiveness and quality of a performance. Know what skills are performed in gymnastics. 		<ul style="list-style-type: none"> Explain and perform the steps to a quality of a Safety roll. Understand the meaning of travelling with purpose, control and finesse. Recognise parts of a performance that could be improved and explain why. Know a range of compositional principles. The key technical points are of a variety of different gymnastics rolls. I can evaluate a performance, recognising what is successful and what could be improved. Provide constructive feedback about a performance. Have discussions to help others improve their performance. 	
Inspirational Figures	Joe Fraser	Jessica & Jennifer Gadirova	Michael Jackson	New Zealand Rugby Team

Outdoor Adventurous Activities (OAA)		
	Lower Key Stage 2	Upper Key Stage 2
Topic Specific Vocabulary	Orientate	Cardinal points
Subject Specific Vocabulary	Control point	Plotting
General Vocabulary	Map	Teamwork
Key Skills	<ul style="list-style-type: none"> To communicate effectively. To solve problems. To understand different points on a map. To make a map. 	<ul style="list-style-type: none"> To communicate effectively. To solve problems. To understand different points on a map. Take part in an orienteering event.

	<ul style="list-style-type: none">Take part in an orienteering event.	<ul style="list-style-type: none">To make a map with a matching legend.To understand scale on a map.
Essential Knowledge	<ul style="list-style-type: none">Recognise where you are on a map.Move confidently in different directions.Know the different directions.Follow instructions of a game.Know how to stay safe whilst orienteering.	<ul style="list-style-type: none">Understand relevant techniques to navigate to and from control points.Understand elements of scaling confidently.Understand the symbols on a legend.Plan strategies to complete a task.
Inspirational Figures	Chris Brasher	Ernst Killander