



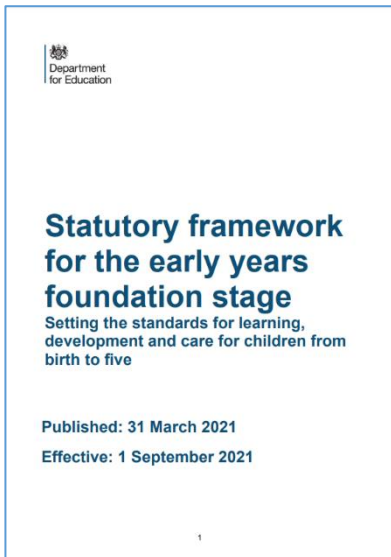
YR – Y6 PE Subject Overview



‘At Ashford Park, we are athletes, gymnasts and team players!’

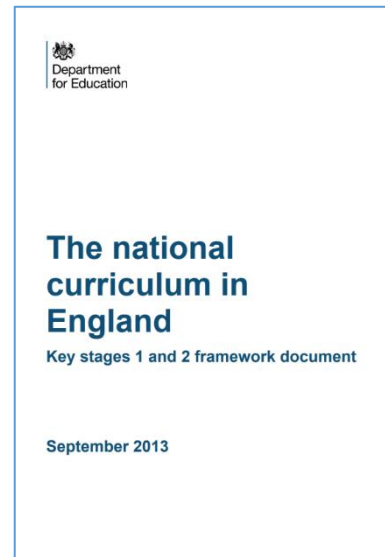
At Ashford Park, we believe that effective and engaging Physical Education is central to children’s learning and, furthermore, can help lead to a happy, healthy and active life.

We structure our PE learning around the **EYFS Statutory Framework** and the **National Curriculum** and we use resources from **Get Set 4 PE** to help us deliver a high-quality PE curriculum for our pupils.



“Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.

Children must be helped to understand the importance of physical activity, and to make healthy choices in relation to food.”



“A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”









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Our subject overview and skills progression for **Reception**:

	Autumn 1 Fundamentals: Unit 1	Autumn 2 Gymnastics	Spring 1 Dance	Spring 2 Ball skills	Summer 1 Games	Summer 2 Fundamentals: Unit 2
Reception	 <p>We learn to balance while stationary and on the move. We develop control while running, stopping and changing direction and we explore different ways to travel. We practice jumping and landing with safety.</p>	 <p>We copy and create shapes both on a floor mat and while on apparatus. We develop our ability to take weight on different body parts, and further develop our skills of jumping and landing safely, from the previous unit.</p>	 <p>We explore different body parts and how they move. We remember and repeat actions and explore different directions. We adapt and perform simple patterns and routines and develop our confidence and imagination.</p>	 <p>We develop our ability to roll a ball to a target and stop a rolling ball. We improve our accuracy when throwing to a target. We practice bouncing, catching, dribbling and kicking.</p>	 <p>We explore running, stopping and changing direction, making sure we are staying safe while carrying out these actions. We develop an understanding of roles within a game and learn about the importance of working co-operatively with others. We also learn how to keep score in a game. Skills from previous units, like throwing, are also revisited.</p>	 <p>We practice balancing (while stationary and while moving), running, stopping and changing direction. We explore jumping and hopping and different ways to travel using equipment.</p>















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Our subject overview and skills progression for **Key Stage 1:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ball skills	Gymnastics	Dance	Sending and receiving	Striking and Fielding	Target Games
Year 1	 <p>We develop our control and co-ordination when dribbling a ball with our hands. We improve our accuracy while rolling and throwing a ball towards a target. We practice catching with two hands, dribbling a ball with our feet and tracking a moving ball. These skills are revisited later on in Year 1.</p>	 <p>We explore travelling movements. We develop quality when performing and linking shapes learning to be precise and accurate in our body movements. We develop stability when balancing and develop technique when performing shape jumps. We learn the correct vocabulary and technique for barrel rolls, straight rolls and forward rolls and learn to link these actions to create a sequence.</p>	 <p>Our learning in Dance is structured around four themes: Weather, Pirates, The Lost Toy and On Safari. We learn to use a count of 8 to move in time (a skill which is revisited up to Year 6). We explore pathways in dance routines and we start to use speeds, actions and expressions to portray different animals. These skills are all practiced in both solo and partner work.</p>	 <p>We develop rolling and receiving a ball towards a target. We learn to track and stop a rolling ball. We send and receive a ball both with our feet, and with our hands. These sending and receiving skills are applied over shorter and longer distances, giving us an opportunity to develop our accuracy. Finally, we apply those skills to small games.</p>	 <p>We explore throwing and catching and apply those skills to simple games. We develop overarm throwing and learn the correct terminology for this. We practice striking a ball both with our hand and with equipment. We learn to retrieve a ball when fielding, get a batter out and we also learn how to score points.</p>	 <p>We develop underarm throwing towards a target. Technique is focused towards developing accuracy over distance. Revisiting previously learnt techniques (such as overarm throwing), we learn to select the best technique for a situation.</p>

