

## Medium Term Overview 2024 – 2025 Subject: PE



## Let your light shine before others that they may see your good deeds and glorify your Father in heaven, Matthew 5:16

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
			Theme: Witches	Theme: Pirates	Theme:	Theme: To The	Theme:	Theme:		
Reception			and Wizards		Mythical	Castle	Superheroes	Monsters		
Introduction to				To develop	Creatures					
PE: Unit 1			To move safely	moving safely		To use different	To work with	To follow, copy		
			and sensibly in a	and stopping	To use	travelling	others co-	and lead a		
			space with	with control.	equipment	actions whilst	operatively and	partner		
			consideration of		safely and	following a path	play as a group.			
			others.		responsibly.					
	Unit Assessment:									
	I can demonstrate									
	I can make indepe									
	I can negotiate space safely with consideration for myself and others.									
	I follow instructions involving several ideas or actions. I play co-operatively and take turns with others.									
	I use movement s	I use movement skills with developing balance and co-ordination.								
		To explore	To explore how	To explore	To explore	To explore co-	To explore			
Year 1		balance,	the body moves	changing	jumping,	ordination and	combination	Unit		
Fundamentals		stability and	differently when	direction and	hopping and	combination	jumping and	Assessment		
		landing safely.	running at	dodging.	skipping actions.	jumps.	skipping in an			
			different				individual rope.			
			speeds.							
	Unit Assessment:									
	I can change direction when moving at speed.									
	I can recognise changes in my body when I do exercise.									
	I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks.									
				· · · · · · · · · · · · · · · · · · ·	others to complet	e tasks.				
	i snow palance an		en static and movin	· · · · · · · · · · · · · · · · · · ·	To use speaking	To plan with a	To use telling			
Year 1		To co-operate	To explore and	To develop	To use speaking	To plan with a	To use talking,	Unit		
		with a partner	develop working	talking, listening	and listening	partner and	listening and			
Team Building			as a team,			small group to	sharing skills to	Assessment		

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		to complete challenges.		and sharing skills.	skills to lead a partner.	complete challenges.	complete challenges.			
	Unit Assessment:			SKIIIS.	partifer.	chanenges.	chanenges.			
		e simple instruction	nc							
	I can follow instru	•	15.							
	I can follow path and lead others. I can listen to others' ideas.									
	I can listen to others' ideas.  I can suggest ideas to solve tasks.									
	I can work with a partner and a small group.									
	I understand the r		T _	Γ			l			
		To follow	To co-operate	To create a plan	То	To use	To work with a			
Year 2		instructions and	and	with a group to	communicate	teamwork skills	group to copy	Unit		
Team Building		work with	communicate in	solve the	effectively and	to work as a	and create a	Assessment		
		others.	a small group to	challenges.	develop trust.	group to solve	basic map.			
			solve			problems.				
			challenges.							
	<b>Unit Assessment:</b>									
	I can follow instructions carefully.									
	I can say when I was successful at solving challenges.									
	I can share my ideas and help to solve tasks.									
	I can work co-operatively with a partner and a small group.									
	I show honesty and can play fairly.									
		to use, follow and	create a simple diag	gram/map.						
		To develop	To develop	To develop	To develop	To develop	To develop	Unit		
Year 2		rolling a ball to	stopping a	dribbling a ball	kicking a ball.	throwing and	dribbling a ball	Assessment		
Ball Skills		hit a target.	rolling ball.	with your feet.	0	catching.	with your			
				,			hands.			
	Unit Assessment:									
			sing key words							
	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics.									
	I can dribble a ball with my hands and feet with some control.									
	I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills.									
	I can track a ball and collect it. I can work co-operatively with a partner and a small group.									
	I Call track a Dall a	To understand	To learn how to	To develop	To understand	To understand	To apply skills			
Voor 2				•	the role of a		To apply skills	Hall		
Year 3		the role of an	maintain	passing and		that scoring	and knowledge	Unit		
Basketball		attacker when	possession	moving to	defender and	goals is an	to compete in a	Assessment		
		in possession.	whilst dribbling.	support my	explore ways to	attaching skill	tournament.			
				team.	gain possession.					

						and learning		
						how to do this.		
	<b>Unit Assessment:</b>							
		use simple tactics.						
		rules of the game ar						
		, receive and shoot		control.				
		way from others and	· -					
	•	back using key wor						
	• •	onent to slow them ole as an attacker a						
	•	ely with my group t		105				
	i work co-operativ	l	to sell-illallage gall	163.				
Year 3 Swimming								
		To develop	To develop an	To begin to use	To develop	To track an	To apply the	
Year 4		throwing,	understanding	the 'forward	movement skills	opponent and	rules and skills	Unit
Tag Rugby		catching and	of how to	pass' and	to dodge a	begin to defend	you have learnt	Assessment
		running with the	defend using	'offside' rule.	defender.	as a team.	and play in a tag	
		ball.	tagging rules.				rugby	
							tournament.	
	<b>Unit Assessment</b>							
		onent and help pre						
	•	happens to my boo	•	•	·			
		n keep possession a				e the ball with incre	easing control.	
		back using key term			o do to improve.			
	•	actics to help my tea	•					
		work with others to						
	i understand the r	rules of the game ar To develop	To develop	To develop	To develop	To develop	To apply	
Year 4		balancing and	technique when	agility using a	technique and	skipping with a	fundamental	Unit
Fundamentals		understand the	running at	change of speed	control when	rope.	skills to a variety	Assessment
Tanaamentais		importance of	different	and direction.	jumping,	ι όρε.	of challenges.	Assessinent
		this skill.	speeds.	3.13 3.1.001011.	hopping and		or originalized.	
			- 1		landing.			
					J			

