



Bishop Martin CE Primary School - Physical Education Subject Overview



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
2Yr Old	<u>Gross Motor Skills</u> Walks with increasing confidence, often running or climbing with more stability. Begins to squat down to pick up toys or objects from the floor without losing balance. May start to run, though often with unsteady steps, and may trip or fall as they explore. Starts to show an interest in jumping or attempting to jump with both feet off the ground but may struggle to do so effectively.		<u>Gross Motor Skills</u> Shows more confidence in walking, running, and climbing, and may begin to navigate stairs with help or by holding onto a handrail or adult. Can run more steadily and start to develop basic coordination, with fewer falls or trips. May begin to attempt jumping off small objects like steps or curbs, though they may still lack full control. Begins to pedal a tricycle or push a toy car with their feet, starting to develop coordination between their hands and feet.		<u>Gross Motor Skills</u> Shows improved coordination in walking, running, and climbing, with fewer trips and falls. Can walk up and down stairs independently, either one step at a time or with alternating feet, depending on the child's development. Jumps with both feet off the ground, demonstrating increasing control and confidence, and may start to jump over small objects or puddles. Can ride a tricycle with some control, pedalling forwards and steering more confidently.	
Nursery	<u>Gross Motor</u> Begins to show control and coordination in running, jumping, and climbing, though may still require support with balance and coordination. Can walk up and down stairs, starting to alternate feet, although still needs some support or prompting. Begins to develop basic ball skills, such as throwing and kicking, with growing interest in using large muscles for physical play. Shows an interest in movement-based activities like waving flags or streamers, using large-muscle movements to explore space. Starts engaging in simple group activities, such as chasing games, and begins to understand the concept of taking turns or following simple rules in group play. Explores basic balancing activities, such as standing on one leg briefly or balancing on a low beam with some support.		<u>Gross Motor</u> Begins to show more control and confidence when riding scooters, tricycles, or bikes, developing the ability to navigate around obstacles with some coordination. Walks up and down steps or climbs apparatus using alternate feet, showing more independence and coordination with minimal support. Enjoys skipping, hopping, and standing on one leg, starting to practice these movements during play and games such as musical statues. Uses large-muscle movements to engage in activities like waving flags, painting with large brushes, or making marks with big motions. Participates in more complex group activities and collaborative play, such as moving large objects like blocks or planks with peers, starting to understand how to work together. Can match developing physical skills to tasks and activities in the setting, such as deciding whether to crawl, walk, or run across a plank based on its length and width. Begins to choose the right tools or resources for tasks, like selecting a spade to enlarge a hole or using a trowel for digging, showing growing problem-solving skills.		<u>Gross Motor</u> Demonstrates increasing control and confidence in a variety of movement activities, such as running, jumping, balancing, and climbing, with improved coordination and balance. Can ride a scooter, tricycle, or bike with greater control, navigating obstacles and turning with more precision. Can walk up and down stairs with full confidence, using alternate feet independently, and climbing apparatus. Shows mastery in skipping, hopping, and balancing on one leg, holding a pose for games like musical statues and demonstrating greater control over movement. Engages in physical activities involving large-muscle movements, showing greater strength and coordination. Takes part in group games, both independently and in teams, demonstrating an understanding of rules and collaboration. Can match physical skills to the task, choosing whether to crawl, walk, or run based on the environment and using the right resources to complete tasks. Shows increasing ability to use and remember sequences of movements related to music and rhythm.	
