



Ilam C of E (VA) Primary School

“Learning, achieving and thriving as a school family through God’s love.”

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” (Jeremiah 29 v11)

3 Year Rolling PE Overview - Squirrel Class (Year 1, 2, 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Swimming at Blore Hall Control and Balance	Swimming at Blore Hall Dance Y1 focus Describe how the body feels	Swimming at Blore Hall Gymnastics - Rolls & Jumps Describe how the body	Games – Team work, Possession and Space Describe how the body	Games – Fielding, Striking and hitting – Rounders	Athletics - Running
	Describe how the body feels before, during and after exercise. Carry and place equipment safely. The following elements of body are to be taught through a range of games and use of our outdoor apparatus: Single balance; balancing on one foot; balancing on a piece of apparatus; climbing; line walk; bench walk. The following are to be taught on mats either inside or	Describe how the body feels before, during and after exercise. Carry and place equipment safely with a focus on mats. Copy and repeat actions. Put a sequence of actions together to create a motif based on a theme. Vary the speed of actions. Use simple choreographic devices such as unison,	Describe how the body feels before, during and after exercise. Carry and place equipment safely, specifically mats and boxes ranging in height. Begin to perform learnt skills with some control. Perform the following using a range of actions and body parts with some coordination. Perform learnt skills with some	Describe how the body feels before, during and after exercise. Play a range of games using team work, possession and space. Develop communications skills and good sportsmanship. Carry and place equipment safely.	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game with increasing control. Practise basic striking, sending and receiving. Position the body to strike a ball. Demonstrate	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Run with a basic technique over different distances, while following a curve, and at different paces, describing the different paces. Show good posture and balance. Jog and sprint both in a straight line and

	outside: Side roll; basic log roll; egg roll; shoulder roll, forward roll. Demonstrate consistent control of a ball in range of activities provided on carousel; Football; basket ball (bouncing), hockey (dribbling with equipment); football (dribbling using feet). Forest School Day trip to Stanley Head (OAE) Children experience a range of outdoor activities such as abseiling, crate stacking, archery, blindfold trails, pond dipping.	canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve. Forest School	control both as an individual move, and as part of a sequence to the class: Rolls- Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll Forward roll from standing Tucked backward roll Jumps- Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle Star jump Straddle jump Pike jump Straight jump Half turn Cat leap Watch and describe performances. Begin to say how they could improve. Forest School	Forest School	successful hitting and striking skills in a game, developing a range of skills. Practise the correct batting technique and use it in a game. Strike the ball for distance. Follow simple rules to play games, understand, apply and follow fairly. Know how to play a striking and fielding game fairly. Engage in competitive activities with confidence, co-ordination and control. Review own performance and that of others saying how it can be improved, and how it has improved over time. Forest School	changing direction. Maintain control when doing so. Develop to using a variety of different stride lengths and speeds. Begin to select the most suitable pace and speed for distance. Understand the importance of adjusting pace according to distance. Show ability to maintain and control a run over different distances. Complete an obstacle course. Identify and demonstrate how different techniques can affect their performance. Focus on arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Begin to perform learnt skills with some control. Engage in competitive activities and team
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						games. Watch and describe performances. Begin to say how they could improve.
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Year B	Swimming at Blore Hall Games - Throwing and Catching – Basketball	Swimming at Blore Hall Dance Y2 Focus	Swimming at Blore Hall Gymnastics - Travelling & Actions Shapes and balances	Games - Attacking and Defending, Passing a Ball - Football	Games – Fielding, Striking and hitting – Quick Cricket	Athletics – Jumping
	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Throw underarm and overarm. Bounce a ball whilst moving. Travel with a ball in different ways, use dribbling skills. Throw, catch and bounce a ball. Including for distance. Practice accurate throwing and consistent catching. Throw different types of equipment in different	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Perform sequences including the following learnt skills of their own composition with coordination and increasing control: Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half turn Chassis steps Cat leap Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes Balances on apparatus Balances with a partner Front and back support Large and	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Use at least one technique to attack or defend to play a game successfully. Use simple attacking and defending skills in a game.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Use hitting skills in a game with increasing control. Practise basic striking, sending and receiving. Position the body to strike a ball. Demonstrate successful hitting and striking skills in a game, developing a range of skills. Practise the correct batting technique and use it in a game.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Perform different types of jumps both as individual moves and as a part of a sequence: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Jump as high and far as possible landing safely and with control. Work with a partner to develop the control of their jumps. Perform and compare, combining different