	Unit Assessment							
		ction quickly under	nressure					
		t happens when I ex						
	·	en I was successful a		lo to improve				
	•	g and jumping action		•				
		thers to complete sl		increar skins.				
		od balance and con		ng other fundamen	tal skills			
	_	can demonstrate he		_				
	T dilacistaria aria	To understand	To understand	To understand	To understand	To understand	To understand	
Year 5/6		how speed	how strength	how agility	how balance	how co-	how stamina	Unit
Fitness		helps me in	helps me in	helps me in	helps me in	ordination helps	helps me in	Assessment
Titliess		other activities	other activities	other activities	other activities	me in other	other activities	Assessment
		and apply this.	and apply this.	and apply this.	and apply this.	activities and	and apply this.	
		and apply tills.	and apply this.		and apply tills.	apply this.	and apply tills.	
						apply tills.		
	Unit Assessment		L	L		, , , ,		
	Unit Assessment		tion to the fitness o	omnonent heing us	ed			
	I can analyse my	performance in rela		component being us	ed.			
	I can analyse my I can work with o	performance in rela thers to manage act	civities.					
	I can analyse my I can work with o I demonstrate go	performance in rela thers to manage act od balance and con	ivities. trol when performi	ng other fundamen	tal skills.		w they help me in ot	her activities
	I can analyse my I can work with o I demonstrate go I show accuracy a	performance in rela thers to manage act od balance and cont and power when thr	civities. trol when performi owing for distance.	ng other fundamen I understand the di	tal skills. fferent component		v they help me in ot	her activities.
	I can analyse my I can work with o I demonstrate go I show accuracy a	performance in rela thers to manage act od balance and con and power when thr at my maximum effo	civities. trol when performing owing for distance. ort looks and feels li	ng other fundamen I understand the di ke and I am determ	tal skills. fferent component ined to achieve it.	ts of fitness and hov	, ,	her activities.
Year 5/6	I can analyse my I can work with o I demonstrate go I show accuracy a	performance in rela thers to manage act od balance and cont and power when thr at my maximum effo To develop	civities. trol when performing owing for distance. ort looks and feels li To develop	ng other fundamen I understand the di ke and I am determ To develop	tal skills. fferent component ined to achieve it. To share ideas	ts of fitness and hov	To create and	
Year 5/6 OAA	I can analyse my I can work with o I demonstrate go I show accuracy a	performance in rela thers to manage act od balance and con- ind power when thr it my maximum effo To develop communication	civities. trol when performing owing for distance. ort looks and feels ling To develop strong	ng other fundamen I understand the di ke and I am determ To develop planning and	tal skills. fferent component ined to achieve it. To share ideas and work as a	ts of fitness and how To develop navigation skills	To create and follow a key and	Unit
Year 5/6 OAA	I can analyse my I can work with o I demonstrate go I show accuracy a	performance in relathers to manage act od balance and contained power when threat my maximum efformunication and negotiation	trol when performing for distance. In the looks and feels ling to develop strong communication	ng other fundamen I understand the di ke and I am determ To develop planning and problem solving	tal skills.  fferent component ined to achieve it.  To share ideas and work as a team to solve	To develop navigation skills and map	To create and	
<u>-</u>	I can analyse my I can work with o I demonstrate go I show accuracy a	performance in rela thers to manage act od balance and con- ind power when thr it my maximum effo To develop communication	civities.  trol when performing for distance.  ort looks and feels liter to develop strong communication and negotiation	ng other fundamen I understand the di ke and I am determ To develop planning and	tal skills. fferent component ined to achieve it. To share ideas and work as a	ts of fitness and how To develop navigation skills	To create and follow a key and	Unit
<u>-</u>	I can analyse my I can work with o I demonstrate go I show accuracy a	performance in relathers to manage act od balance and contained power when threat my maximum efformunication and negotiation	trol when performing for distance. For the looks and feels ling to develop strong communication and negotiation skills to solve	ng other fundamen I understand the di ke and I am determ To develop planning and problem solving	tal skills.  fferent component ined to achieve it.  To share ideas and work as a team to solve	To develop navigation skills and map	To create and follow a key and	Unit
<u>-</u>	I can analyse my I can work with o I demonstrate go I show accuracy a I understand wha	performance in relathers to manage act od balance and continued power when threat my maximum efformunication and negotiation skills.	civities.  trol when performing for distance.  ort looks and feels liter to develop strong communication and negotiation	ng other fundamen I understand the di ke and I am determ To develop planning and problem solving	tal skills.  fferent component ined to achieve it.  To share ideas and work as a team to solve	To develop navigation skills and map	To create and follow a key and	Unit
=	I can analyse my I can work with o I demonstrate go I show accuracy a I understand wha	performance in relathers to manage act od balance and continud power when threat my maximum efformation communication and negotiation skills.	trol when performing for distance. In the looks and feels list to develop strong communication and negotiation skills to solve challenges.	ng other fundamen I understand the di ke and I am determ To develop planning and problem solving	tal skills.  fferent component ined to achieve it.  To share ideas and work as a team to solve	To develop navigation skills and map	To create and follow a key and	Unit
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=	I can analyse my I can work with o I demonstrate go I show accuracy a I understand what I am inclusive of C I can navigate arc I can reflect on w	performance in relathers to manage act od balance and continuous power when three my maximum efformation communication and negotiation skills.	trol when performing for distance. In the looks and feels list to solve challenges.  To develop strong communication and negotiation skills to solve challenges.  To develop strong communication and negotiation skills to solve challenges.	ng other fundamen I understand the di ke and I am determ To develop planning and problem solving skills.	tal skills.  fferent component ined to achieve it.  To share ideas and work as a team to solve problems.	To develop navigation skills and map reading.	To create and follow a key and	Unit