Reception	Children begin to develop basic movement skills such as crawling, walking, jumping, running, hopping, skipping, and climbing. They start to show more control and coordination in their movements.		Children refine their movement skills, including running with more control, hopping on one foot, and skipping with confidence. They begin to develop the ability to balance on one foot for short periods. Children		Children move confidently in a range of ways, demonstrating increasing control and coordination in movements such as running, jumping, skipping, and climbing. Ball Skills: Children further refine ball skills, such as throwing, catching, kicking, passing, batting, and	

	Rolling: Children begin to experiment with rolling and may attempt rolling their body or objects. Ball Skills: Start to explore basic ball skills, including rolling and throwing soft balls or objects, practicing the motion of catching or passing with support. Body Awareness: Children are becoming more aware of their bodies in space and begin to coordinate basic movements with some control (e.g., crawling, walking, and balancing on their feet). Movement Confidence: They begin to move confidently in a variety of ways, including walking, jumping, and crawling, and are beginning to enjoy active play.		can climb with increasing confidence and safety and are more agile in their movements. Rolling: Rolling becomes smoother, and children start to incorporate it into their play, rolling both their bodies and objects as part of activities. Ball Skills: Children start to develop ball skills such as throwing and catching with increasing accuracy, kicking a ball in a controlled way, and experimenting with batting or passing. Focus on developing confidence, competence, and coordination when engaging in activities that involve a ball. Body Strength and Posture: Begin to develop overall body strength, coordination, balance, and agility. Encouraging children to use core muscles for good posture while sitting at a table or on the floor. Provide areas where children can sit with good posture and minimal distractions and ensure that the furniture is appropriately sized for them. Movement Patterns: Children show more awareness of their body and movement, such as moving around obstacles, balancing, and showing better control when running or jumping. Climbing and Physical Play: Children become more independent in their ability to climb and engage in active play, demonstrating the strength, agility, and balance required for these movements.		aiming. They develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Balance and Coordination: Children can balance on one foot for extended periods, showing more control and confidence. They can jump from one spot to another, climb structures with more agility, and hop and skip with increasing speed and fluidity. Body Strength and Posture: Children use their core muscle strength to maintain good posture when sitting at a table or on the floor, supporting their learning and focus. Teachers ensure that seating and table heights are appropriate for each child's body size, promoting correct posture and comfort. Movement Fluidity: Children can combine different movements, such as jumping and running, hopping and skipping, and climbing and balancing, with greater fluidity and coordination. Agility and Physical Confidence: Children demonstrate increased agility, moving smoothly through a variety of physical activities such as dance, gymnastics, sport, and swimming.	
Year One	<u>FMS A – Run, Jump & Balance</u> Balances, runs and jumps with control. Stand on one foot and raise their opposite knee up in front of them when balancing. Uses opposite arms and legs when running and lifts their knees. When jumping can take off on two feet and land on two feet. Swings their arms to jump up or forwards.	<u>FMS B – Hop, Skip & Sidestep</u> Hops, skips and sidesteps with control. When hopping uses their arms to help create power and balance. Uses opposite arms and legs when skipping and lifts their knees. When sidestepping moves on the balls of their feet and feet do not cross.	<u>FMS C – Roll, Underarm & Overarm Throw</u> Control the object and where they want it to go. Roll the ball smoothly along the floor. When underarm throwing and rolling children start with correct stance and release the object at the correct time. When overarm throwing child stands side on with their elbow bent and behind body with limited prompts.	<u>Gymnastics</u> Move safely and confidently in space using changes of speed, level and direction when travelling. Travel safely using different speeds and directions. Explore different travelling movements using basic apparatus. Perform balances with tension and control. Link balance and travel movements into a sequence. Perform different jumping actions with control. Explore different ways of rolling with control. Create a sequence including travel, balance and jump on the apparatus. Create a short sequence using different types of apparatus.	<u>FMS D- Catch, Kick, Strike</u> Keep their eye on the ball and create an appropriate target. Move their hands to make a catch. Bend the knee of their kicking leg. Swing their bat horizontally and keep their eye focused on the ball when striking and kicking.	<u>Target Games</u> Demonstrate a variety of rolls/throws at targets. Demonstrate the ability to receive the ball. Demonstrate a variety of rolls/throws at target. Demonstrate the ability to receive the ball. Know the basics of evading. Demonstrate a variety of rolls/throws within an invasion game. Demonstrate a variety of movements and develop the basic throwing skills in Dodgeball. Demonstrate how to send and how to receive a ball.
