



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 Y4 focus Describe how the body feels	Swimming at Blore Hall Gymnastics - Rolls & Jumps	Games – Team work, Progression and Space Tag Rugby	Games – Fielding, Striking and Hitting Skills – Rounders	Athletics - Running
	Control and Balance 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.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Identify and repeat the movement patterns and	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Perform the following skills: Rolls – Forward roll from standing	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Make the best use of space to pass and receive the ball.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Know some reasons for warming up and cooling down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Perform and apply skills and techniques with control and accuracy.

		actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Straddle forward roll Tucked backward roll Backward roll to straddle forward roll Pike forward roll Dive backward roll to standing pike Pike backward roll Jumps – Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump Half turn Straight jump full turn Cat leap Cat leap half turn Stag jump Straight jump full turn Split leap Cat leap full turn Stag leap Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Demonstrate a good awareness of space. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Forest School	Use a bat to hit a ball with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use hand-eye coordination to strike a moving and a stationary ball. Forest School	Take part in a range of competitive games and activities. Confidently demonstrate an improved technique for sprinting, carrying out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Accelerate from a variety of starting positions and select preferred position. Identify reaction times when performing a sprint start. Continue to practise and refine technique for sprinting. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina,
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		Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Forest School	Modify their use of skills or techniques to achieve a better result. Forest School			explaining its importance for runners. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Forest School Tennis Tournament Develop a backhand technique and use it in a game.
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						Play a tennis game using an overhead serve.
Year B	Swimming at Blore Hall Games - Throwing and Catching – Basketball	Swimming at Blore Hall Dance Y5 Focus	Swimming at Blore Hall Gymnastics - Travelling & Actions Shapes and balances	Games - Attacking and Defending, Passing a Ball - Football	Games – Fielding, Striking and hitting – Cricket	Athletics – Jumping
	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Develop different ways of throwing and catching, and know when each is appropriate in a game. Throw and catch accurately and successfully under pressure in a game. Use a variety of ways to dribble in a game with success. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Include the following: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn pivot1,2,3 and 4-point balances	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Choose the best tactics for attacking and defending. Shoot in a game. Think ahead and create a plan of attack or defence.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Use different techniques to hit a ball. Use at least two different shots in a game situation. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Practise techniques for all strokes.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control.

	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Forest School	Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Forest School	Develop technique, control and complexity of part weight partner balances Group formations using: Pike, tuck, star, straight, straddle shapes Front and back support Part body weight partner balances Balances with and against a partner Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Forest School	Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Vary the tactics used in a game. Adapt rules to alter games. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Forest School	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Begin to measure the distance jumped. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Measure the Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
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					Forest School	Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Forest School
Year C	Swimming at Blore Hall Outdoor Adventurous Activity	Swimming at Blore Hall Dance Y6 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
	Understand the importance of warming up and cooling down, carrying out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for

	Know ways they can become healthier. Orientate with confidence and accuracy around an orienteering course, including when under pressure. Design and prepare an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to orientate and improve the trail. Use clear communication with other teams and to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Identify the key on a map and use a range of map styles, making an informed decision on the most effective.	Know ways they can become healthier. Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.	Know ways they can become healthier. Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault Lunge into handstand Lunge into cartwheel Lunge into round off Hurdle step Hurdle step into cartwheel Hurdle step into round off Link actions to create a complex sequence using a full range of movement that showcases different	health, fitness and wellbeing. Know ways they can become healthier. Move with the ball using a range of techniques showing control and fluency. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Pass the ball with increasing speed, accuracy and success in a game situation Pass a ball with speed and accuracy using appropriate techniques in a game situation. Choose and make the best pass in a game	health, fitness and wellbeing. Know ways they can become healthier. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Forest School	health, fitness and wellbeing. Know ways they can become healthier. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Perform a pull throw. Measure the distance of throws. Continue to develop techniques to throw for increased distance. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of throws. Perform a heave throw. Support others in improving their personal best.
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	Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively with others and work effectively as part of a team, demonstrating leadership skills when necessary. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it. Explain why they have used particular skills or techniques, and the	Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently,	agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Forest School	situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Forest School	Develop and refine techniques to throw for accuracy. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Forest School
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	effect had on their performance.	consistently and with precision.				
	Forest School	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.				
		Forest School				

Daily Mile completed each day (weather dependant)

Each unit should be supported by reference to famous sports people within that speciality. This learning should include observing professionals competing in their sport.

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