



Singlewell Primary School – PE Curriculum Overview 2026-27



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R		<u>NC link: Gross/fine motor practice</u> Body management -to move in different ways -to reach and stretch -to make bridges with our bodies -to travel over and under apparatus -to make shapes with our bodies PD: Build confidence: trying new movements without fear, e.g., climbing, balancing, or rolling. Recognising their own limits and adjusting effort to stay safe.	<u>NC link: Simple movement to music, rhythm, expressive movement, creativity</u> Dance -to use colours and feelings in dance; to perform as animals using different levels and directions -to show expression in our sequence -to perform transport movements; to use leading and following movements PD: Social skills: Responding to others' movements respectfully in group dances. Taking pride in trying new styles or movements, even if unsure.	<u>NC link: Early ball skills / object manipulation / simple play, sharing, turn-taking</u> Manipulation and co-ordination -to handle a ball -to kick a ball -to hop, jump and step -to send a ball or beanbag -to send and stop in a game PD: Early Resilience: Trying different ways to control equipment (balls, beanbags, bats). Sharing equipment fairly and waiting their turn.	<u>NC link: Body control, balance, spatial awareness, movement exploration</u> Gymnastics unit 1 -take off and land on two feet -balance and move balls and beanbags -travel on mats and benches -copy and repeat actions -perform simple shapes and balances PD: Early resilience: Feeling their muscles work during balances, jumps, or rolls. Choosing movements that stretch and strengthen the body safely.	<u>NC link: Early movement, running, jumping, exploring movement forms</u> Co-operate and Solve Problems, match colours and symbols; work as a team to complete a task; use our bodies to make number shapes. Follow a trail; work with others to make patterns; work with a partner to complete challenges. PD: Social skills: Working with peers reduces stress and builds confidence. Communicating and taking turns helps manage emotions and energy.
Year 1	<u>NC Link: Implicit via basic movement; may include simple gymnastics or body-management activities.</u> Gymnastics Unit 1 -To perform shapes on large and small body parts; to take off and land and use shapes; to travel on our feet, showing body tension; to create different levels in our performance PD: Confidence & resilience - Attempt basic balances, jumps, and rolls repeatedly until improved. - Begin to notice how their body moves in space. - Encourage peers with praise.	<u>NC Link: Participate in simple team games; begin to use basic tactics; apply basic skills in games context</u> Attack, Defend, Shoot Unit 1 -To hit a target; to defend a target; to shoot in a game to get points; to work with a partner to score points; to use attacking/defending in a game. PD; basic teamwork - Work in pairs to pass a ball safely to each other. - Play simple team games, understanding roles and respecting others. -- Recognising how their body feels during activity (hot, tired, breathing faster)	<u>NC Link: Perform dances using simple movement patterns; copy and repeat actions; link actions into short sequences.</u> Dance Unit 1 -To show moods and feelings; or move as if we were living in a jungle. To create & perform movements to show friendship; to perform leading and following movements. To perform a dance with a start, middle and end. PD: listening, concentration & routine-following - Explore movements to represent animals, stories, or emotions. - Try out new movements without fear of making mistakes. - Perform simple sequences	<u>NC Link: Some awareness of rules, simple self-monitoring (e.g. control, coordination)</u> Send and Return Unit 1 - To hit a ball in different ways with our hands; to move towards a ball to return it; to work with a partner to return a beanbag. - To rally with a partner; to send a ball into space to make it harder to return PD: basic teamwork - Showing persistence when missing the ball/shuttle - Cooperating with a partner to keep a rally going.	<u>NC Link: Mastering basic movements (run, jump, throw, catch), balance, agility, coordination</u> Jump, Throw Unit 1 -to start and stop moving at speed; to take off on two feet to jump at distance. Use correct throwing technique; improve our throwing. To take part in competition PD: Self assessment - Try to improve own performance each time. - Encourage classmates during activities.	<u>NC Link: Some awareness of rules, simple self-monitoring (e.g. control, coordination)</u> Hit Catch and Run Unit 1 - To select a space to throw a ball into; to track and collect a rolling ball; to catch a ball to stop a score; to use our hands to hit a ball; to work as a team to score points. PD: Fair play & self assessment Enjoy taking part and experimenting with different movements. Celebrate effort and participation, showing confidence in trying new activities.