Year Two	<u>FMS A – Run, Jump & Balance</u> Balances, runs and jumps with control. Keep their arms straight and extended to the side whilst remaining still for 5 seconds.	<u>FMS B – Hop, Skip & Sidestep</u> Hops, skips and sidesteps with control. When hopping bends both elbows moving them backwards and	<u>FMS C – Roll, Underarm & Overarm Throw</u> Control the object and where they want it to go.	<u>Dance</u> Performs with control and co-ordination. Responds imaginatively to a variety of stimuli.	<u>Athletics – Multiskills</u> Demonstrate a variety of movements showing control. Development their movement skills and develop their understanding of ABC's.	<u>Striking and Fielding – Cricket</u> Move in different directions and speeds and to send and receive the ball in a variety of ways. Send the ball to a target in different ways.

	Keep their eyes focused straight ahead and briefly lift both feet off the floor when running. When jumping swings their arms back behind their body in preparation. Swings their arms forward with force during a jump take-off.	forwards and remains balanced and stable. Uses opposite arms and legs with bent elbows and knees when skipping and lifts their knees high. When sidestepping moves on the balls of their feet and brings other foot meet leading foot	Swings their arm back and releases the ball smoothly along the floor. Aims with opposite arm when underarm throwing, rolling and overarm throwing. Demonstrate a well-timed release and follow through when throwing.	Varies dynamics, levels, speed and direction. Practises, repeats and performs in a controlled way. Creates own ideas to add movement and action to variety of themes and music.	Increase ability to jump far and demonstrate control in landing. Start, stop and change pace with control.	Stop and catch the ball. Pick up the ball with one hand. Protect and hit a target.
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Cycle A

Year Three/Four	<u>Invasion Games – Football</u> Use a variety of skills consistently in a game e.g. kicking and throwing. Accurately pass to someone else in different directions and whilst moving in a game. Move with the ball with control. Choose, use and vary simple tactics for attacking and defending.	<u>Athletics – Indoor</u> Perform a start in a sprint type race. Throw for distance using three different throws. Perform a hop, step and jump. Pass a baton successfully in a race. Perform 5 different jumps. Perform in athletic type competitive events (run, jump and throw).	<u>Dance</u> Identify and practise patterns and actions of dance style. Demonstrate an awareness of the music's beat and rhythm. Create an individual dance and partner dance that reflects the theme. Dance using a range of movements Evaluate own work. <u>Swimming</u>	<u>OAA – Outdoor Activity</u> Describe how we can work in small groups to support plans. Embed map work and orientation of the school site. Use and create routes for each other using simple plans. Support and assist in group problem solving tasks. Consolidate map work and orientation. Talk about what they have done, using appropriate vocabulary with support. Talk about exercising, safety and short-term exercise. <u>Swimming</u>	<u>Invasion Games – Netball</u> Use a variety of skills consistently in a game e.g. Throwing and catching. Accurately pass to someone else in different directions and whilst moving in a game. Move with the ball with control Choose, use and vary simple tactics for attacking and defending. <u>Swimming</u>	<u>Striking & Fielding – Cricket</u> Strike a ball a striking and fielding game. Use simple tactics in a striking and fielding game. Evaluate tactics used in a striking and fielding game. <u>Swimming</u>
Year Four/Five	<u>Invasion Games – Football</u> Take part in conditioned game with understanding of tactics and rules. Carefully select and use a variety of techniques to pass. Choose and use the best tactics for a game. Develop consistency in the skills of running, passing and kicking through practise and repetition of the skills. Explore positioning in a game and how this can help to outwit an opposing team. Umpire and officiate games with some understanding.	<u>Gymnastics</u> Discuss a range of gymnastics actions Perform a range of gymnastic actions with consistency, fluency and clarity of movement. Show body tension and extension and good weight transference. When working in small groups, make similar and contrasting shapes on the floor and apparatus (symmetry / asymmetry). Combine dynamics when making sequences using changes of speed, level and direction.	