

# PE Curriculum 2024/25 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	<p><b>Fundamental Movement Skills</b></p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p><b>Dance</b></p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>
Knowledge	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I can change direction when moving at speed.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can run at different speeds.</li> <li>• I can select my own actions in response to a task.</li> <li>• I can show hopping and jumping movements.</li> <li>• I can work co-operatively with others to complete tasks.</li> <li>• I show balance and co-ordination when static and moving at a slow speed.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I am beginning to turn and jump in an individual skipping rope.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show balance when changing direction.</li> <li>• I can show hopping, skipping and jumping movements with some balance and control.</li> <li>• I can work co-operatively with a partner and a small group.</li> <li>• I show balance and co-ordination when running at different speeds.</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I am beginning to use counts.</li> <li>• I can copy, remember and repeat actions.</li> <li>• I can move confidently and safely.</li> <li>• I can use different parts of the body in isolation and together.</li> <li>• I can work with others to share ideas and select actions.</li> <li>• I choose appropriate movements for different dance ideas.</li> <li>• I say what I liked about someone else's performance.</li> <li>• I show some sense of dynamic and expressive qualities in my dance.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I can copy, remember, repeat and create dance phrases.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show a character and idea through the actions and dynamics I choose.</li> <li>• I can use counts to stay in time with the music.</li> <li>• I can work with a partner using mirroring and unison in our actions.</li> <li>• I show confidence to perform.</li> </ul>
Vocab	Dodge, jog, skip, swing, ready position	Balance, copy, level, pose, beat, fast, pathway, timing, counts



# PE Curriculum 2024/25 – Years 1 & 2

	Spring 1	Spring 2
Topic	<p><b>Fitness</b></p> <p>Children will take part in a range of activities to extend their agility, balance and coordination, individually and with others. They will also develop their fitness and stamina.</p>	<p><b>Yoga</b></p> <p>Children will learn about mindfulness and body awareness, beginning to learn yoga poses and techniques that will help them to connect their mind and body. They will also build strength, flexibility and balance, working independently and with others, sharing ideas and creating their own poses in response to a theme</p>
Knowledge	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can share my ideas with other people in the class.</li> <li>• I can talk about what exercise does to my body.</li> <li>• I recognise how exercise makes me feel.</li> <li>• I try my best in the challenges I am set.</li> <li>• I understand why it is important to warm up.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I can describe how my body feels during exercise.</li> <li>• I can show hopping and jumping movements with some balance and control.</li> <li>• I persevere with new challenges.</li> <li>• I show determination to continue working over a longer period of time.</li> <li>• I understand that running at a slower speed will allow me to run for a longer period of time.</li> <li>• I work with others to turn a rope and encourage others to jump at the right time.</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I can recognise how yoga makes me both feel physically and mentally.</li> <li>• I can remember and repeat actions, linking poses together.</li> <li>• I can say what I liked about someone else's flow.</li> <li>• I can show an awareness of space when travelling.</li> <li>• I can work with others to create poses.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I can copy, remember and repeat yoga flows.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can move from one pose to another thinking about my breath.</li> <li>• I can use clear shapes when performing poses.</li> <li>• I can work with others to create simple flows showing some control.</li> </ul>
Vocab	Active, brain, calm, heart, muscles, strong, brain, breathing, exercise, mood, healthy	Feel, breath, stretch, focus, listen, pose, strength, flexibility, flow, create, perform