Year 2	<u>NC Link: Implicit via basic movement; may include simple gymnastics or body-management activities.</u> Gymnastics -to combine 4 elements into a floor sequence; to create power in jumps; to take weight on our hands; to use flexibility. To perform a teddy roll. PD: Perseverance & independence - Create short sequences individually, or with a partner. - Accept challenges like performing a new skill and keep trying. - Reflect briefly: "What went well?"	<u>NC Link: Participate in simple team games; begin to use basic tactics; apply basic skills in games context</u> Attack, Defend, Shoot Unit 1 -to kick a ball over long and short distances; to stop a ball with control; to work as a team to keep the ball. To bounce a ball with my partner; to bounce a ball whilst moving. PD: teamwork and cooperation - Participate in small-sided games, following basic tactics. - Encourage each other and keep trying after missing a pass or goal. - Understanding why warm-up and cool-down are important	<u>NC Link: Perform dances using simple movement patterns; copy and repeat actions; link actions into short sequences:</u> Dance -to show feelings of abandonment in dance; to create movements to show friendship; to create a solo dance with change of speed; to match our movements to music; to choose a formation for dance. PD: Sportsmanship & Leadership - Work in pairs or small groups to create short dance routines. - Listen to each other's ideas and take turns leading or performing. - Encourage classmates and include everyone in group work.	<u>NC Link: Some awareness of rules, simple self-monitoring (e.g. control, coordination)</u> Send and Return -to stay on our toes to move quickly. To identify a dominant hand; to serve to a partner; to develop agility; to use a correct grip; to use the ready position. PD: Perseverance & self control - Supporting and encouraging peers during rallies. - Reflecting on simple strategies, e.g., aiming for open space	<u>NC Link: Mastering basic movements (run, jump, throw, catch), balance, agility, coordination</u> Run, Jump, Throw -to move quickly whilst being aware of others; to create power to turn at speed. To move through a course with speed; to choose the best throw; to use quick feet whilst sprinting. PD: Perseverance & independence - Begin to set simple personal goals (e.g., "I want to jump a little further"). - Keep trying even if first attempts are unsuccessful. - Show determination during races or challenges.	<u>NC Link: Some awareness of rules, simple self-monitoring (e.g. control, coordination)</u> Hit Catch and Run -to hit a ball to score points -to defend a target -to bowl underarm -to hit a ball using different techniques -to throw accurately PD: teamwork and cooperation - Aim to improve personal performance each time. - Encourage classmates and show determination to keep trying, even if mistakes occur
Year 3	<u>NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> Football -to use the inside of the foot to pass; to trap a ball to stop it; to pass accurately; to identify and move into space; to cushion the ball when receiving. PD: Communication & self reflection -Talk to teammates during play to decide where to pass or move. - Reflect after games: "What did I do well? What can I improve?"	<u>NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> Netball -to perform quick, accurate chest passes; to use dodging to get free from our opponent; to catch a netball; to use a bounce pass to feed a goal shooter. To throw for distance using a shoulder pass; to collect a loose ball. PD: Communication & self reflection - Talk to teammates during play to decide where to pass or move. - Reflect after games: "What did I do well? What can I improve?"	<u>NC Link: Structured gymnastics/body-management: flexibility, strength, control, balance, technique, linking movements.</u> Gymnastics -to show full extension in a balance; to move in and out of shapes with fluency; to perform a sequence with different roles; to perform jumps; to create a group performance. PD: Resilience & self regulation - Work in small groups to create simple routines. - Listen to others' ideas and share own ideas. - Experiment with shapes, levels, and directions. - Developing stamina and flexibility	<u>NC Link: Use and combine movements; refine control, agility, coordination, technique</u> Racket Skills -to use the ready position; to hit the ball using forehand; to perform an underarm serve; to move towards a ball to return it; to play cooperatively with a partner. PD: Resilience & self regulation - Demonstrating resilience when losing points or rallies. - Making decisions about where to place the ball/shuttle in a game	<u>NC Link: Running, jumping, throwing/catching in isolation or combination; athletics events as part of PE.</u> Athletics -jump and hop in sequence; run at different speeds; to approach and jump hurdles; to throw using the pull-throw technique; to keep score over a range of events. PD: emotional management & problem solving - Compare current performance to previous attempts and notice improvement. - Reflect briefly: "What helped me throw further/run faster?" - Encourage and support others.	<u>NC Link: Reflect on performance, compare against personal bests; learn about fitness, health, safe practice, and improvement.</u> Cricket - To hit a stationary ball into space using the straight drive; to bowl underarm to a batter with some consistency. To use the correct footwork to strike a bowled ball; to stop a moving ball using the long barrier technique; to throw longer distances overarm; to perform as a wicketkeeper. PD: strategic thinking - Set simple personal goals ("I want to hit further" or "I want to catch more consistently"). - Reflect on what helps performance improve and try new techniques.

