PE Units: Curriculum 2026-27 (overview)



KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	**Multi-skills #1 – Huddersfield Giants Coach** • I can stop a ball with basic control. • I can send a ball in the direction of another person. • I can take part in sending and receiving. • I can throw, catch and bounce in different ways when standing or on the move. • I can follow a simple set of rules (throughout) • I can work cooperatively in pairs • I can follow a simple set of rules. • I can aim at a large target • I can use and vary simple tactic **Scoot-fit - general skills & road safety**	**Gymnastics/cheerleading - Huddersfield Giants Coach** • I can plan and repeat simples sequences and actions. • I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. • I can perform the basic gymnastic actions are with some coordination and control • I can begin to describe my own and others work. • I can make suggestions for improvements with help. **Orienteering** – (Power of PE) • I can link movements together to make a sequence • I can follow a simple set of rules. ***I can use simple compass directions and language to describe location and routes on a map. (Geography milestone)***	**Multi-skills#2 –** (Power of PE • I can stop a ball with basic control. • I can send a ball in the direction of another person. • I can take part in sending and receiving. • I can throw, catch and bounce in different ways when standing or on the move. • I can follow a simple set of rules (throughout) • I can work cooperatively in pairs • I can follow a simple set of rules. • I can aim at a large target • I can use and vary simple tactic **Dance** – **Handa's Surprise** (Val Sabin) • can perform dance actions with control and coordination • I can link movements together to make a sequence to comment to communicate mood and feelings. • I can begin to evaluate my own and others and suggest ways to improve	**Dance –** • I can perform dance actions with control and coordination • I can link movements together to make a sequence to comment to communicate mood and feelings. • I can begin to evaluate my own and others and suggest ways to improve **Scoot-fit – general skills and games**	**Athletics -**(Power of PE) • I can run at different speeds • I can jump from a standing position • I can throw and object with one hand# • I can start to develop new skills relevant to athletics **Gymnastics -** (Power of PE) • I can plan and repeat simples sequences and actions. • I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. • I can perform the basic gymnastic actions are with some coordination and control • I can begin to describe my own and others work. • I can make suggestions for improvements with help.	**Games – Bat & Ball skills and Games/Skipping (Val Sabin)** I recognise and talk about changes in my body and start to talk about why being active is good for my body. I can follow a teacher led warm up/cool down. I can follow a simple set of rules. I can begin to make up rules for a simple game. I can push and roll a ball in different directions. I can skip with a rope/jump with rhythm. I can strike a ball with a bat. **Striking and Fielding** – (Power of PE) • I can stop the ball with basic control • I can send a ball in the direction of another • I can take part in sending and receiving • I can throw, catch and bounce in different ways when standing or on the move • I can aim at a large target • I can use and vary simple tactic • I can begin to strike a ball with a bat • I can start to develop new skills relevant to specific invasion/net&wall/striking&fielding games
	The following milestones should be covered in every unit taught: I recognise and talk about changes in my body and start to talk about why being active is good for my body.			I can follow a teacher led warm up and cool down.		
Y2	**Gymnastics – Basic skills** (can use Val Sabin units) • I can plan and repeat simple sequences and actions. • I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. • I can perform the basic gymnastic actions are with some coordination and control • I can begin to describe my own and others work. • I can make suggestions for improvements with help. **Scoot fit – General skills and road safety**	**Multi-skills#1 –** (Power of PE) • I can stop a ball with basic control. • I can send a ball in the direction of another person. • I can take part in sending and receiving. • I can throw, catch and bounce in different ways when standing or on the move. • I can follow a simple set of rules (throughout) • I can work cooperatively in pairs • I can follow a simple set of rules. • I can aim at a large target • I can use and vary simple tactic **Dance – Africa themed** • I can perform dance actions with control and coordination • I can link movements together to make a sequence to comment to communicate mood and feelings. • I can begin to evaluate my own and others and suggest ways to improve	**Multi-skills#2 –** (Power of PE) • I can stop a ball with basic control. • I can send a ball in the direction of another person. • I can take part in sending and receiving. • I can throw, catch and bounce in different ways when standing or on the move. • I can follow a simple set of rules (throughout) • I can work cooperatively in pairs • I can follow a simple set of rules. • I can aim at a large target • I can use and vary simple tactic **Scoot-fit – general skills and games**	**Dance –** • I can perform dance actions with control and coordination • I can link movements together to make a sequence to comment to communicate mood and feelings. • I can begin to evaluate my own and others and suggest ways to improve **H.R.E** – (Power of PE) • I recognise and talk about changes in my body and start to talk about why being active is good for my body. • I know the four major muscle groups; lats, quads, biceps and abs. • I know my heart rate can change during exercise? (Exercise = Faster pulse) • I know how to find my pulse. • I know I can use a heart & lungs test, catching test, speed test and muscles test	**Invictus** – (Power of PE) • I can make suggestions for improvements with help. • I can follow a simple set of rules. • I can aim at a large target. • I can send a ball in the direction of another person. • I can take part in sending and receiving. • I can begin to describe my own and others work. **Striking and Fielding** – (Power of PE) • I can stop the ball with basic control • I can send a ball in the direction of another • I can take part in sending and receiving • I can throw, catch and bounce in different ways when standing or on the move • I can aim at a large target • I can use and vary simple tactic • I can begin to strike a ball with a bat • I can start to develop new skills relevant to specific invasion/net&wall/striking&fielding games	**Athletics -**(Power of PE) • I can run at different speeds • I can jump from a standing position • I can throw and object with one hand • I can start to develop new skills relevant to athletics **Gymnastics -** (Power of PE) • I can plan and repeat simples sequences and actions. • I can show contrasts in shape such as small/tall, straight/curved, wide/narrow. • I can perform the basic gymnastic actions are with some coordination and control • I can begin to describe my own and others work. I can make suggestions for improvements with help.

PE Units: Curriculum 2026-27 (overview)