



## RADDLEBARN PRIMARY SCHOOL SUBJECT OVERVIEW IN PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Context/ Resources
Nursery	<p><b>Throughout the year children in Nursery (3-4 year olds) will be learning to...</b>            Develop their movement, balancing, riding (scooters, balance bikes, pedal bikes, Didi-cars), &amp; ball skills.            Go up steps &amp; stairs or climb apparatus, using alternate feet.            Skip, hop, stand on one leg, &amp; hold a pose for a game like musical statues.</p> <p>Use large muscle movements to wave flags &amp; streamers, paint &amp; make marks.            Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Increasingly be able to use and remember sequences &amp; patterns of movements which are related to music &amp; rhythm.            Match their developing physical skills &amp; activities in the setting; e.g. they decide whether to crawl, walk or run across a plank, depending on length or width.            Choose the right resources to carry out their plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.            Use one-handed tools and equipment, for example, making snips in paper with scissors.            Use a comfortable grip with good control when holding pens and pencils.            Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>						
Reception	<p><b>Throughout the year children in Reception will be learning to...</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing.            Progress towards a more fluent style of moving, with developing control and grace.            Develop the overall body strength, co-ordination, balance and agility.            Develop their small motor skills so that they can use a range of tools competently, safely and confidently.            Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.            Combine different movements with ease and fluency.            Confidently and safely use a range of large and small apparatus.            Further develop and refine a range of ball skills, including: throwing, catching, kicking, passing, batting, and aiming.            Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Early Learning Goals – Gross Motor Skills. Fine Motor Skills.</b></p>						
Reception	<p><b>Body Management Unit 1</b>            Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.</p> <p><b>Gymnastics Unit 1</b></p>	<p><b>Dance Unit 1</b>            Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.</p> <p><b>Manipulation &amp; Coordination Unit 1</b>            Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body</p>	<p><b>Cooperate &amp; Problem Solve Unit 1</b>            Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas &amp; questions. Collect, distinguish and differentiate colours and create a shape as a team.</p> <p><b>Speed Agility Travel Unit 1</b></p>	<p><b>Body Management Unit 2</b>            Explore a variety of rolling, sliding, etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities.</p> <p><b>Gymnastics Unit 2</b></p>	<p><b>Dance Unit 2</b>            Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.</p> <p><b>Manipulation &amp; Coordination Unit 2</b>            Coordinate similar objects in a variety of ways. Differentiate ways to</p>	<p><b>Cooperate &amp; Problem Solve Unit 2</b>            Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.</p> <p><b>Speed Agility Travel Unit 2</b>            Participate in a variety of agility-based activities. Recognise the difference</p>	<p>PE Hub Planning            Subscription and related resources referred to on plans.</p>

	Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.	parts in a variety of activities and in different ways.	Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.	manoeuvre objects. Skip in isolation and with rope.	between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.	
Year 1	<p><b>Run Jump Throw Unit 1</b> Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.</p> <p><b>Hit Catch Run Unit 1</b> Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</p>	<p><b>Dance Unit 1</b> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds and perform with different body parts.</p> <p><b>Send &amp; Return Unit 1</b> Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p>	<p><b>Gymnastics Unit 1</b> Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.</p> <p><b>Attack Defend Shoot Unit 1</b> Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.</p>	<p><b>Hit Catch Run Unit 2</b> Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.</p> <p><b>Send &amp; Return Unit 2</b> Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Select and apply skills to beat the opposition.</p>	<p><b>Gymnastics Unit 2</b> To show a range of recognised point balances. To introduce turn, twist, rock, and roll and to link these. To perform unison simple canon and unison techniques.</p> <p><b>Run Jump Throw Unit 2</b> Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.</p>	<p><b>Dance Unit 2</b> Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.</p> <p><b>Attack Defend Shoot Unit 2</b> To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.</p>	PE Hub Planning Subscription and related resources referred to on plans.
Year 2	<p><b>Dance Unit 1</b> Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a group to create and perform.</p> <p><b>Hit Catch Run Unit 1</b> To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.</p>	<p><b>Run Jump Throw Unit 1</b> Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.</p> <p><b>Send &amp; Return Unit 1</b> Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.</p>	<p><b>Gymnastics Unit 1</b> Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.</p> <p><b>Attack Defend Shoot Unit 1</b> Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.</p>	<p><b>Send &amp; Return Unit 2</b> Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.</p> <p><b>Hit Catch Run Unit 2</b> Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.</p>	<p><b>Dance Unit 2</b> Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.</p> <p><b>Run Jump Throw Unit 2</b> Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height.</p>	<p><b>Gymnastics Unit 2</b> Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence.</p> <p><b>Attack Defend Shoot Unit 2</b> Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.</p>	PE Hub Planning Subscription and related resources referred to on plans.
Year 3	<p><b>Gymnastics Unit 1</b> Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and</p>	<p><b>Dance Unit 1</b> Practise and put together a performance. Perform using facial expressions. Perform with a prop.</p> <p><b>Volleyball</b></p>	<p><b>Handball</b> Able to show basic passing and catching skills. Learn basic defensive techniques. Implement the rules of handball.</p> <p><b>Basketball</b></p>	<p><b>Dance Unit 2</b> Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling,</p>	<p><b>Athletics</b> Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.</p>	<p><b>Gymnastics Unit 2</b> Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show</p>	PE Hub Planning Subscription and related resources referred to on plans.

