

PE Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.



Aspirations for the future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a Sportsperson

Sports Coach
Physiotherapist
Professional Athlete
Sports science
PE teacher
Professional sportsperson
Sports coach/consultant
Sports policy at local and national level
Diet and fitness instructor
Personal trainer

Early Years

Year Group	Autumn	Spring 1	Summer 1
<p>Nursery</p>	<p>Movement 1 To be able to move in a range of ways, e.g. walking, running, slithering, shuffling, crawling and skipping</p> <p>Multi Skills To develop agility, balance and coordination through playing a range of games</p>	<p>Movement 2 To be able to move with confidence and with an awareness of space. To show control, be able to freeze and repeat</p>	<p>Sense of space To be able to share a sense of awareness of themselves, and others. To be able to travel over and under equipment</p> <p>Motor skills Using equipment to develop basic motor skills</p>
<p>Reception</p>	<p>Movement 1 To be able to move in a range of ways, e.g. walking, running, slithering, shuffling, crawling and skipping</p> <p>Multi Skills To develop agility, balance and coordination through playing a range of games</p>	<p>Movement 2 To be able to move with confidence and with an awareness of space. To show control, be able to freeze and repeat</p> <p>Gymnastics To understand that we can move our bodies in lots of different ways. To be able to make different shapes with our bodies</p>	<p>Games To introduce children to playing games, having fun and growing in confidence.</p> <p>Athletics/Sports Day Running races, Javelin, Collecting Cones, Bean Bag Throw, Chest Push, Speed Bounce, Racquet and Ball Balance</p> <p>Orienteering Cross curricular – Understanding of the World</p>
<p>Early Learning Goals</p>	<p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mount stairs, steps or climbing equipment using alternate feet. Walk downstairs, two feet to each step while carrying a small object Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. To stand momentarily on one foot when shown. Can catch a large ball Experiments with different ways of moving. Jump off an object and lands appropriately. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>		

Year Group	Autumn		Spring		Summer	
Year 1	Multi Skills – Ball Skills To develop ball familiarity, basic ball skills, passing the ball and stopping the ball - different balls e.g. basketball, rugby ball, football etc	Dance Pupils will copy and repeat actions linking them together to make short dance phrases	Gymnastics Pupils will explore travelling actions, movement skills and balancing Orienteering Cross curricular - Geography	Bench Ball (Multi Skills / Invasion Games) Implementing passing using the inside foot, stopping and dribbling into game-like situations	Invasion Games: defenders and attackers Performances and skill related games	Athletics/Sports Day Running at different speeds, changing direction, jumping and throwing
NC	NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	NC: Perform dances using simple movement patterns.	NC: Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	NC: Participate in team games, developing simple tactics for attacking and defending	NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Key Concepts	Movement – Developing good awareness of space and the movements and actions taking place around them. Personal & Social Skills – Understanding how to play as part of a team. Knowing sport has a winner and a loser. Healthy Lifestyle – Describe what they and others are doing. Describe how their body feels during games. Tactics and Strategies - Decide where to stand to make it difficult for their opponent.	Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Being able to find and use space safely, with an awareness of others. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	Movement - show awareness of opponents and teammates when playing games by moving into space. Personal & Social Skills - work well with a partner and in a small group to improve their skills. Healthy Lifestyle - Describe how their bodies work and feel when playing games. Tactics & Strategies - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.	Movement – Developing good awareness of space and the movements and actions taking place around them. Personal & Social Skills – Understanding how to play as part of a team. Knowing sport has a winner and a loser. Healthy Lifestyle – Describe what they and others are doing. Describe how their body feels during games. Tactics and Strategies - Decide where to stand to make it difficult for their opponent.	Movement – Understanding the different ways of how the body moves. Personal & Social Skills – Being part of a team and building resilience. Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games Leadership – Taking responsibility for their own performance and trying their best. Tactics & Strategies – Making choices about how to improve and how their decisions will determine how well they perform.