Year 4	<u>NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> Football To run onto the ball to receive it; to explore front and goal-side marking; to perform a standing tackle; to dribble; to pass over longer distances. PD: Leadership & coaching skills - Officiate or help lead small group games. - Try new positions or strategies even if challenging. - Discuss what worked as a team and what could improve.	<u>NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> Netball To protect the ball once we have caught it; to use basic shooting techniques in a game; apply one-to-one marking. To pivot once we have caught the ball; to use quick feet; to use preliminary moves. PD: Leadership & coaching skills - Officiate or help lead small group games. - Try new positions or strategies even if challenging. - Discuss what worked as a team and what could improve.	<u>NC Link: Structured gymnastics/body-management: flexibility, strength, control, balance, technique, linking movements.</u> Gym To perform a 6 element sequence; to take weight on our hands; to develop a sequence; to co-operate as a group; to compare and judge sequences. PD: Trust & collaboration - Perform sequences and evaluate own performance. - Help peers refine their movements. - Show resilience when sequences don't go as planned.	<u>NC Link: Use and combine movements; refine control, agility, coordination, technique</u> Racket Skills To return to the middle of the court after playing a shot; to use forehand & backhand; to combine the ready position and court movement. To use forehand and backhand in a competitive situation. PD: Resilience & strategic thinking - Adapting personal tactics to improve performance	<u>NC Link: Running, jumping, throwing/catching in isolation or combination; athletics events as part of PE.</u> Athletics To challenge ourselves in running, jumping and throwing tasks; to accelerate over short distances; to run and jump using one-footed take off. To use a sling action to throw; to exchange a baton. PD: Trust & collaboration - Participate in relay races or team challenges. - Work with teammates to improve team performance. - Respect others' achievements and show good sportsmanship. - Setting personal fitness goals	<u>NC Link: Reflect on performance, compare against personal bests; learn about fitness, health, safe practice, and improvement.</u> Cricket To hit the ball in different directions; to anticipate when to run to score singles. To intercept a moving ball with one hand; to bowl overarm. Execute a pull shot and attempting it in a game; to field a bouncing ball effectively. PD: Sportsmanship Respect others' achievements and demonstrate good sportsmanship. Collaborate with teammates to contribute to overall team success.
