PE Curriculum Long Term Overview 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Dance • Understand a dance has a start, middle and end • Explore space with movements • Perform basic body movements • Repeat simple patterns • Use concepts such as mirroring • Move with control • Tap into emotions to respond to the feelings in the music	Gymnastics • Perform a simple sequence including rolling, travelling, climbing, balancing and jumping • Move on and off and over an object • Perform in time with unison • Take and transfer weight on hands • Show spinning and rocking in short sequences	Run, Jump, Throw • Waiting for your turn • Start and stop at speed • Run in straight lines • Throw for distance • Handle and throw a variety of objects • Develop stamina • Use various jumps to take off and land	Hit, Catch, Run • Track and stop balls • To catch a medium sized ball from a short distance • Run between bases • Send a ball into a space • Intercept and retrieve a ball • Retrieve and return a ball to a base • Catch a ball from the air in a game	Attack, Defend, Shoot • Changes direction • Roll, slide or throw with accuracy • Catch a thrown ball • Begin to engage in competitive sports • Attack and defend in a game • Judge where and when to move	Send and Return • Move towards a moving ball with a bat • Apply skills to win points • Send an object using a bat • Feed a ball to a partner to be hit • Play with a range of equipment • Send and return an object in a rally
Year 2	Dance • Show confidence to perform in front of others • Plan a dance with a beginning, middle and end • Perform with expression • Perform to the count of 8 • Create a short simple dance with a partner • Remember and repeat dance steps • Volunteer ideas as part of a group • Select moves that show an understanding of the theme or story	Gymnastics • Show smooth transitions • Perform a sequence using apparatus • Explore and practice transitions • Remember and repeat sequences • Show flexibility in movements • Perform using start and finish shapes • Create and perform a simple sequence • Work with a partner to build and join sequences	Run, Jump, Throw • Make choices about throws for different activities • Develop strength, agility, coordination and balance over a variety of activities • Can negotiate obstacles • Show quick feet actions for sprinting • Work cooperatively to complete running and throwing tasks • Throw with power • Run for a sustained period	Hit, Catch, Run • Retrieve a ball back to a base as a team • Work together in a team to score • Make choices about where to hit the ball • Position yourself well to stop balls • Use skills as a team to prevent runs • Play as a batter, bowler and fielder • Display sportsmanship when competing	Attack, Defend, Shoot • Can send and receive a ball with hands • Can send a ball using feet • Look for space to pass or run into to receive • Explore how to intercept • Perform the role of keeper using basic stopping skills • Play in a range of positions • Use skills to move forward to shoot	Send and Return • Work with a partner to play a simple rally • Use the correct grip to hold a racket • Hit a ball using a racket • Recognise when a ball in 'in' and 'out' • Play with your dominant hand • Feed a ball over a net • Know and describe an attacking shot • Send a ball to different areas on the court
Year 3	Dance • Perform movements to an audience • Express mood and character through a dance piece • Attempt short pieces of improvised dance • Dance using different levels and direction • Contribute ideas to the structure of the dance • Count the beats to a dance pattern • Improve dance by listening to others suggestion • Create dance patterns that explore the space	Gymnastics • Explain why stretching is important • Show mirroring and matching actions • Attempt some challenging moves (splits) • Adapt basic sequences to include some apparatus • Work in a group to create a basic sequence • Remember and repeat sequences • Show body control in movements • Give peer feedback on sequences	Invasion Games • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills.		Athletics • Throw more accurately over greater distances • Run in a relay team • Run at different speeds according to the event • Throw a variety of objects • Control movements and body actions • Jump for height and distance and balance • Link running and jumping activities with fluency and consistency	OAA • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.
Year 4	Dance • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work.	Gymnastics • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences.	Invasion Games • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together (*e.g. dribbling, bouncing, kicking).* • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.		Athletics • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. • Beginning to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment, etc.	OAA • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.
Year 5	Dance • Beginning to exaggerate dance movements and expression • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus • Show a change of pace and timing in their movements. • Uses the space provided to the maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work.	Gymnastics • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences.	Invasion Games • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.		Athletics • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component (*e.g. hop, skip jump, triple jump)* • Beginning to record and evaluate peers performances • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.	OAA • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.
Year 6	Dance • Exaggerate dance movements and expression • Performs with confidence, using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements • Moves appropriately and with the required style in relation to the stimulus • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency across their sequence. • Dances with fluency, linking all movements and ensuring they flow. • Demonstrates precision when performing dances • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work.	Gymnastics • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances.	Invasion Games • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together effectively (*e.g. dribbling, bouncing, kicking).* • Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination • Uses running, jumping, throwing and catching in isolation and in combination		Athletics • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component (*e.g. hop, skip, jump, triple jump)* • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.	OAA • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.