

PHYSICAL EDUCATION (PE)

Subject Rationale - Physical Education

The intent of our PE curriculum is to provide all children with high quality PE in a focused range of contexts that enhance their physical and cognitive skills year on year. Through PE, we develop our children’s understanding of the importance of exercise on their life long physical and mental health, and strive to encourage enjoyment and a great sense of achievement when accessing or achieving a new skill. Children are scaffolded to learn how to compete against themselves and others, as well as work together in partnerships and teams.

Long Term Overview PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	Running / Jumping / Dancing / Hopping / Skipping / Climbing					
Year 1	Games - Football	Games - Handball	Dance	Gymnastics	Athletics	Games - Racket
Year 2	Games - Football	Games - Handball	Dance	Gymnastics	Athletics	Games - Racket
Year 3	Games - Football	Games - Basketball	Dance	Gymnastics	Athletics	Outdoor Adventurous Rounders
Year 4	Swimming* Games - Football	Swimming* Games - Basketball	Swimming* Dance	Swimming* Gymnastics	Swimming* Athletics	Swimming* Rounders
Year 5	Games - Football	Games - American Football	Dance	Gymnastics	Athletics	Outdoor Adventurous Cricket
Year 6	Swimming	Games - American Football	Dance	Gymnastics	Athletics	Outdoor Adventurous Cricket

* Swimming is delivered in termly blocks to groups of fifteen children, prioritised according to competency in the water.

Blidworth & Rainworth Primary School Partnership
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Skills Progression Mapping – Physical Education

Skills Progression Mapping – Physical Education			
Fundamental Skills	FS1		FS2
	<ul style="list-style-type: none"> To be able to move confidently and safely in the following ways: <ul style="list-style-type: none"> - Walking - Running To begin to take risks through physical activities such as: <ul style="list-style-type: none"> - Climbing - Balancing 		<ul style="list-style-type: none"> Developing overall body strength, coordination, balance and agility. Moving freely in a variety of ways, negotiating space and avoiding obstacles. Increasing control over a large ball Developing an enjoyment of physical activity
	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> Explore fundamentals of movement; <ul style="list-style-type: none"> - Running - Jumping - Co-ordination - Balance - Agility - Throwing - Catching Explore an awareness of direction, level and speed. Copy and repeat simple sequences. 	<ul style="list-style-type: none"> Display awareness of ability and development in the fundamentals of movements, in isolation and varied environments. Display an awareness of direction, level and speed. Develop known movements to create a simple sequence. 	<ul style="list-style-type: none"> Demonstrate a range of fundamental movements with accuracy, in isolation and varied environments. Demonstrate changes of direction, speed and level during performance or in competitive environments. Demonstrate ability to co-ordinate movements to develop a sequence.
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Underpin prior knowledge and adapt this to match the environment of the swimming pool, new activities and techniques; <ul style="list-style-type: none"> - Water discovery - Exploration - Acclimation - Movement - Stamina - Development - Mechanics 	<ul style="list-style-type: none"> Connect fundamental movements required for accomplishment. Utilise changes of dynamics, direction, speed and level during performances and competitions to succeed. Link movements and patterns to create a successful and/or meaningful sequence/ performance. 	<ul style="list-style-type: none"> Utilise knowledge and experience of the fundamental movements at an optimum level to enhance performance and pleasure-seeking. Create complex, demanding and well executed sequences, patterns and movement using a range of dynamics that will enhance overall performance.

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Skills Progression Mapping – Physical Education

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Strategies and Tactics	FS1		FS2			
	<ul style="list-style-type: none"> Enjoy engaging in physical activity with others. With support, enjoy playing team games Begin to collaborate with others e.g. when building 		<ul style="list-style-type: none"> Turn taking including waiting for a turn. Following simple instructions Enjoy simple actions and invasion games, recalling and then building on them in following sessions Explore fine and gross motor skills through the use of simple equipment Showing consideration for others when engaging in physical activity. Ball skills – begin by using scarves /feathers and build up to larger, soft ball Explore learning themes through physical movement, 			
	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> With guidance, participate in respect, fair play and working well with others/sportsmanship. Work towards understanding basic rules of pleasurable/ purposeful activities. Explore minimal environmental changes. Explore a range of unopposed skill sets. Explore fine and gross motor skills through the use of varied equipment. 		<ul style="list-style-type: none"> Participate in displaying respect, fair play and working well with others/ sportsmanship. Display ability to follow simple rules of pleasurable/ purposeful activities. Explore a range of environmental changes. Explore a range of unopposed and opposed skill sets. Display a development of fine and gross motor skills using specific and purposeful equipment. 		<ul style="list-style-type: none"> Demonstrate an understanding of fair play, respect and leading a small group. Demonstrate the ability to participate and negotiate the rules of a small sided activity/game. Demonstrate the ability to alter performance based on environmental changes. Apply unopposed skill set knowledge and demonstrate these through opposed activities. Demonstrate confidence in using specific equipment and identifying how handling this in different ways can effect development. 	
	Year 4		Year 5		Year 6	
<ul style="list-style-type: none"> Know that strong technique will aid ability and enhance performance. Recall facts and explain ideas of basic concepts. Demonstrate and use varied equipment to match the environment. 		<ul style="list-style-type: none"> Show an understanding of fair play, respect, team work and leading a medium sized group. Develop personal reflection skills. Know difference between positive and negative feedback and effect this can have. Connecting previous experience and knowledge of environmental changes and adapting techniques to become successful accordingly. Further develop unopposed and opposed activities with introduction and focus of random activities and games. Using the appropriate fine or gross motor skill required to refine and enhance performance/skill set using the appropriate equipment. 		<ul style="list-style-type: none"> Implement understanding of fair play, respect, team work and leading a large group. Observe and evaluate themselves, each other and professionals. Develop and implement constructive feedback to encourage self and others performance. Select and modify the environment and consider changes to enhance personal gain or provide opponents a disadvantage. Quickly alter perspective when different situations arise within games and activities (unopposed, opposed and random). Know development of fine and gross motor skills enhances performance increasing overall success. Refine and implement the development of these motor skills through a range of activities and games. 		