Year Group	Autumn		Spring		Summer	
Year 2	Multi Skills – Ball Skills Ball familiarity, basic ball skills, dribbling the ball, passing the ball - mastering bounce pass and chest pass	Gymnastics Develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases	Dance Explore space and how their body can move to express and idea, mood, character or feeling	Invasion Games - Football Implementing passing using the inside foot, stopping and dribbling into game-like situations	Invasion Games Defenders/ attackers and team work Performances and skill related games	Athletics / Sports Day Techniques – sprinting, Jumping & throwing
NC	NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	NC: Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	NC: Perform dances using simple movement patterns.	NC: Participate in team games, developing simple tactics for attacking and defending	NC: Participate in team games, developing simple tactics for attacking and defending	NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Key Concepts	Movement – Developing good awareness of space and the movements and actions taking place around them. Personal & Social Skills – Understanding how to play as part of a team. Knowing sport has a winner and a loser. Healthy Lifestyle – Describe what they and others are doing. Describe how their body feels during games. Tactics and Strategies - Decide where to stand to make it difficult for their opponent.	Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	Movement - show awareness of opponents and teammates when playing games by moving into space. Personal & Social Skills - work well with a partner and in a small group to improve their skills. Healthy Lifestyle - Describe how their bodies work and feel when playing games. Tactics & Strategies - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.	Movement - show awareness of opponents and teammates when playing games by moving in to space. Personal & Social Skills - work well with a partner and in a small group to improve their skills. Leadership – How to make early decisions about the skills and tactics to use when playing games. Healthy Lifestyle - Describe how their bodies work and feel when playing games. Tactics & Strategies - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.	Movement – Understanding the different ways of how the body moves. Personal & Social Skills – Being part of a team and building resilience. Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games Leadership – Taking responsibility of their own performance and trying their best. Tactics & Strategies – Making choices about how to improve and how their decisions will determine how well they perform.

Year Group	Autumn		Spring		Summer	
Year 3	Gymnastics Develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow	Handball (Invasion Games) To develop throwing and catching and begin to use and understand attacking and principles.	Ball Skills (Striking and fielding) Developing basic skills of striking and fielding in game-like situations. To understand the set-up of a rounders game.	Dance Develop the use of counting and rhythm and learn to use canon, unison, formation and levels in dances.	Invasion Games: Tag Rugby Performances and skill related games	Athletics/ Sports Day Personal best - measure, time and record scores.
NC	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Perform dances using a range of movement patterns	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: Use running, jumping, throwing and catching in isolation and in combination NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Key Concepts	Movement - Use a number of their own ideas for movements in response to a task. Personal & Social Skills – Understanding how strength and suppleness affect performance, commenting on differences and similarities in gymnastic performances. Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising. Leadership - choose and plan a sequence of actions; adapt this sequence to suit different types of apparatus and their partner's ability;	Movement – Be aware of space and how to find a space when you are not in possession of the ball. Personal & Social Skills - Know and use rules fairly to keep a game going. Healthy Lifestyle - Explain why it is important to warm up and cool down. Leadership - Recognise and evaluate good performance. Tactics & Strategies – Making the right decisions when and where to pass the ball, showing good awareness of what is going on around them.	Movement – Making the right decisions when moving in to a space or playing area. Tactics & Strategies - choose skills and tactics to suit the situation in a game. Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.	Movement - Use movements to tell a narrative. Combining and linking an increasing number of movement phrases and patterns. Be able to create fluent movements, using precision and control. Personal & Social Skills - Show an awareness of other's movements, responding accordingly with their own movements. Working cooperatively with a partner and in a small group. Healthy Lifestyle - Identify how specific activity affects their body. Leadership - Take responsibility for their own skill progression by suggesting ways to make activities more challenging.	Movement – Be aware of space and how to find a space when you are not in possession of the ball. Personal & Social Skills - Know and use rules fairly to keep a game going. Healthy Lifestyle - Explain why it is important to warm up and cool down. Leadership - Recognise and evaluate good performance. Tactics & Strategies – Making the right decisions when and where to pass the ball, showing good awareness of what is going on around them.	Movement – Understanding the different ways of how the body moves. Personal & Social Skills – Being part of a team and building resilience. Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games Leadership – Taking responsibility of their own performance and trying their best. Tactics & Strategies – Making choices about how to improve and how their decisions will determine how well they perform.