Year 5	<u>NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> Football To turn with the ball; to travel quickly and effectively; to combine running with the ball and sending into space; to create space; to perform a step over; to control a bouncing ball PD: Develop advanced problem-solving & teamwork Lead small teams during a game; make tactical decisions (e.g., when to pass or dribble) and adjust strategies. Encourage and support less confident players.	<u>NC Link: Competitive games (modified), applying attacking & defending tactics, cooperation/competition, teamwork.</u> Netball To choose the appropriate pass for different scenarios; to find space to receive in a game. To use different dodging techniques to outwit a defender and get free; to practice and perform pivoting and quick turns; to get into closer shooting positions; to react and move quickly in isolation and in games. PD: Develop advanced problem-solving & teamwork Lead small teams during a game. Make tactical decisions (e.g., when to pass or dribble) and adjust strategies. Encourage and support less confident players.	<u>NC Link: Structured gymnastics/body-management: flexibility, strength, control, balance, technique, linking movements.</u> Gym Perform a round off; to create a partner sequence; to perform a sequence using symmetry and asymmetry; to perform a counter balance; to evaluate work. PD: Trust & collaboration Lead small groups in planning routines. Solve challenges like synchronising movements or using apparatus creatively. Offer constructive feedback to others.	<u>NC Link: Use and combine movements; refine control, agility, coordination, technique</u> Racket Skills To recap and perform different shots; to move quickly to perform a volley; to play an overhead shot; to refine court movement; to perform a diagonal serve. PD: Foster healthy lifestyle understanding Showing responsibility for personal fitness and preparation, e.g., warming up independently	<u>NC Link: Running, jumping, throwing/catching in isolation or combination; athletics events as part of PE.</u> Athletics To run for speed and distance; to pace our run over longer distances; to explore jump styles; to use push throw technique; to exchange a baton in a restricted area. PD: Leadership & coaching skills Help organise warm-ups or lead small groups in athletic challenges. Support peers in achieving personal bests. Take responsibility for following rules and fair play. Managing setbacks in performance or fitness	<u>NC Link: Reflect on performance, compare against personal bests; learn about fitness, health, safe practice, and improvement.</u> Rounders To judge how far we can run based on hit; to throw over short distances; to follow the path to field a ball; to hit into gaps; to set up a field strategically. PD: Leadership & goal-setting Mentor peers in improving technique and achieving personal bests. Take responsibility for fair play, rules, and maintaining a positive team environment.

Year 6	<u>NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> Football To set up shooting opportunities for a team mate; to restrict an opponent space; to attack and shoot as a pair. To perform the role of cover defender; to use close control. PD: High-level leadership Coach or mentor younger pupils during games. Take responsibility for team fairness and behaviour. Reflect critically on personal and team performance and set improvement goals. Taking ownership of own physical and mental health	<u>NC Link: Competitive games (modified), applying attacking & defending principles, tactics, cooperation/competition, teamwork.</u> Netball Find ways to improve coordination; to mark the pass or the shot; organisation in and around the semi-circle; to compete to win the rebounding ball. To stay active to intercept a pass; to stay onside in games depending on the position being played. PD: High-level leadership Coach or mentor younger pupils during games. Take responsibility for team fairness and behaviour. Reflect critically on personal and team performance and set improvement goals. - Taking ownership of own physical and mental health	<u>NC Link: Structured gymnastics/body-management: flexibility, strength, control, balance, technique, linking movements.</u> Gym To use controlled flight. To perform more advanced partner balances; to incorporate equipment; to combine skills into a routine. PD: Advanced teamwork: strategy, communication, managing group roles. Perform polished sequences for peers or assemblies. Mentor younger pupils during lessons. Critically reflect on personal and group performance to improve.	<u>NC Link: Use and combine movements; refine control, agility, coordination, technique</u> Racket Skills To communicate with a partner; to use two handed backhand; to perform a lob. To apply rules; to play in different double formations. PD: Leadership & coaching skills Leading warm-ups or mini coaching sessions for peers.	<u>NC Link: Running, jumping, throwing/catching in isolation or combination; athletics events as part of PE.</u> Athletics To use sprint start. To complete a three phase triple jump. To heave throw. To assess our own ability; to record and improve results. PD: Independence & self-motivation Set ambitious personal targets and monitor progress over time. - Critically reflect on strengths and areas to improve. - Mentor younger pupils in running, jumping, or throwing techniques.	<u>NC Link: Reflect on performance, compare against personal bests; learn about fitness, health, safe practice, and improvement.</u> Rounders Track and catch a high ball; to attack and defend when batting; to work in pairs in fielding; to apply tactics when running; to apply attack and defensive tactics. PD: Resilience & sportsmanship Critically reflect on strengths and areas for improvement. Mentor younger pupils, modelling resilience, effort, teamwork, and sportsmanship
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