Vocabulary Progression Mapping – Physical Education

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Physical Education - Year 1 - Games (Football)					
control dribble	stopping turning	pass distance	aim stationary	shoot kick	rules instructions
Physical Education - Year 1 - Games (Handball)					
handball catch	bounce dribble pass	chest pass stationary	target shoot	aim respect	fair play
Physical Education - Year 1 - Dance					
explore stimuli	travel space	repeat body shape	copy pattern	body actions level	perform observe
Physical Education - Year 1 - Gymnastics					
explore travel	repeat copy	apparatus floor work	body shape level	body actions space	pattern perform
Physical Education - Year 1 - Games Racket					
fingers apart technique	overarm underarm	striking swinging motion	out-stretched soft hands	power target	side on changes
Physical Education - Year 1 - Athletics					
explore running	throwing catching	obstacles jumping	unopposed skills	co-ordination agility	healthy mind healthy body
Physical Education - Year 2 - Games (Football)					
set direction return	accelerate dominant foot	side foot accurate	accuracy target	towards on the move	free kick goal kick
Physical Education - Year 2 - Games (Handball)					
positioning adjust	obstacle technique	aiming standing leg	overarm underarm	goal jumping	teamwork active part
Physical Education - Year 2 - Dance					
improvise	warm up cool down	levels space	direction breathing	speed dynamics	pathway sequence
Physical Education - Year 2 - Gymnastics					
speed dynamics	warm up sequence	cool down positions	travel matching	pathways perform	combination

Vocabulary Progression Mapping - Physical Education
Physical Education - Year 2 - Games Racket

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swinging motion	accuracy rally	side on aiming	opposed unopposed	purposeful equipment	handling rules
Physical Education - Year 2 - Athletics					
technique success	accuracy equipment	impact speed	effort fine motor skills	gross motor skills	safe unsafe
Physical Education - Year 3 and 4 - Games (Football)					
variety speed	confidence instep	receive direction	angle unopposed	under pressure opposition	attacker defender
Physical Education - Year 3 and 4 - Games (Basketball)					
control confident	waist height push not pat	agility double dribble	intercept assist	pivot stride stop	negotiate participate
Physical Education - Year 3 and 4 - Dance					
stimulus/stimuli devices	co-ordination routine	beginning dance actions	rhythm compositional	control fluency	middle end
Physical Education - Year 3 and 4 - Gymnastics					
through under	hold along	accuracy control	on and off link together	compose balance	sequence improve
Physical Education - Year 3 and 4 - Outdoor Adventurous					
accuracy force	co-ordination control	space opposition	fairly rules	attacking defending	improvements performance
Physical Education - Year 3 and 4 - Athletics					
change dynamics	consistency mixture	take-off landing	control power	target record	self-gain team gain
Physical Education - Year 4 - Swimming					
distance, float, front stroke, breast stroke, backstroke, dive, tread water, lane, breath, lap, shallow, deep					
Physical Education - Year 5 - Games (Football)					
range medium	possession demonstrate	open net either	opposed position	consider space	fair play teamwork
Physical Education - Year 5 - Games (American Football)					
Flag Football throwing	diamond technique stationary	route quick feet	End Zone catching zone	short/long pass mid-section	distances playbook

Vocabulary Progression Mapping - Physical Education
Physical Education - Year 5 - Dance

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PE Subject Pathway 2025-2026

fluency co-ordination	dynamics control	compositional ideas	structure motif	accompaniment relationship	compare reflect
Physical Education - Year 5 - Gymnastics					
warm-up cool-down	rotations axis	skills principles	pushing actions swinging actions	composition compose	evaluate improve
Physical Education - Year 5 - Outdoor Adventurous					
locations map	orienteeing checkpoint	fielding striking	back-stop bases	fielders wicketkeeper	wickets runs
Physical Education - Year 5 - Athletics					
dynamics surfaces	combine techniques	hurdle change	appropriate team work	supportive competitive	safety rules mental / physical health
Physical Education - Year 6 - Games (Football)					
intent inside/outside	goalkeeper small-sided game	stay in possession gain possession	perspective situation	advantage gameplay	observe evaluate
Physical Education - Year 6 - Games (American Football)					
patience mentality	running back fake	fluency sack	safeties juke	YAC interception	huddle incompletion
Physical Education - Year 6 - Dance					
composition intentions	projection expression	collaboratively communicate	create design	evaluate develop	refine improve
Physical Education - Year 6 - Gymnastics					
contrasting mirroring	link together precise	rhythm develop	cannon unison	consecutively synchronization	quality reflect
Physical Education - Year 6 - Outdoor Adventurous					
navigate key features	circuit control point	accuracy collect	bowler out-field	appropriate speed stump	no-ball wide
Physical Education - Year 6 - Athletics					
reflect enhance	vital skills suitable skills	implement linking	constructive feedback encourage	continuous development	personal best performance

Learning Overview - Year 1
Football

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To dribble a ball for a short distance.	To short distance dribble with variations in stopping and turning.	To pass a stationary ball over a short distance.	To explore aiming at a stationary object.	To shoot, unopposed, a stationary ball.	To copy and follow basic rules and instructions.
<p>Stop a ball with my feet.</p> <p>Slowly move with the ball under control.</p> <p>Move around, keeping the ball close to me.</p> <p>Check surroundings as I am moving.</p>	<p>Move a ball in different directions.</p> <p>Avoid obstacles when moving around.</p> <p>Move slowly and stop a ball with feet.</p> <p>Keep the ball under control.</p>	<p>Pass a ball forward.</p> <p>Pass a ball with the side of my foot.</p> <p>Short pass the ball to my partner/team mate.</p> <p>Perform a long pass accurately.</p>	<p>Hit an object from a short distance.</p> <p>Hit an object from a medium distance.</p> <p>Set body correctly to aim at a stationary object.</p> <p>Adjust aim to provide more accuracy.</p>	<p>Place a ball so it is stationary.</p> <p>Kick ball with correct part of foot.</p> <p>Reach goal with one shot.</p> <p>Shoot ball with power and accuracy.</p>	<p>Know the basic rules for a 3 v 3 game.</p> <p>Work as part of a team.</p> <p>Follow simple instructions.</p> <p>Demonstrate leadership of your team.</p>
control dribble	stopping turning	pass distance	aim stationary	shoot kick	rules instructions

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PE Subject Pathway 2025-2026

Learning Overview - Year 2

Football

To begin to dribble around stationary objects.	To accelerate into spaces using an open dribble technique.	To begin to aim and pass the stationary ball.	To begin to aim, pass and shoot with some degree of accuracy.	To display shooting on the move.	To display an awareness of set rules; including free kick and goal kick.
<p>Dribble a ball in a set direction. Dribble a ball around an object and return. Dribble a ball around a set of objects. Maintain control of the ball at all times.</p>	<p>Demonstrate how to dribble the ball with dominant foot. Use both feet to dribble the ball. Use both feet to dribble the ball at speed. Explain to partner how to improve control.</p>	<p>Pass the ball to a partner. Use side of the foot to pass the ball. Pass the ball to a partner with accurate aim. Control ball with foot to stationary position before passing.</p>	<p>Pass the ball to a partner with accuracy. Shoot the ball at a target with accuracy. Set position to aim ball before passing or shooting. Make adjustments to improve accuracy.</p>	<p>Dribble the ball towards the goal. Look towards target and know position. Shoot ball with power and accuracy. Shoot with foot that is in position (dominant and less-dominant).</p>	<p>Work as part of a team. Know when a free kick or a goal kick is awarded. Follow the simple rules of the game. Demonstrate leadership of team.</p>
set direction return	accelerate dominant foot	side foot accurate	accuracy target	towards on the move	free kick goal kick