# PE Curriculum 2024/25 – Years 1 & 2

	Summer 1	Summer 2
Topic	<p><b>Striking &amp; Fielding</b></p> <p>Children will develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, rolling, tracking, stopping and retrieving a ball and striking a ball. Pupils will learn how to score points and play to the rules while beginning to think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p><b>Team Building</b></p> <p>Children will develop their communication and problem-solving skills, working individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork, where they will learn to discuss, plan and reflect on ideas and strategies. Children have the opportunity to show honesty and fair play.</p>
Knowledge	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I can catch a beanbag and a medium-sized ball.</li> <li>• I can hit a ball using my hand.</li> <li>• I can roll a ball towards a target.</li> <li>• I can track a ball that is coming towards me.</li> <li>• I know how to score points.</li> <li>• I understand the rules and I am beginning to use these to play honestly and fairly.</li> <li>• I understand when I am successful.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I am developing underarm and overarm throwing skills.</li> <li>• I can hit a ball using equipment with some consistency.</li> <li>• I can track a ball and collect it.</li> <li>• I can use simple tactics.</li> <li>• I know how to score points and can remember the score.</li> <li>• I understand the rules of the game and can use these to play fairly in a small group.</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I can communicate simple instructions.</li> <li>• I can follow instructions.</li> <li>• I can follow path and lead others.</li> <li>• I can listen to others' ideas.</li> <li>• I can suggest ideas to solve tasks.</li> <li>• I can work with a partner and a small group.</li> <li>• I understand the rules of the game.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I can follow instructions carefully.</li> <li>• I can say when I was successful at solving challenges.</li> <li>• I can share my ideas and help to solve tasks.</li> <li>• I can work co-operatively with a partner and a small group.</li> <li>• I show honesty and can play fairly.</li> <li>• I understand how to use, follow and create a simple diagram/map.</li> </ul>
Vocab	batter, bowler, fielder, strike, fielding, rolling, collect, stop, retrieve, catch, underarm, overarm, bowl, fielding, out, ready position, hit, backstop, runs, stump, collect, teammate, tactics	teamwork, cooperate, communicate, explain, listen, support, solve, include, map, instructions, share, lead, plan, talk



# PE Curriculum 2025/26 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	<p><b>Fundamental Movement Skills</b></p> <p>Children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p><b>Dance</b></p> <p>Children explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>
Knowledge	<div style="background-color: #fff9c4; padding: 5px;"> <p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I can change direction when moving at speed.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can run at different speeds.</li> <li>• I can select my own actions in response to a task.</li> <li>• I can show hopping and jumping movements.</li> <li>• I can work co-operatively with others to complete tasks.</li> <li>• I show balance and co-ordination when static and moving at a slow speed.</li> </ul> </div> <div style="background-color: #fff9c4; padding: 5px; margin-top: 5px;"> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I am beginning to turn and jump in an individual skipping rope.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show balance when changing direction.</li> <li>• I can show hopping, skipping and jumping movements with some balance and control.</li> <li>• I can work co-operatively with a partner and a small group.</li> <li>• I show balance and co-ordination when running at different speeds.</li> </ul> </div>	<div style="background-color: #e1eef6; padding: 5px;"> <p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I am beginning to use counts.</li> <li>• I can copy, remember and repeat actions.</li> <li>• I can move confidently and safely.</li> <li>• I can use different parts of the body in isolation and together.</li> <li>• I can work with others to share ideas and select actions.</li> <li>• I choose appropriate movements for different dance ideas.</li> <li>• I say what I liked about someone else's performance.</li> <li>• I show some sense of dynamic and expressive qualities in my dance.</li> </ul> </div> <div style="background-color: #e1eef6; padding: 5px; margin-top: 5px;"> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I can copy, remember, repeat and create dance phrases.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show a character and idea through the actions and dynamics I choose.</li> <li>• I can use counts to stay in time with the music.</li> <li>• I can work with a partner using mirroring and unison in our actions.</li> <li>• I show confidence to perform.</li> </ul> </div>
Vocab	Sprint, weight, take off, hurdle, speed, balance, stability	Dynamics, matching, perform, unison, expression, mirroring, speed, create