	ways, for control, accuracy and distance. Use throwing and catching skills in a game. Use hand-eye coordination to control a ball. Perform a range of catching and gathering skills with control. Follow simple rules to play games, understand, apply and follow fairly. Engage in competitive activities with confidence, co-ordination and control. Forest School	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. Forest School	small body part balances, including standing and kneeling balances Matching and contrasting partner balances Watch and describe performances, and use what they see to improve their own performance. Talk about the differences. Forest School	Use fielding skills to stop a ball from travelling past them. Kick a ball whilst moving. Travel with a ball in different ways. Use kicking skills in a game. Follow simple rules to play games, understand, apply and follow fairly. Engage in competitive activities with confidence, co-ordination and control. Review own performance and that of others saying how it can be improved, and how it has improved over time. Forest School	Strike the ball for distance. Develop a safe and effective overarm bowl. Know how to play a striking and fielding game fairly. Follow simple rules to play games, understand, apply and follow fairly. Engage in competitive activities with confidence, co-ordination and control. Review own performance and that of others saying how it can be improved, and how it has improved over time Forest School	jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Watch and describe performances, and use what they see to
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						improve their own performance. Talk about the differences between their work and that of others. Forest School
Year C	Swimming at Blore Hall Outdoor Adventurous Activity	Swimming at Blore Hall Dance Y3 Focus	Swimming at Blore Hall Gymnastics - Vaults, Handstands, Cartwheels and Roundoffs	Games - Travelling with and passing a ball Hockey	Games – Space and possession – Netball	Athletics – Throwing
	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. Orientate themselves with increasing confidence and accuracy around a short trail Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm- up and cool-down. Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm- up and cool-down. Perform the following using a springboard and vault: Straight jump off springboard; hurdle step onto springboard; tuck jump off springboard; squat on vault; star jump off; straddle jump off; pike jump off. Using the mats, perform the following: Front support wheelbarrow	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Use dribbling skills in a game. Use two different ways of moving a ball in a game. Move with a ball with some control. Know	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Run at different speeds and begin to use space in a game. Use different ways of travelling in different directions, pathways or courses. Change speed and direction while running.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm- up and cool-down. Throw underarm and overarm. Perform a push throw. Show increasing control. Throw a ball towards targets of different heights with increasing control and accuracy.

	Choose equipment that is appropriate for an activity and begin to complete activities in a set period of time. Offer an evaluation of personal performances and activities. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Forest School	Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Forest School	with partner; T-lever; scissor kick; handstand; lunge into handstand; cartwheel. Children should develop the quality of the actions in their performances. Performing learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Forest School	how to pass the ball to another player in 2 different ways in a game. Know how to keep and win back possession of a ball in a game. Follow simple rules to play games, understand, apply and follow fairly. Engage in competitive activities with confidence, co-ordination and control. Review own performance and that of others saying how it can be improved, and how it has improved over time. Explain why it is important to warm- up and cool-down. Forest School	Begin to choose and use the best space in a game. Find a useful space and get into it to support teammates. Use simple defensive skills such as marking a player or defending a space. Follow simple rules to play games, understand, apply and follow fairly. Engage in competitive activities with confidence, co-ordination and control. Review own performance and that of others saying how it can be improved, and how it has improved over time. Explain why it is important to warm-up and cool-down. Forest School	Improve the distance they can throw by using more power. Throw different types of equipment in different ways, for accuracy and distance. Increase the distance. Investigate ways to alter throwing technique to achieve greater distance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Forest School
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Spirituality:

- **Delighted in movement, particularly when able to show spontaneity**
- **Pupils are helped to become more focused, connected and creative by taking part in activities such as dance, games and gymnastics**
- **Developing an awareness of our strengths and limitations**
- **Discuss fair play and the value of team work**
- **Develop qualities such as self-discipline, commitment, perseverance and positive sporting behaviour**
- **Use team work to help pupils develop a sense of belonging and self-esteem**
- **Pupils develop a sense of community identity by taking part in inter school events (e.g. Primary Stars events)**
- **Link with national and global sporting events such as the Olympics, Paralympics and World Cup**
- **Explore rituals surrounding sport activities**