Year Group	Autumn 1		Spring 1		Summer 1	
Year 4	Football (Invasion Games) To use passing and dribbling and begin to gain control of the ball whilst running	Dance To use movement to explore and communicate ideas and issues, and their own feelings and thoughts	Gymnastics To develop more advanced actions such as inverted movements and explore ways to include apparatus	Orienteering Develop orienteering skills through effective navigation, teamwork, and strategic decision-making.	Netball (Net and wall games) To be able to play competitive games and be able to understand the scoring system	Athletics/ Sports Day Develop technique, stamina and an understanding of speed and pace in relation to distance
Swimming	NC: swim competently, confidently and proficiently over a distance of at least 25 metres		NC: use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		NC: perform safe self-rescue in different water-based situations	
NC	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Perform dances using a range of movement patterns	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	NC: take part in outdoor and adventurous activity challenges both individually and within a team NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. NC: Use running, jumping, throwing and catching in isolation and in combination
Key Concepts	Movement – Understand that strength, speed and stamina are all important in invasion games and these help support movement in a game situation. Personal & Social Skills - Keeping possession of the ball as a team and getting into positions to score. Healthy Lifestyle - Knowing the importance of doing warm-up routines. Leadership - Watch and describe others' performances as well as their own, and suggest simple ways in which to improve. Tactics & Strategies - Suggest different ways in which tactics could be employed.	Movement - develop movement phrases to communicate ideas and link different movement phrases in a longer dance. Personal & Social Skills – Perform and develop actions to communicate ideas. Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising. Leadership - Take responsibility for their own skill progression by suggesting ways to make activities more challenging.	Movement - Show control, consistency and accuracy of movement; include changes of speed and direction in their sequences. Personal & Social Skills - Watch, describe and suggest possible improvements to others' performances. Healthy Lifestyle – Understanding which parts of the body need to be strong and supple for gymnastic activities. Leadership - Adapt sequences to suit their partner's ability. Leading warm-up activities and stretches to a group.	Movement – Understand the importance of effective and efficient movement during an orienteering challenge. Personal & Social Skills - Work collaboratively to navigate and find checkpoints, fostering teamwork and cooperation. Healthy Lifestyle - Recognize the role of endurance and fitness in successfully completing an orienteering course. Leadership - Observe, describe, and suggest improvements for both personal and others' performances during orienteering activities. Tactics & Strategies - Propose and implement different strategies to enhance navigation and overall performance in orienteering.	Movement – Understand that strength, speed and stamina are all important in invasion games and these help support movement in a game situation. Personal & Social Skills - Keeping possession of the ball as a team and getting into positions to score. Healthy Lifestyle - Knowing the importance of doing warm-up routines. Leadership - Watch and describe others' performances as well as their own, and suggest simple ways in which to improve. Tactics & Strategies - Suggest different ways in which tactics could be employed.	Movement – Understanding the different ways of how the body moves. Personal & Social Skills – Being part of a team and building resilience. Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games Leadership – Taking responsibility of their own performance and trying their best. Tactics & Strategies – Making choices about how to improve and how their decisions will determine how well they perform.