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PE Subject Pathway 2025-2026

Learning Overview - Year 3 & 4

Football

To demonstrate dribbling with a variety of speeds and obstacles.	To show confidence in passing with the dominant foot.	To receive the ball from different directions and to turn with the ball.	To shoot the ball on the angle and on the turn (unopposed).	To shoot under pressure within a game setting.	To demonstrate an understanding of the basic positions.
Dribble a ball at different speeds. Dribble a ball around a variety of obstacles. Demonstrate a smooth transition with different speeds. Ensure the ball is kept under close control.	Explore which is my dominant foot. Pass the ball using the side of my foot. Pass the ball over different distances confidently. Aim carefully so that the ball reaches the target point accurately.	Demonstrate how to receive a ball under control. Practise turning with the ball under control. Receive ball, control and turn. Identify area for improvement and explore how to improve.	Shoot the ball from different angles. Turn and shoot the ball with accuracy. Turn and shoot from different angles. Independently explore ways to improve accuracy.	Take part in a simple game setting. Identify correct point to shoot. Shoot ball whilst under pressure from opposition. Shoot with power and accuracy whilst under pressure.	Explain what the role of the goalkeeper is. Explain the difference between attackers and defenders. Know where the basic positions are in a game setting. Perform different roles during a game.
variety speed	confidence instep	receive direction	angle unopposed	under pressure opposition	attacker defender

Learning Overview - Year 5

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

Football

<p>To pass a football at medium range with accuracy.</p>	<p>To pass the ball whilst in possession.</p>	<p>To shoot a football at short range with a range of techniques, using either foot. (unopposed)</p>	<p>To shoot a football at short range with a range of techniques, using either foot. (opposed)</p>	<p>To consider space, time and opportunities to shoot during a range of situations.</p>	<p>To show an understanding of fair play, respect and teamwork. To adapt techniques to become successful in gameplay.</p>
<p>Demonstrate how to pass a football accurately. Pass a football at short range accurately. Pass a football at medium range accurately. Use both inside and outside of foot to pass.</p>	<p>Demonstrate passing a ball to a partner. Explain which type of pass would be most effective. Pass and receive ball whilst moving. Ensure pass is accurate and at correct speed and distance for partner to receive.</p>	<p>Explain steps for taking a shot at a target. Shoot ball into an open net. Use a range of techniques to shoot unopposed. Alternate feet to build up accuracy of less dominant foot.</p>	<p>Explain steps for taking a shot at a target whilst moving. Shoot ball into an opposed net. Use a range of techniques to get into position to shoot opposed. Evaluate performance and how to improve.</p>	<p>Explore different situations in a match. Identify opportunities to shoot. Demonstrate consideration of space and time. Explain what is a good opportunity to shoot.</p>	<p>Discuss what is meant by fair play, respect and teamwork. Show fair play and teamwork in a simple game. Use and adapt techniques learnt for passing and shooting. Identify and acknowledge fair play and teamwork in others.</p>
<p>range medium</p>	<p>possession demonstrate</p>	<p>open net either</p>	<p>opposed position</p>	<p>consider space</p>	<p>fair play teamwork</p>

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

Football

To pass the ball with intent and confidence.	To shoot a football in small-sided games against a goalkeeper (with success).	To be aware of own and others positionings to stay in/gain possession of the ball.	To quickly alter perspective when different situations arise within games and activities.	To recognise when an advantage appears during gameplay.	To observe and evaluate themselves, each other and professionals.
<p>Pass with the inside and outside of my dominant foot.</p> <p>Pass efficiently to a teammate, understanding what type of pass they should receive.</p> <p>Pass accurately whilst on the move at different angles.</p> <p>Use both feet and different parts of the feet.</p>	<p>Explain the role of the goalkeeper.</p> <p>Successfully attack within a game situation.</p> <p>Shoot at goal.</p> <p>Shoot from different angles successfully.</p>	<p>Know who are teammates and where they are.</p> <p>Find space when in possession and stick with player when trying to gain possession.</p> <p>Keep or gain possession in a small game.</p> <p>Pass ball successfully to teammate in a good position.</p>	<p>Find space when attacking and stay close to opposition when defending.</p> <p>Discuss different game situations and what to do if they arise.</p> <p>Play a game, reacting to different situations appropriately.</p> <p>Support teammates in a game situation.</p>	<p>Discuss what are advantages and disadvantages in gameplay.</p> <p>Explore what to do when an advantage arises.</p> <p>Recognise, and react to, an advantage during gameplay.</p> <p>Identify advantages for teammates during gameplay.</p>	<p>Identify points to evaluate.</p> <p>Observe and evaluate the play of professionals.</p> <p>Observe and evaluate myself and others.</p> <p>Give supportive feedback to others.</p>
intent inside/outside	goalkeeper small-sided game	stay in possession gain possession	perspective situation	advantage gameplay	observe evaluate

Learning Overview - Year 1

Handball

Blidworth & Rainworth Primary School Partnership
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To explore catching a range of objects with one or two hands.	To begin to bounce dribble the ball.	To explore passing a range of objects with one or two hands.	To begin to throw a ball at stationary targets.	To explore shooting with a range of techniques.	To play a game, showing respect, fair play and sportsmanship.
Stand with correct form, ready to catch a ball. Safely catch a ball with two hands. Catch a ball with one hand. Adjust position to safely catch a ball.	Keep ball under control whilst stationary. Show awareness of surroundings. Take three steps whilst bouncing the ball. Keep the ball under control.	Pass a ball forward using one hand. Demonstrate using a chest pass with two hands. Pass the ball to my partner/team mate. Perform a longer pass accurately.	Throw a ball at a target from a short distance. Throw a ball at a target from a medium distance. Set body correctly to aim at a stationary object. Adjust aim to provide more accuracy.	Shoot a ball towards a goal. Aim to shoot at an area of the goal. Use different techniques to shoot the ball. Shoot ball with power and accuracy.	Know the basic rules of the game. Follow simple instructions. Work as part of a team. Demonstrate leadership of your team.
Handball catch	bounce dribble	pass chest pass	stationary target	shoot aim	respect fair play