	<p>gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.</p> <p><b>Rounders</b> To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills.</p>	<p>Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</p>	<p>Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.</p>	<p>dynamics and partner work.</p> <p><b>KS2 Golf</b> Transfer skills to handle clubs and strike with consistency and accuracy. Play in a variety of modified golf games. Play with others showing sportsmanship and fair play.</p>	<p><b>Tennis</b> To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.</p>	<p>increasing flexibility in shapes and balances.</p> <p><b>Lacrosse</b> Able to pass and catch in a game situation. Show basic skills to maintain possession, including ground balls. Implement and adhere to some basic rules of lacrosse.</p>	
Year 4	<p><b>Tag Rugby (3/4)</b> <i>Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.</i></p> <p>Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay.</p> <p><b>Dance Unit 1</b> Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.</p>	<p><b>Gymnastics Unit 1</b> Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.</p> <p><b>Football (3/4)</b> <i>Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.</i></p> <p>Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.</p>	<p><b>Badminton (3/4)</b> <i>Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting.</i></p> <p>Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation.</p> <p><b>Netball (3/4)</b> <i>Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.</i></p> <p>Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves.</p>	<p><b>Swimming</b> Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently.</p> <p><b>Dance Unit 2</b> Concentrating on one simple theme throughout and linking all activities to communicate this to an audience.</p>	<p><b>Gymnastics Unit 2</b> Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of the body. Refine taking weight on small and large body parts.</p> <p><b>Cricket (3/4)</b> <i>Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.</i></p> <p>Develop and apply a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply them with consistency.</p>	<p><b>Athletics</b> Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</p> <p><b>Hockey (3/4)</b> <i>Play in a hockey-type invasion game. Improve game-based agility. Manipulate objects using a stick and ball with safety and control.</i></p> <p>Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.</p>	<p>PE Hub Planning Subscription and related resources referred to on plans.</p>
Year 5	<p><b>Dance Unit 1</b> Perform different styles of dance fluently and clearly. Refine and improve dances, adapting them to include the use of space, rhythm and expression.</p> <p><b>Football</b></p>	<p><b>Gymnastics Unit 1</b> Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement.</p>	<p><b>Netball</b> Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.</p> <p><b>Dance Unit 2</b></p>	<p><b>Basketball (4/5)</b> <i>Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball-handling skills. Use footwork rules in a game situation and explore basic marking.</i></p>	<p><b>Tennis (4/5)</b> <i>Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.</i></p> <p>Introduce volley shots and overhead shots. Apply new shots into game</p>	<p><b>Athletics</b> Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.</p> <p><b>Gymnastics Unit 2</b> Take responsibility for your own warm-up.</p>	<p>PE Hub Planning Subscription and related resources referred to on plans.</p>

	<p>Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.</p>	<p>Select a component for improvement.</p> <p><b>Tag Rugby</b> Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over a greater distance.</p>	<p>Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.</p>	<p>Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.</p> <p><b>Orienteering (school's developed planning unit – applied during residential in Sum 1)</b> Design and complete orienteering activities as part of a team and individually.</p> <p>Successfully use a map to complete an orienteering course.</p>	<p>situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.</p> <p><b>Rounders (4/5)</b> <i>To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders.</i></p> <p>Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.</p>	<p>Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.</p>	
Year 6	<p><b>Dance Unit 1</b> Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language &amp; terminology.</p> <p><b>Tag Rugby</b> Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.</p>	<p><b>Gymnastics Unit 1</b> Experience flight on and off high apparatus. Develop and perform a range of partner balances. Use equipment and formations confidently in a rhythmic gymnastics style sequence.</p> <p><b>Football</b> Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.</p>	<p><b>Hockey (5/6)</b> <i>Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including in defence. Increase power and strength of passes, moving the ball over longer distances.</i></p> <p>Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.</p> <p><b>Badminton (5/6)</b> <i>Use different types of serves and shots in-game. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques.</i></p>	<p><b>Netball</b> Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances.</p> <p><b>Cricket (5/6)</b> <i>Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.</i></p> <p>Apply cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>	<p><b>Athletics</b> Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.</p> <p><b>Gymnastics Unit 2</b> Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.</p>	<p><b>Dance Unit 2</b> Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.</p> <p><b>Swimming</b> Swim over greater distances, between 10 &amp; 25 metres, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. Attempt personal survival techniques as an individual and group with success.</p>	PE Hub Planning Subscription and related resources referred to on plans.

			Develop a wider range of shots, including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in doubles scenarios.				
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