<u>Net & Wall – Tennis</u> Play both forehand and backhand shots increasingly well in the games they play. Directs the ball reasonably well towards their opponent's court or target area. Understands the need for tactics and starts to choose and use some tactics effectively. Demonstrates the ability to withstand stress and embraces challenge.	<u>OAA – Outdoor Activity</u> Describe how collaboration is required during OAA. Consolidate map work and orientation. Set up courses for others to navigate. Work in small groups with minimal support from teacher. Explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations. Safely perform teacher led warm-ups.	<u>Invasion Games – Netball</u> Take part in conditioned game with understanding of tactics and rules. Carefully select and use a variety of techniques to pass. Choose and use the best tactics for a game. Develop consistency in the skills of running, throwing, catching and passing through practise and repetition of the skills. Explore positioning in a game and how this can help to outwit an opposing team. Umpire and officiate games with some understanding.	<u>Striking & Fielding – Cricket</u> To bowl underarm with accuracy. Catch a ball when fielding. Run with a bat between wickets. Bowl overarm with accuracy. Strike a ball with a cricket bat. Learn how to field a ball.

Year Five/Six	<u>Invasion Games – Football</u> Choose and combine skills in game situations (running, throwing, catching and passing). Use a range of shots and passes to outwit the opponent or opposition considering the direction of play. Plan and implement different tactics to attacking and defending in a game with some success	<u>Athletics – Indoor</u> Develop running skills in isolation. Develop throwing skills in an athletic type of activity. Develop running, jumping and throwing skills in an athletic type of activity. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Net & Wall – Tennis</u> Play the overhead shot and use the volley in games where it is important. Use a wide range of shots in games, with a good degree of consistency and accuracy. Works collaboratively with a partner. Understands the need for different tactics and uses them effectively. Perseveres in challenging situations and inspires others to bounce back.	<u>OAA – Outdoor Activity</u> Describe how to create a course/map. Set up courses for others with confidence. Warm up and prepare appropriately for different OAA activities. Recognise hazards. Develop more advanced orienteering techniques. Feedback the importance of teamwork and communication. Talk about exercising, safety and short-term effects of exercise.	<u>Invasion Games – Netball</u> Choose and combine skills in game situations (running, passing and kicking). Use a range of shots and passes to outwit the opponent or opposition considering the direction of play. Plan and implement different tactics to attacking and defending in a game with some success	<u>Striking & Fielding – Cricket</u> To bowl underarm / overarm with accuracy in a game. To bowl underarm / overarm with accuracy in a pairs cricket. To play a modified competitive cricket game. To evaluate what was successful in a game.
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Cycle B

Year Three/Four	<u>Invasion Games – Football</u> Stop a ball with control whilst stationary and moving. Accurately pass to someone else in different directions. Choose, use and vary simple tactics for attacking and defending.	<u>Gymnastics</u> Explain the importance of smooth transitions between balances. Display smooth transitions between balances. Demonstrate control and coordination. Devise, repeat and perform a short sequence that shows changes in speed, level and direction. Adapt a sequence to include apparatus. Adapt a sequence to work in a small group. Work in small groups offering peer support.	<u>Net & Wall – Tennis</u> Keep a game going using a range of different ways of throwing and catching with control and consistency. Play games using a racket. Choose and use a range of simple tactics. Doesn't give up when things are difficult.	<u>OAA – Outdoor Activity</u> Describe how to use simple maps within a lesson. Develop map work and orientation of the school site. Work in collaboration to solve tasks and problems. Warm up and prepare appropriately for different OAA activities. Work in small groups with minimal support from teacher. Describe the short term and beneficial effects of different OAA activities of the body.	<u>Invasion Games - Netball</u> Catch a ball with control whilst stationary and moving. Accurately pass to someone else in different directions. Choose, use and vary simple tactics for attacking and defending.	<u>Striking & Fielding – Cricket</u> Send a ball in a striking and fielding game. Receive a ball in a striking and fielding game. Evaluate success. Strike a ball in a striking and fielding game. Use simple tactics in a game.