Learning Overview - Year 2
Handball

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To display the correct body positioning when catching and throwing a ball.	To show an awareness of how to move with the correct technique.	To show awareness of aiming skills when throwing, catching and bouncing.	To display a range of throwing methods (overarm, chest pass, underarm).	To begin to shoot a ball at goal accurately.	To participate in respect, fair play and working well with others.
<p>Set feet in position to catch or throw a ball.</p> <p>Turn body when throwing a ball.</p> <p>Adjust body into position when catching or throwing a ball.</p> <p>Demonstrate correct body position when using one or two hands.</p>	<p>Demonstrate how to dribble the ball.</p> <p>Avoid obstacles and show an awareness of surroundings.</p> <p>Move the ball using the correct technique.</p> <p>Identify ways to improve own performance.</p>	<p>Demonstrate where to aim when bouncing a ball.</p> <p>Demonstrate throwing a ball to a partner in order for them to be able to catch safely.</p> <p>Show aiming in bouncing, throwing and catching.</p> <p>Discuss ways for others to improve their aim.</p>	<p>Pass the ball to a partner with accuracy using an underarm or overarm throw.</p> <p>Pass the ball to a partner using a correct chest pass.</p> <p>Throw a ball accurately using different methods.</p> <p>Explain when to use each method.</p>	<p>Throw a ball towards the goal.</p> <p>Throw the ball whilst jumping.</p> <p>Aim the ball and shoot accurately whilst jumping.</p> <p>Shoot accurately from different angles.</p>	<p>Know how to play the game.</p> <p>Work with teammates to move the ball accurately.</p> <p>Use skills to take an active part in the game.</p> <p>Demonstrate leadership of team.</p>
positioning adjust	obstacle technique	aiming standing leg	overarm underarm	goal jumping	teamwork active part

Learning Overview - Year 3 & 4
Basketball

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To develop confidence moving a ball.	To be keep control of the ball.	To move with the ball.	To understand how to pass and receive the ball.	To understand how to stop the ball.	To participate in a mini game of basketball.
<p>Move the ball around my body.</p> <p>Move the ball around my body with some control.</p> <p>Move the ball around my body with control.</p> <p>Move the ball around my body with good control using fingertips and thumbs.</p>	<p>Attempt to bounce the ball with one hand - Push not pat.</p> <p>Bounce the ball with some control using one hand.</p> <p>Bounce the ball keeping it at waist height using one hand.</p> <p>Use either left or right hand right hand to keep control of the ball at waist height.</p>	<p>Demonstrate how to dribble with one hand - Push not pat.</p> <p>Demonstrate how to dribble the ball with some control using one hand.</p> <p>Dribble the ball keeping it at waist height using one hand.</p> <p>Use either left or right hand to dribble to ball at waist height.</p>	<p>Know how to receive the ball making the 'W' shape with hands.</p> <p>Step forward with one foot when making a pass.</p> <p>Can chest pass confidently.</p> <p>Pass the ball keeping elbows in.</p>	<p>To perform a stride stop.</p> <p>To perform a stride stop with some control.</p> <p>Perform a stride stop and pivot with control.</p> <p>Perform a stride stop, jump stop and pivot with control.</p>	<p>Know the rules of the game.</p> <p>Play and accept the rules.</p> <p>Follow game rules.</p> <p>Play and embrace the rules being gracious in victory and defeat.</p>
control confident	waist height push not pat	agility double dribble	intercept assist	pivot stride stop	negotiate participate

Learning Overview - Year 5
American Football

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To throw the ball using the correct technique designed for Flag Football.	To catch the ball using the correct technique for American Football.	To run a route with some fluency (unopposed).	To pass the ball into the correct catching zone.	To understand and use the correct passing and catching techniques.	To utilise changes of dynamics, speed, direction and level during performance.
<p>Demonstrate throwing the ball using any technique. Demonstrate throwing the ball using the taught technique. Throw the ball whilst stationary. Throw the ball with some degree of accuracy.</p>	<p>Catch a ball safely using any technique. Catch a ball using the diamond technique. Catch the ball whilst in a stationary position. Catch the ball whilst on the move.</p>	<p>Run the ball in a straight line. Avoid obstacles to get to the end zone. Demonstrate the correct holding technique for the ball when running the route. Push off from left foot or right.</p>	<p>Toss a ball to the running back. Short pass the ball to partner/team mate. Perform a long pass accurately. Pass a ball with clear direction.</p>	<p>Throw the ball aiming for the mid-section. Show accuracy in throwing and catching. Put correct pace on the ball for it to reach its target quickly. Be consistent in making the pass and it being effective.</p>	<p>Identify a basic route run in a game. Aim to move the defender away from the area you want to go. Demonstrate understanding of depth is for and use in game. Give positive feedback to teammates to encourage performance and interaction.</p>
Flag Football throwing	diamond technique stationary	route End Zone	catching zone short/long pass	Mid-section distances	playbook quick feet

Learning Overview - Year 6
American Football

Blidworth & Rainworth Primary School Partnership
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To demonstrate how to throw and catch the ball using the correct technique designed for Flag Football.	To understand the position of the running back and its importance within the game.	To run a route with some fluency. (opposed)	To read and deliver routes whilst avoiding the safeties.	To implement progressive technique- YAC (Yards after Catch).	To create complex, demanding and well executed routes during offensive and defensive plays.
<p>Demonstrate throwing the ball using correct technique.</p> <p>Catch the ball using correct technique.</p> <p>Throw and catch the ball accurately using technique.</p> <p>Throw and catch the ball successfully whilst moving.</p>	<p>Explain understand the role of the running back.</p> <p>Demonstrate correct handling of the ball.</p> <p>Be able to read basic running back plays.</p> <p>Be able to “fake” whilst playing running back.</p>	<p>Run the ball in a straight line.</p> <p>Avoid obstacles to get to the end zone.</p> <p>Push off from left foot or right to get past opposition.</p> <p>Shows the correct holding technique for the ball when carrying.</p>	<p>Explain what a route is.</p> <p>Execute a route with success.</p> <p>Create separation from the opposition.</p> <p>Perform a “Juke” in 1v1 situations.</p>	<p>Catch a ball during a play.</p> <p>Demonstrate a level of consistency when catching.</p> <p>Put YAC into practice during plays.</p> <p>Be consistent in catching and running following the play cards.</p>	<p>Demonstrate understanding of a route, its depth and destination.</p> <p>Aim to move the defender/Attacker away from the area you want to go.</p> <p>Create separation when an opportunity arises.</p> <p>Be explosive during gameplay.</p>
patience mentality	running back fake	fluency sack	safeties juke	YAC interception	huddle incompletion