# PE Curriculum 2025/26 – Years 1 & 2

	Spring 1	Spring 2
Topic	<p><b>Gymnastics</b></p> <p>Children learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p>	<p><b>Team Games (Invasion)</b></p> <p>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>
Knowledge	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I am confident to perform in front of others.</li> <li>• I can link simple actions together to create a sequence.</li> <li>• I can make my body tense, relaxed, stretched and curled.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can remember and repeat actions and shapes.</li> <li>• I can say what I liked about someone else's performance.</li> <li>• I can use apparatus safely and wait for my turn.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I am beginning to provide feedback using key words.</li> <li>• I am proud of my work and confident to perform in front of others.</li> <li>• I can perform the basic gymnastic actions with some control and balance.</li> <li>• I can plan and repeat simple sequences of actions.</li> <li>• I can use directions and levels to make my work look interesting.</li> <li>• I can use shapes when performing other skills.</li> <li>• I can work safely with others and apparatus.</li> </ul>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I am beginning to dribble a ball with my hands and feet.</li> <li>• I can change direction to move away from a defender.</li> <li>• I can recognise space when playing games.</li> <li>• I can send and receive a ball with hands and feet.</li> <li>• I can use simple rules to play fairly.</li> <li>• I move to stay with another player when defending.</li> <li>• I recognise changes in my body when I do exercise.</li> <li>• I understand when I am a defender and when I am an attacker.</li> </ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I can describe how my body feels during exercise.</li> <li>• I can dodge and find space away from the other team.</li> <li>• I can move with a ball towards goal.</li> <li>• I can sometimes dribble a ball with my hands and feet.</li> <li>• I can stay with another player to try and win the ball.</li> <li>• I know how to score points and can remember the score.</li> <li>• I know who is on my team and I can attempt to send the ball to them.</li> </ul>
Vocab	Action, control, direction, level, speed, link, pathway, pike, sequence, straddle, tuck	Goal keeper, opponent, defend, attack, possession, send, shoot, teammate, tactic, receive, attacker, defender, track, dodge, mark, goal



# PE Curriculum 2025/26 – Years 1 & 2

	Summer 1	Summer 2
<b>Topic</b>	<p><b>Healthy Lifestyles (Fitness)</b></p> <p>Children carry out a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p><b>Athletics</b> - Children will develop skills such as running at different speeds, jumping and throwing. In all athletic activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength and areas develop.</p>
<b>Knowledge</b>	<div style="background-color: #fff9c4; padding: 5px; margin-bottom: 10px;"> <p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can share my ideas with other people in the class.</li> <li>• I can talk about what exercise does to my body.</li> <li>• I recognise how exercise makes me feel.</li> <li>• I try my best in the challenges I am set.</li> <li>• I understand why it is important to warm up.</li> </ul> </div> <div style="background-color: #fff9c4; padding: 5px;"> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I can describe how my body feels during exercise.</li> <li>• I can show hopping and jumping movements with some balance and control.</li> <li>• I persevere with new challenges.</li> <li>• I show determination to continue working over a longer period of time.</li> <li>• I understand that running at a slower speed will allow me to run for a longer period of time.</li> <li>• I work with others to turn a rope and encourage others to jump at the right time.</li> </ul> </div>	<ul style="list-style-type: none"> <li>•</li> </ul> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 10px;"> <p><b>YEAR 1</b></p> <ul style="list-style-type: none"> <li>• I am able to throw towards a target.</li> <li>• I am beginning to show balance and co-ordination when changing direction.</li> <li>• I am developing overarm throwing.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I can run at different speeds.</li> <li>• I can work with others and make safe choices.</li> <li>• I try my best.</li> <li>• I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</li> </ul> </div> <div style="background-color: #fff9c4; padding: 5px;"> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"> <li>• I can describe how my body feels during exercise.</li> <li>• I can identify good technique.</li> <li>• I can jump and land with control.</li> <li>• I can use an overarm throw to help me to throw for distance.</li> <li>• I can work with others, taking turns and sharing ideas.</li> <li>• I show balance and co-ordination when running at different speeds.</li> <li>• I try my best.</li> </ul> </div>
<b>Vocab</b>	Active, brain, calm, heart, muscles, strong, exercise, memory, bones, breathing, healthy, mood, quick, sprint, speed, steady, time, tired,	Sprint, landing, aim, distance, height, far, take off, walk, quickly, underarm, further, time, leap, overarm, control