Year Four/Five	<u>Invasion Games – Football</u> Use a variety of skills consistently in a game e.g. kicking and throwing. Accurately pass to someone else in different directions and whilst moving in a game. Move with the ball with control. Choose, use and vary simple tactics for attacking and defending.	<u>Athletics – Indoor</u> Perform a start in a sprint type race. Throw for distance using three different throws. Perform a hop, step and jump. Pass a baton successfully in a race. Perform 5 different jumps. Perform in athletic type competitive events (run, jump and throw).	<u>Dance</u> Identify and practise patterns and actions of dance style. Demonstrate an awareness of the music's beat and rhythm. Create an individual dance and partner dance that reflects the theme. Dance using a range of movements Evaluate own work. <u>Swimming</u>	<u>OAA – Outdoor Activity</u> Describe how we can work in small groups to support plans. Embed map work and orientation of the school site. Use and create routes for each other using simple plans. Support and assist in group problem solving tasks. Consolidate map work and orientation. Talk about what they have done, using appropriate vocabulary with support.	<u>Invasion Games – Netball</u> Use a variety of skills consistently in a game e.g. Throwing and catching. Accurately pass to someone else in different directions and whilst moving in a game. Move with the ball with control Choose, use and vary simple tactics for attacking and defending. <u>Swimming</u>	<u>Striking & Fielding – Cricket</u> Strike a ball a striking and fielding game. Use simple tactics in a striking and fielding game. Evaluate tactics used in a striking and fielding game. <u>Swimming</u>

				Talk about exercising, safety and short-term exercise.		
				<u>Swimming</u>		
Year Five/Six	<u>Invasion Games – Football</u> Take part in conditioned game with understanding of tactics and rules. Carefully select and use a variety of techniques to pass. Choose and use the best tactics for a game. Develop consistency in the skills of running, passing and kicking through practise and repetition of the skills. Explore positioning in a game and how this can help to outwit an opposing team. Umpire and officiate games with some understanding.	<u>Gymnastics</u> Discuss a range of gymnastics actions Perform a range of gymnastic actions with consistency, fluency and clarity of movement. Show body tension and extension and good weight transference. When working in small groups, make similar and contrasting shapes on the floor and apparatus (symmetry / asymmetry). Combine dynamics when making sequences using changes of speed, level and direction.	<u>Net & Wall – Tennis</u> Play both forehand and backhand shots increasingly well in the games they play. Directs the ball reasonably well towards their opponent's court or target area. Understands the need for tactics and starts to choose and use some tactics effectively. Demonstrates the ability to withstand stress and embraces challenge.	<u>OAA – Outdoor Activity</u> Describe how collaboration is required during OAA. Consolidate map work and orientation. Set up courses for others to navigate. Work in small groups with minimal support from teacher. Explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations. Safely perform teacher led warm-ups.	<u>Invasion Games – Netball</u> Take part in conditioned game with understanding of tactics and rules. Carefully select and use a variety of techniques to pass. Choose and use the best tactics for a game. Develop consistency in the skills of running, throwing, catching and passing through practise and repetition of the skills. Explore positioning in a game and how this can help to outwit an opposing team. Umpire and officiate games with some understanding.	<u>Striking & Fielding – Cricket</u> To bowl underarm with accuracy. Catch a ball when fielding. Run with a bat between wickets. Bowl overarm with accuracy. Strike a ball with a cricket bat. Learn how to field a ball.