Learning Overview - Year 1

Dance

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To respond to stimuli.	To perform basic travelling skills.	To repeat and perform basic dance moves.	To copy and perform simple rhythmic patterns.	To explore a range of dynamics.	To observe peers performing.
<p>To explore moving to a range of stimuli.</p> <p>To change the response to different given stimuli.</p> <p>To adapt the response appropriately to a range of stimuli.</p> <p>To suggest a stimuli to create movement to.</p>	<p>To explore different ways to travel.</p> <p>To display a range of named travelling skills.</p> <p>To perform a range of travelling skills confidently.</p> <p>To develop travelling skills to include a range of dynamics.</p>	<p>To explore basic dance moves.</p> <p>To repeat basic dance moves.</p> <p>To repeat and perform a range of basic dance moves.</p> <p>To include a range of dynamics within the dance moves.</p>	<p>To explore simple rhythmic patterns.</p> <p>To copy a range of simple rhythmic patterns.</p> <p>To perform rhythmic patterns with confidence.</p> <p>To include a range of dynamics and floor patterns within rhythmic patterns.</p>	<p>To discuss a range of simple dynamics.</p> <p>To explore a range of simple dynamics.</p> <p>To perform simple movements with a range of dynamics.</p> <p>To create a short sequence with a range of dynamics.</p>	<p>To perform in front of an audience.</p> <p>To demonstrate what it takes to be a good audience member.</p> <p>To observe peers performing.</p> <p>To give constructive feedback to piece observed.</p>
explore stimuli	travel space	repeat body shape	copy pattern	body actions level	perform observe

Learning Overview - Year 2

Dance

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To improvise an idea using a given stimuli.	To repeat and remember simple patterns of movement.	To change and vary actions using levels, space, speed etc.	To recognise how bodies communicate feelings to each other through movement.	To perform with appropriate dynamics to interpret an idea.	To perform a whole dance with a simple structure.
<p>To explore moving around the space to different stimuli.</p> <p>To move freely around the space to different stimuli.</p> <p>To move appropriately to a given stimuli.</p> <p>To create dynamic movement to suggest a stimuli.</p>	<p>To explore a range of simple movements.</p> <p>To repeat simple patterns of movement.</p> <p>To remember simple patterns of movement (routine).</p> <p>To develop dynamics within the memorised pattern.</p>	<p>To explore a range of dance actions.</p> <p>To copy and repeat movements using levels and speed.</p> <p>To vary actions using a range of dynamics.</p> <p>To create movement with a stimuli in mind.</p>	<p>To explore a range of emotions.</p> <p>To use a variety of movements in line with an emotion.</p> <p>To perform a range of movements with expression to communicate feelings.</p> <p>To develop a short sequence suitable for the given emotion.</p>	<p>To explore a range of dynamics.</p> <p>To tell a story through movement.</p> <p>To perform a simple routine to tell a story with dynamics.</p> <p>To develop a short sequence with a stimuli and the appropriate dynamics.</p>	<p>To explore performing.</p> <p>To perform to an audience.</p> <p>To perform a whole dance with a beginning and an end.</p> <p>To develop a whole dance with the appropriate dynamics and stimuli.</p>
improvise	warm up cool down	levels space	direction breathing	speed dynamics	pathway sequence

Learning Overview - Year 3 & 4

Dance

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To suggest and discuss ideas used for a stimuli.	To demonstrate combinations of movement using the whole body.	To perform basic dance actions with greater control, fluency and co-ordination.	To show a range of different rhythmic/movement patterns.	To perform basic dance actions with greater control, fluency and co-ordination.	To demonstrate the ability to perform simple dances which have a clear beginning, middle and end.
<p>To explore a range of stimuli.</p> <p>To discuss possible stimuli for dance.</p> <p>To suggest a stimulus to use for a dance piece.</p> <p>To develop movement to match the suggested stimuli.</p>	<p>To explore a range of movements using the whole body.</p> <p>To discuss different combinations of movement.</p> <p>To demonstrate and consider what the whole body is doing during a movement.</p> <p>To develop movements using dynamics.</p>	<p>To explore a range of movements using the whole body.</p> <p>To perform a range of dance actions with control and meaning.</p> <p>To demonstrate a range of dance actions with fluency and co-ordination.</p> <p>To develop movements into a short sequence.</p>	<p>To explore a range of movement patterns.</p> <p>To demonstrate the ways the body can change when different rhythms and patterns are used.</p> <p>To perform a range of different rhythmic patterns with confidence and finesse.</p> <p>To work in a group to develop a short sequence combining a range of compositional ideas.</p>	<p>To explore a range of basic dance actions.</p> <p>To recognise when a movement is controlled and not controlled.</p> <p>To perform a range of controlled movements and actions linked together with fluency.</p> <p>To develop a short sequence with dynamics and control.</p>	<p>To perform a simple dance.</p> <p>To include a strong beginning and end to their simple dance.</p> <p>To Perform a simple dance with a clear beginning, middle and end.</p> <p>To develop own short sequence with a range of compositional ideas.</p>
stimulus/stimuli devices	co-ordination routine	beginning dance actions	rhythm compositional	control fluency	middle end

Learning Overview - Year 5
Dance

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To perform basic dance actions with increased control, co-ordination, fluency and accuracy.	To demonstrate the ability to perform straight steps and patterns accurately in relation to action/ space /dynamics/relationships appropriately.	To select and use a range of compositional ideas to create motifs that demonstrate their dance ideas.	To perform complete dances within a given structure.	To recognise how costume, music and set, contribute to a performance.	To watch and reflect to identify and explain parts of dance that work well.
<p>To explore a range of dance movements.</p> <p>To perform movements showing increased control (balance)</p> <p>To perform movements showing a strong confidence of fluency and accuracy.</p> <p>To include dynamics within dance movements.</p>	<p>To explore a range of patterns, actions and relationships.</p> <p>To explain the difference between dynamics within movements.</p> <p>To demonstrate the ability to perform accurately including a range of dynamics and relationships.</p> <p>To begin to create combinations to link towards group motif.</p>	<p>To explore a range of compositional ideas.</p> <p>To identify a range of compositional ideas which support their motif.</p> <p>To perform a range of compositional ideas to create a motif.</p> <p>To link together a range of movements to develop a short sequence structure.</p>	<p>To explore putting movements together to create a short sequence.</p> <p>To include a strong beginning, middle and end for a dance.</p> <p>To combine skills to create a complete dance and perform with confidence.</p> <p>To include a variety of compositional ideas to enhance dance routine.</p>	<p>To know what type of costumes are appropriate for dance.</p> <p>To discuss and design a set related to own dance.</p> <p>To choose, develop and use specific music that relates to the stimulus of the dance.</p> <p>To link all compositional ideas along with costumes, music and set to create an enhanced performance.</p>	<p>To watch other dances.</p> <p>To discuss what works well in a dance.</p> <p>To reflect on the choreography and explain why certain compositional ideas work well within a dance.</p> <p>To compare choreography of one dance piece to another.</p>
fluency co-ordination.	dynamics control.	compositional ideas	structure motif	accompaniment relationship	compare reflect