UKS2

Year Group	Autumn 1		Spring 1		Summer 1	
Year 5	Gymnastics To develop performance skills considering the quality and control of their actions.	Cricket (Striking and fielding) To begin to bat, field and bowl in order to begin to play cricket.	Dance To think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts	Basketball (Invasion Games) To use attacking and defending principles and to understand moving in the direction of play. To understand positioning.	Volleyball (Net and wall games) To be able to play competitive games and be able to understand the scoring system	Athletics/ Sports Day Show accuracy and power in techniques
NC	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Perform dances using a range of movement patterns	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. NC: Use running, jumping, throwing and catching in isolation and in combination
Key Concepts	Movement - Create, practise and refine longer, more complex sequences, including changes in level, direction and speed. Personal & Social Skills - Understanding the need to warm up and work on body strength and flexibility. Being able to suggest ideas for warm-up activities. Healthy Lifestyle – Developing strength and recognising the benefits of exercise. Leadership - Make simple judgements about performances and suggest ways in which they could be improved.	Movement – Making the right decisions when moving in to a space or playing area. Tactics & Strategies - choose skills and tactics to suit the situation in a game. Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.	Movement – Creating a narrative through movement. Linking movements to support this narrative. Personal & Social Skills – Using facial expressions and body language to express emotions clearly. Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising Leadership – Leading a small group and understanding each individual's role in a dance routine.	Movement – Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making. Personal & Social Skills – Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this. Healthy Lifestyle – Knowing how to lead warm-up activities that use exercises helpful for invasion games. Leadership - Pick out things that could be improved from their performances and suggest ideas and practices to make them better. Tactics & Strategies - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.	Movement – Understand that strength, speed and stamina are all important in invasion games and these help support movement in a game situation. Personal & Social Skills - Keeping possession of the ball as a team and getting into positions to score. Healthy Lifestyle - Knowing the importance of doing warm-up routines. Leadership - Watch and describe others' performances as well as their own, and suggest simple ways in which to improve. Tactics & Strategies - Suggest different ways in which tactics could be employed.	Movement – Show good control, speed, strength and stamina when running, jumping and throwing; Personal & Social Skills - Recognising your behaviour can affect other people and take responsibility for this. Healthy Lifestyle – Developing strength, speed and stamina giving a better opportunity to be the best they can be individually and for their team. Leadership – Take ownership of decisions and behaviour and have a positive attitude. Tactics & Strategies – Devise a plan of how to get the best out of their performance and this will impact their team in a positive way.

Year Group	Autumn 1		Spring 1		Summer 1	
Year 6	Netball/Football (Invasion Games) To use attacking and defending principles and to understand moving in the direction of play.	Rounders/Cricket (Striking and fielding) To use striking and fielding to uphold a competitive game	YOGA To improve wellbeing by building strength, flexibility and balance	Orienteering Develop orienteering skills through effective navigation, teamwork, and strategic decision-making.	Tennis (Net and Wall) To be able to play competitive games and be able to understand the scoring system.	Athletics/ Sports Day Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. Dance Year 6 End of Year production
NC	NC: 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 NC: Take part in outdoor and adventurous activity challenges both individually and within a team NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: take part in outdoor and adventurous activity challenges both individually and within a team NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best	NC: 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 NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. NC: Use running, jumping, throwing and catching in isolation and in combination NC: Perform dances using a range of movement patterns
Key Concepts	Movement – Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making. Personal & Social Skills – Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this. Healthy Lifestyle – Knowing how to lead warm-up activities that use exercises helpful for invasion games. Leadership - Pick out things that could be improved from their performances and suggest ideas and practices to make them better. Tactics & Strategies - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.	Movement – Making the right decisions when moving into a space or playing area. Tactics & Strategies - choose skills and tactics to suit the situation in a game. Healthy Lifestyle - Warm up and be aware of what is happening to their bodies	Movement - Show clarity, fluency, accuracy and consistency in their movements. Personal & Social Skills – Develop confidence when performing and develop an understanding of others when performing in small groups. Healthy Lifestyle - Explain in simple terms why activity is good for health, fitness and well-being. Leadership - Show an awareness of the factors influencing the quality of a performance and suggest aspects that need improving.	Movement – Understand the importance of effective and efficient movement during an orienteering challenge. Personal & Social Skills - Work collaboratively to navigate and find checkpoints, fostering teamwork and cooperation. Healthy Lifestyle - Recognize the role of endurance and fitness in successfully completing an orienteering course. Leadership - Observe, describe, and suggest improvements for both personal and others' performances during orienteering activities. Tactics & Strategies - Propose and implement different strategies to enhance navigation and overall performance in orienteering.	Movement – Making the right decisions when moving into a space or playing area. Tactics & Strategies - choose skills and tactics to suit the situation in a game. Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.	Movement – Show good control, speed, strength and stamina when running, jumping and throwing; Tactics & Strategies – Devise a plan of how to get the best out of their performance and this will impact their team in a positive way. Movement – Creating a narrative through movement. Linking movements to support this narrative. Personal & Social Skills – Using facial expressions and body language to express emotions clearly. Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising Leadership – Leading a small group and understanding each individual's role in a dance routine