Year 2	Invasion	Gymnastics	Dance	Sending and receiving	Striking and Fielding	Target Games
	 <p>We learn what it means to be in possession and we learn how to support a teammate while our team has the ball. We understand that scoring goals is an attacking skill and that stopping goals is a defending skill. We explore skills associated with attacking and defending such as how to gain possession, how to mark an opponent and use simple tactics as a team.</p>	 <p>We perform gymnastic shapes and link them together. We use those shapes to create balances and link actions to create short sequences. Using apparatus, we develop balancing and different take offs and landings. We incorporate these skills into sequences, along with the shapes learnt at the start of the unit.</p>	 <p>In this Dance unit learning is structured around four themes: Secret Garden, The Circus, The Rainforest and Jack Frost. As part of this, we continue learn to remember and repeat actions (building on previously learnt skills) and start to incorporate dynamics (a new skill) Like we did in Year 1, we use counts of 8 to stay in time with music and we create actions to respond to stimuli.</p>	 <p>In this unit, we build on previously learnt skills. These include rolling a ball towards a target, and tracking and receiving a rolling ball with both hands and feet. We also develop our catching skills. It is in this unit that we begin to send and receive a ball using a racket.</p>	 <p>We develop our skills at rolling a ball and collecting it. We develop accuracy in underarm throwing and develop striking (hitting) for distance and for accuracy. We also develop our decision-making in getting a batter out and practice this skill while under pressure.</p>	 <p>Building on previously learnt skills in Year 1, we start to consider how much power to apply when aiming for a target. We revisit overarm throws and practice hitting moving targets. We learn how to score in various different target games and we learn to select appropriate skills to play a game.</p>









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Our subject overview and skills progression for **Key Stage 2:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gymnastics	Dodgeball	Outdoor and Adventurous Activities (OAA)	Dance	Cricket	Athletics
Year 3	 <p>We create interesting point and patch balances. We learn how to step into shape jumps improving our balance and control while doing this. We develop straight rolls, barrel rolls and forward rolls. We learn to transition smoothly into and out of balances. We match and contrast actions and incorporate equipment into those actions.</p>	 <p>In this unit, we draw on skills acquired in Ball Skills and Sending and Receiving. We learn to apply rules to a game situation. We develop throwing at a moving target, use jumps, dodges and ducks to avoid being hit. We practice catching a ball at different heights and learn how to block using the ball.</p>	 <p>OAA not only involves physical activity but also problem-solving and lateral thinking. We develop cooperation, trust and teamwork skills and learn to involve all members in an activity. We practice following instructions, listening to teammates and working towards a shared goal. We learn to identify objects on a map, draw routes using directions and orient a map and grid.</p>	 <p>Our learning for this Dance unit is structured around four themes: Machines, A Trip to..., Country and Western and Superpowers. We recap prior learning and use choreography ideas to develop our routines. This includes choreographic concepts such as canon, unison and formation when dancing as a group.</p>	 <p>We revisit skills from Striking and Fielding in Year 1 and Year 2. We improve overarm throwing and catching and underarm bowling. We learn the correct technique for how to grip a cricket bat and develop our batting technique. We learn to field a ball and are introduced to key fielding skills such as 'two-handed pick up' and a 'short barrier'. We apply all these skills to mini cricket.</p>	 <p>We develop our sprinting technique to improve on a personal best. We are introduced to other key athletic skills such as effective changeover in relay events. We develop our jumping technique and our pull throw technique. We develop officiating and performing skills.</p>

Gymnastics



Building on learning from previous years, we develop individual and partner balances. We practice maintaining control in performing and landing rotation jumps. We improve our straight rolls, barrel rolls and forward rolls (from previous learning) and add a new technique: straddle rolls. We develop our strength when using 'inverted movements' (any position where the feet are above the head) and learn to create a partner sequence including apparatus.

Tag Rugby



We explore throwing, catching and running with the ball. We are introduced to tagging rules and other rugby-related concepts such as using the 'forward pass' and 'offside' rules. We practice dodging a defender and moving into space, and we develop defending skills. Finally, we apply the skills, rules and concepts we have learnt to a game situation.

Hockey



Building on previously learnt skills in Sending and Receiving, we develop sending a ball using a push pass and receiving a ball using correct stick technique. We explore dribbling using 'Indian dribble' (reverse stick). We practice attacking skills such as moving into space after passing a ball and defending skills such as using an open stick to gain possession. We apply these principles in hockey matches.

Dance



Our learning is structured around four themes: The Spy, Carnival, States of Matter, and The Twist. We learn how actions relate to a theme. We develop previously learnt concepts such as dynamics, space and relationships and we incorporate new ideas such as phrase, genre and styles of dance. As before, skills are practiced to a count of 8, further developing our familiarity with pulse and rhythm.