Learning Overview - Year 6

Dance

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To understand and demonstrate the intentions of dance using space/dynamics and relationships appropriately.	To perform with expression and improvise freely using a range of continuous patterns and movements.	To work collaboratively in small groups to communicate dance ideas.	To create, develop and design their work and understand where their composition sits into a whole dance.	To observe and evaluate themselves, each other and professional artists and talk about dance with understanding.	To demonstrate the ability to refine their movement in order to improve their performance.
<p>To explore movements which use the space.</p> <p>To discover ways to use relationships with partner and space.</p> <p>To include dynamics in their movements.</p> <p>To include dynamics within travel around the space.</p>	<p>To explore a range of free movements.</p> <p>To include expression within movements (dynamics/facial)</p> <p>To improvise using a range of continuous movements and patterns.</p> <p>To improvise a range of movements including levels and using special awareness.</p>	<p>To explore different ways to communicate ideas with the group.</p> <p>To work as a group to put dance ideas across.</p> <p>To work as a team to put all ideas into practice.</p> <p>To collaborate to develop a dance sequence.</p>	<p>To explore ways to create a dance piece.</p> <p>To develop a range of compositional skills within their dance piece.</p> <p>To design and perform a whole dance including compositional ideas with a purpose to suit chosen stimulus.</p> <p>To discuss and explain why their compositional ideas enhance the dance as a whole.</p>	<p>To give opinions about professional dances.</p> <p>To give peer feedback on group performances.</p> <p>To watch and evaluate own performance.</p> <p>To use dance terminology and comprehension whilst giving feedback.</p>	<p>To discuss the different ways to improve performance.</p> <p>To identify parts of your dance that could be improved.</p> <p>To be able to refine movement within own dance to improve the overall performance.</p> <p>To discuss own dance composition in-depth with explanations for improvements.</p>
composition intentions	projection expression	collaboratively communicate	create design	evaluate develop	refine improve

Learning Overview - Year 1
Gymnastics

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To respond to a variety of instructions. i.e. stop. Go. Move.	To begin to explore putting two or more movements together.	To explore a range of balances - floor work	To explore a range of balances - floor work and apparatus.	To explore a range of travel movements - floor work.	To explore a range of travel movements - floor work and apparatus.
<p>To explore moving around the space.</p> <p>To follow instructions of when to stop and go.</p> <p>To respond to instructions when exploring movement.</p> <p>To include dynamics when using gymnastic movements.</p>	<p>To explore a range of given movements.</p> <p>To put two movements together.</p> <p>To perform three or more movements together.</p> <p>To blend movements together to create a seamless combination.</p>	<p>To explore a range of given balances.</p> <p>To demonstrate balances on the floor.</p> <p>To demonstrate balances with stretch and control.</p> <p>To develop smooth transitions between balances.</p>	<p>To explore a range of given balances on apparatus.</p> <p>To demonstrate balances on a range of apparatus.</p> <p>To demonstrate balances on apparatus with stretch and control.</p> <p>To develop smooth transitions between balances on and off apparatus.</p>	<p>To explore a range of travel movements.</p> <p>To demonstrate a range of travel movements on the floor.</p> <p>To perform a range of travel movements across the floor.</p> <p>To include a range of travel movements with transition between different floor stations.</p>	<p>To explore a range of travel movements.</p> <p>To demonstrate a range of travel movements on the floor.</p> <p>To perform a range of travel movements across the floor and apparatus.</p> <p>To include a range of travel movements with transition between different floor and apparatus.</p>
explore travel	repeat copy	apparatus floor work	body shape level	body actions space	pattern perform

Learning Overview - Year 2

Gymnastics

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To perform simple movements with a range of dynamics knowing how to start and finish movement phrases correctly.	To show movement memory through repeated sequences, knowing how to start and finish movement phrases correctly.	To perform simple balances showing strength and control. (apparatus)	To travel across a range of apparatus at different levels.	To explore and include a range of different pathways. (apparatus)	To perform a simple combination of movements to an audience.
To explore a range of simple fundamental movements. To start and finish a movement correctly. To include dynamics within a range of movements. To develop individual interpretation.	To show how to start a movement. To demonstrate how to finish a movement safely. To show movement memory through repeated sequences. To include a range of balances, dynamics and holds within the movement.	To explore a range of balances using the apparatus. To demonstrate how to balance showing control. To confidently perform a range of balances on apparatus using strength and control. To develop smooth transitions between balances.	To explore a range of travel movements. To demonstrate a range of travel movements on the floor and apparatus. To perform a range of travel movements across the floor and apparatus with strength and control. To include a range of dynamics during transitions and travel movements.	To explore a range of pathways. To demonstrate a range of different pathways on the floor. To perform a range of pathways on apparatus. To develop individual interpretation of rhythmical pathways.	To explore a range of movements on the floor and apparatus. To combine movements to develop a short sequence. To perform a simple combination of movements to an audience using the floor and apparatus. To develop rhythmical interpretation of own combination.
speed dynamics	warm up sequence	cool down positions	travel matching	pathways perform	combination

Learning Overview - Year 3 & 4
Gymnastics

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To use the apparatus; between, over, under, along, off through.	To travel, jump and hold positions demonstrating a variety of shapes. (apparatus)	To understand how to move into and from (transition) a range of skills with control and accuracy. (floor and apparatus)	To link together movement in a short sequence. (floor and apparatus)	To compose a short sequence with a partner to include a range of movements.	To identify how the overall performance of a sequence can be improved.
To explore different ways of going over/along apparatus. To demonstrate different ways of going under apparatus. To use different methods of exploring ways the use the apparatus. To develop short sequences using apparatus.	To explore different ways of travelling across apparatus. To demonstrate ways of jumping on and off apparatus. To hold a range of balances and shapes on different part of apparatus. To start to develop short sequences of movements using the apparatus.	To explore a range of travelling and balancing moves. To demonstrate moving from one move into another. To perform a range of transitional movements with accuracy and control. To use a range of dynamics within transitions.	To explore linking movements together. To link together a few movements on apparatus. To develop a short sequence of moves including transitions. To include a range of balances and dynamics within the short sequence.	To explore working with a partner. To create a short sequence of movements. To compose a sequence with a partner which include a range of linking movements. To include a range of dynamics within the sequence.	To discuss ways to improve a performance. To identify was to improve the performance on their own sequence. To improve parts of their own sequence to develop overall performance. To improve compositional ideas within own sequence.
through under	hold along	accuracy control	on and off link together	compose balance	sequence improve

Learning Overview - Year 5

Gymnastics

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To spin on one foot, two feet and different parts showing different body shapes and speeds.	To identify and show a variety of rotations around the long axis e.g. turning jumps, sideways rolls, turning on hands.	To identify and show a range of bridge shapes with back, front or side of the body; floor and apparatus.	To recognise and practice different ways of using pushing and swinging to travel on different body parts; floor and apparatus.	To compose a sequence with a partner to include matching actions.	To work in pairs to evaluate and improve composition.
To explore different ways of spinning. To explore different speeds of spinning. To demonstrate different ways of spinning to create different body shapes. To demonstrating control within spins.	To explore different rotations with the body. To demonstrate a range of rolls on the long axis with different speeds. To demonstrate ways of rotations on the long axis to create different body shapes. To demonstrate strength and control within rotations.	To explore a range of bridge shapes. To demonstrate bridge shapes with the back, side and front of the body. To perform a range of bridge shapes on the floor and apparatus with control. To use a range of transitional movements in-between balances.	To explore different pushing and swinging movements. To use swinging and pushing actions at floor level. To demonstrate a range of pushing and swinging movements using floor work and apparatus using different body parts. To use a range of compositional skills to link together movements.	To explore working with a partner. To create a short sequence of movements with a partner with matching actions. To compose a matching sequence with a partner which include a range of movements. To include a range of compositional skills within the sequence.	To explore sharing work in pairs. To observe and give feedback to a partner. To evaluate and improve own composition. To use feedback given to improve all compositional skills within own sequence.
warm-up cool-down	rotations axis	skills principles	pushing actions swinging actions	composition compose	evaluate improve

Learning Overview - Year 6

Gymnastics

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To understand, identify and demonstrate contrasting, matching and mirroring balances and movements. (floor)	To compose an individual sequence and then teach it to a partner to perform together. (precise matching)	To link jumps consecutively and understand jumping for height and jumping for length. (floor and apparatus)	To develop and include canon and synchronization, rhythm and timing in partner work. (floor and apparatus)	To develop and include canon and synchronization, rhythm and timing in group work. (floor work)	To accept advice and use it in a reflective way to improve their quality of work.
To knowing the difference between contrast, match and mirror. To identify different ways to match a partner. To demonstrate a range of ways to contrast, match and mirror a partner. To show consideration for way you hold the rest of your body.	To explore a range of floor movements. To compose a short floor sequence focussing on the fundamental gymnastic movements. To teach their short sequence to a partner, add them together to create a precise matching routine. To combine a range of balances and movements with strength and focus.	To explore a range of jumps. To demonstrate a range of jumps on the floor and on apparatus showing balance and control. To perform a range of jumps consecutively for height and length, showing control and balance. On the floor and using apparatus. To include a range of dynamics during transitions of jumps.	To explore working with a partner using apparatus. To include unison within a short sequence with a partner. To perform a short sequence with a partner including canon and synchronization, with strength and control. To develop a short sequence including a range of compositional skills.	To explore working with in a group using apparatus. To include unison within a short sequence in a group. To perform a short sequence in a group including canon and synchronization, with strength and control. To develop a short sequence including a range of compositional skills.	To explore the ways to give advice and feedback. To accept advice and be able to understand it will help and support the quality of work. To consider advice given and be able to use this to improve on work. To use advice given to further develop compositional ideas to complete a high quality finalised piece.
contrasting mirroring	link together precise	rhythm develop	canon unison	consecutively synchronization	quality reflect

Learning Overview - Year 1

Athletics

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To explore different ways of running.	To explore throwing of different objects.	To explore jumping over a range of low obstacles safely.	To explore a range of unopposed skill sets.	To explore ways to improve performance.	To perform skills in a competitive setting.
<p>To show and explain how to sprint.</p> <p>To show and explain how to jog.</p> <p>To explore ways to run.</p> <p>To explain the differences between the different ways.</p>	<p>To hold the object correctly.</p> <p>To know that there are different ways to throw.</p> <p>To explore ways to throw an object.</p> <p>To adjust throw to suit the object.</p>	<p>To find a starting position.</p> <p>To explore jumping from one or two feet.</p> <p>To jump over a range of low obstacles safely.</p> <p>To identify best method of jumping for success.</p>	<p>To explain that skills are being developed for own performance.</p> <p>To discuss skills learnt so far and how they are being developed.</p> <p>To explore a range of unopposed skill sets.</p> <p>To explain why they are unopposed.</p>	<p>To assess own performance.</p> <p>To identify successes in own performance.</p> <p>To explore ways to improve performance.</p> <p>To identify best ways to improve own performance.</p>	<p>To know what competitive means.</p> <p>To understand when settings are competitive.</p> <p>To perform skills in a competitive situation.</p> <p>To discuss how to be competitive successfully.</p>
explore running	throwing, catching	obstacles jumping	Unopposed skills	co-ordination agility	healthy mind healthy body

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To develop a variety of running techniques.	To display a level of accuracy when throwing a variety of objects.	To develop jumping techniques using medium height obstacles safely.	To know that speed and effort has an impact on success.	To display a development of fine and gross motor skills.	To compete against others in a variety of challenges.
To know how to sprint. To know how to jog. To develop different techniques. To explain when to use the different techniques.	To know that there are different ways to throw. To know where to aim towards. To show the starts of being accurate. To adjust self to become more accurate.	To explore jumping from one or two feet. To explore landing on one or two feet. To develop technique for jumping over medium height obstacles safely. To identify most effective methods for jumping and landing.	To explain skills that have been developed so far. To explore how effort impacts the success. To explore how speed impacts success. To explain how effort and speed impact.	To know the difference between fine and gross motor skills. To identify when we use the different skills in PE. To show a development of the skills. To give ways to develop skills further.	To know what being competitive means. To understand how to be competitive but fair. To compete against others. To explain how being competitive can improve performance.
technique success	accuracy equipment	impact	speed effort	fine motor skills gross motor skills	safe unsafe

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To experiment with different running styles with a range of equipment.	To demonstrate accuracy and consistency of their overarm throw.	To demonstrate a range of jumping techniques over a mixture of low and medium sized obstacles.	To demonstrate different jumps, showing power, control and consistency at take-off and landing.	To discuss how to improve personal performance and explore different ways.	To participate in competitive events for self and team gain.
<p>To explain the different running styles.</p> <p>To demonstrate different running styles.</p> <p>To use equipment to support running.</p> <p>To explain how to use the equipment successfully.</p>	<p>To demonstrate throwing overarm.</p> <p>To know where to aim towards and be accurate in throwing.</p> <p>To use the same action for the overarm throw.</p> <p>To explain how to be more accurate.</p>	<p>To explore jumping from and landing on one or two feet.</p> <p>To jump over low and medium sized obstacles.</p> <p>To demonstrate a range of jumping techniques.</p> <p>To adjust appropriately techniques for jumping and landing.</p>	<p>To explain that there are different ways to jump.</p> <p>To explore how to take-off and land successfully.</p> <p>To demonstrate power, control and consistency.</p> <p>To understand how to improve control and consistency.</p>	<p>To make an honest assessment of own performance.</p> <p>To identify areas that need improvement in own performance.</p> <p>To explore different ways to improve performance.</p> <p>To assess how effective the different ways are.</p>	<p>To explain what being competitive means.</p> <p>To understand how to be competitive in a team situation.</p> <p>To participate in competitive events.</p> <p>To explain how being competitive helps self and team.</p>
change dynamics	consistency accuracy	mixture take-off landing	control power	target record	self-gain team-gain competitive