Tennis















In this unit, we begin to develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. We learn how to score points and how to use skills, strategies and tactics to outwit the opposition. We are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

Athletics



We develop our stamina, speed and pace in relation to distance. We improve power and speed in sprinting and we develop technique when jumping for distance. We learn how to achieve greater distance when throwing by using power and technique. We build on and deepen our officiating and performing skills.

	Gymnastics	Netball	Dance	Outdoor and Adventurous Activities (OAA)	Athletics	Cricket
Year 5	 <p>We draw upon our learning from previous Gymnastics units. We introduce new gymnastic concepts such as symmetrical and asymmetrical balances. We improve our straight rolls, forward rolls and straddle rolls and add a new technique to our repertoire: backward rolls. We perform progression of inverted movements. We learn to 'mirror' actions with a partner both on the floor and on apparatus.</p>	 <p>We develop passing and moving, using the attacking principle of creating and using space (a concept used in previous units Tag Rugby and Hockey). We develop attacking skills such as changing direction to lose a defender and defending skills such as staying ball side and when to go for an interception. Finally, we develop shooting technique. We apply all these skills and tactics to small team games.</p>	 <p>Our learning is structured around four themes: Dance by Chance, Rock n' Roll, Ancient Maya and Chinese Dance. We explore how changes in dynamics change the appearance of the performance. We learn to copy and repeat actions. We learn to choose actions to create a motif in a given character. We revisit previously learnt dance concepts such as canon and unison and use these in different dances.</p>	 <p>We develop communication, negotiation and empathy while working as a team. We solve problems, share ideas and collaborate. We deploy navigational skills and map reading to identify objects and locations around us.</p>	 <p>We get experience running different distances and learn to develop and apply different speeds depending on the distance. When running for speed, we practice fluency and coordination in our technique. We develop technique in relay changeovers and in triple jump. We learn to increase power and force in our throwing so as to achieve longer distances.</p>	 <p>Building on skills learnt in Year 3, we develop throwing and catching while under pressure. When batting, we learn to identify space in our opponents' fielding and place a ball into that space. We develop consistency of catching to get opponents out and deploy a variety of fielding tactics. We improve our overarm bowling technique. We apply our skills to a variety of game situations.</p>

Year 6	<p data-bbox="280 81 407 113">Football</p>  <p data-bbox="192 336 488 991">In this unit, we develop our ability to dribble a ball under pressure and to pass the ball accurately to maintain possession. We use different turns to keep the ball away from defenders and use correct vocabulary ('instep', 'outstep') to describe those turns. We develop goalkeeping skills to stop scoring and we apply rules and tactics to a game.</p>	<p data-bbox="577 81 759 113">Gymnastics</p>  <p data-bbox="517 336 813 991">We revisit straddle rolls, forward rolls and backward rolls. We learn about counter balance and counter tensions (also known as partner balances). We perform inverted movements with control. We perform headstands and cartwheels and use flight from hands to travel over apparatus. We deploy all these techniques in partner and group sequences.</p>	<p data-bbox="943 81 1052 113">Tennis</p>  <p data-bbox="844 336 1140 1118">We develop the forehand groundstroke and return the ball using backhand groundstroke. We learn how to perform a 'volley' shot and when to use it. We develop accuracy in an underarm serve. We learn to officiate using the official tennis scoring system ('love', 'deuce', 'advantage' etc.) and we learn to work co-operatively with a partner to use tactics to outwit an opponent.</p>	<p data-bbox="1249 81 1402 113">Rounders</p>  <p data-bbox="1171 331 1467 906">We develop both our bowling action and batting technique. We learn to make decisions about where and when to send a ball to a stump and get practice in doing this under pressure. We revisit the 'short barrier' (learnt in Cricket) and introduce the 'long barrier'. We apply rules and skills to a game.</p>	<p data-bbox="1579 81 1724 113">Athletics</p>  <p data-bbox="1498 331 1794 943">Developing our ability to 'pace' a race depending on the distance, we work collaboratively with a partner to set a steady speed. We develop our own sprinting technique and that of others too. We develop power, control and technique for the triple jump. We develop throwing with force and accuracy for longer distances.</p>	<p data-bbox="1928 81 2029 113">Dance</p>  <p data-bbox="1827 331 2123 911">Learning is structured around four themes: Stamp, Clap, Bhangra, Waiting for..., 70s Disco. We develop dance ideas with others. We embed our ability to move and dance to a count of 8 and start to show an awareness of timing, energy and rhythm. We use props to enhance a performance.</p>

Swimming and water safety



In accordance with the National Curriculum, we provide swimming instruction either in Key Stage 2. Travelling to a nearby primary school, pupils are taught by dedicated swimming teachers to: swim competently, confidently and proficiently over a distance of at least 25m; use a range of strokes effectively; and perform safe self-rescue.

Inter-school sport

Ashford Park Primary School is a proud member of **Spelthorne Sports Association**. As part of this, we compete in regular competitive fixtures with other schools in Spelthorne Borough including girls' and boys' football, netball, athletics and swimming.