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To utilize dynamics with different running styles using a range of equipment and surfaces.	To combine a number of techniques used for throwing.	To utilize a range of techniques, speeds and levels to hurdle successfully.	To use the appropriate fine and gross motor skills required for success.	To show a supportive and competitive nature.	To connect knowledge, actively participate and follow health and safety rules.
<p>To demonstrate different running styles.</p> <p>To explore what happens when running on different surfaces.</p> <p>To utilise dynamics in different running styles.</p> <p>To explore how the dynamics affect the running styles and discuss impact.</p>	<p>To demonstrate the basic principles for throwing.</p> <p>To explore how stance affects throwing.</p> <p>To combine different techniques to improve throwing.</p> <p>To support someone else in improving technique.</p>	<p>To jump over different levels of obstacles successfully.</p> <p>To demonstrate correct jumping and landing techniques.</p> <p>To jump hurdles with increasing accuracy and speed.</p> <p>To explain technique chosen and its effectiveness.</p>	<p>To know the difference between fine and gross motor skills.</p> <p>To identify when to use the different skills in PE.</p> <p>To use skills required for success.</p> <p>To explore how to develop skills further.</p>	<p>To explore and discuss the different emotions felt when competing.</p> <p>To develop ways to be supportive of other competitors.</p> <p>To demonstrate a competitive nature that does not affect others.</p> <p>To explain how an 'over-competitive' nature can have an effect on performance.</p>	<p>To understand about health and safety rules linked to sports.</p> <p>To discuss knowledge gained about different sports.</p> <p>To connect knowledge and actively participate in sports.</p> <p>To justify why health and safety rules are needed in sports.</p>
dynamics surfaces	combine techniques	hurdle change	appropriate team work	supportive competitive	safety rules mental health physical health

Learning Overview - Year 6
Athletics

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To reflect and enhance personal running techniques for success.	To throw a range of equipment accurately and successfully, implementing prior knowledge.	To implement linking techniques alongside jumping techniques for a smooth and safe race.	To develop and implement constructive feedback skills to encourage self and others' performance/skills.	To know that the continuous development of vital skills enhances performance which will increase overall success.	To show a rounded and enhanced performance level when competing in events.
<p>To explore different running techniques.</p> <p>To select appropriate techniques for speed and/or distance.</p> <p>To reflect on personal running techniques.</p> <p>To make changes to enhance personal techniques.</p>	<p>To choose appropriate throwing technique for different objects.</p> <p>To choose correct stance for throwing.</p> <p>To throw an object with accuracy and success.</p> <p>To coach a partner to improve technique.</p>	<p>To demonstrate correct jumping and landing techniques for hurdles.</p> <p>To jump hurdles with accuracy and speed.</p> <p>To develop techniques for racing smoothly between hurdles.</p> <p>To coach a partner to improve linking techniques.</p>	<p>To identify successes and improvements in own performance.</p> <p>To identify successes and improvements in someone else's performance.</p> <p>To develop and implement constructive feedback.</p> <p>To explain how to give constructive feedback effectively.</p>	<p>To discuss how we need to work on our skills for improvement.</p> <p>To understand that continuous development enhances performance.</p> <p>To explain how an enhanced performance will increase success.</p> <p>To explain what would happen without continuous development.</p>	<p>To explain why competition is important in sports.</p> <p>To explore how to compete against others.</p> <p>To show a rounded and enhanced performance level.</p> <p>To develop next steps for own performance.</p>
reflect enhance	vital skills suitable skills	implement linking	constructive feedback encourage	continuous development personal best	performance record

Learning Overview - Year 1
Tennis

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To roll, stop and catch a ball correctly.	To explore different throwing techniques.	To strike a ball correctly using the correct equipment.	To throw, catch and strike a ball with rhythmic action.	To work towards basic rules of activities.	To explore minimal environmental changes.
To roll a ball along the correct path. To know how to stop a ball. To catch a ball safely. To be able to do all three actions correctly.	To hold a ball correctly in my hand. To position my feet ready. To use both overarm and underarm to throw a ball. To ensure my ball reaches its target.	To hold a racquet correctly. To stand in the correct stance. To hit a ball with the racquet. To hit the ball with the centre of the strings.	To recap techniques so far. To explore how to change actions. To throw, catch and strike with rhythmic action. To explain how to improve performance.	To explore the basic rules of tennis. To discuss how the techniques learnt fit into the game. To use basic rules in a simple game. To demonstrate understanding of the basic rules.	To explore playing a game of tennis indoors. To demonstrate a range of tennis techniques outdoors. To explore playing a game of tennis outdoors. To include a range of techniques learnt within a simple game of tennis.
fingers apart technique	overarm underarm	striking swinging motion	out-stretched soft hands	power target	side on changes

Learning Overview - Year 2

Tennis

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To develop aim and accuracy when striking the ball using the correct equipment.	To be able to return a ball back to my partner.	To display the correct stance and striking position.	To explore a range of opposed and unopposed skill sets.	To develop skills using specific and purposeful equipment.	To display the ability to follow simple rules.
<p>To demonstrate the correct hold of the equipment.</p> <p>To strike the ball correctly.</p> <p>To show aim and accuracy when striking the ball.</p> <p>To explore ways in which to improve aim and accuracy.</p>	<p>To strike a ball correctly.</p> <p>To stand in the correct place to receive the ball.</p> <p>To return the ball to my partner.</p> <p>To return the ball with accuracy.</p>	<p>To position feet correctly,</p> <p>To position body correctly.</p> <p>To use correct stance for striking the ball.</p> <p>To adjust stance for a better striking position.</p>	<p>To know the difference between opposed and unopposed games.</p> <p>To understand that tennis is an opposed game.</p> <p>To explain how your actions impact your opposition's play.</p> <p>To play the ball so that your partner is affected.</p>	<p>To know which equipment is needed for tennis.</p> <p>To explain how to use the equipment correctly.</p> <p>To play a game which shows developed skills.</p> <p>To explain how the equipment impacts the game.</p>	<p>To know the simple rules for tennis.</p> <p>To be able to explain the rules to a partner.</p> <p>To play a game following the rules.</p> <p>To explain why the rules are important for the game.</p>
swinging motion	accuracy rally	side on aiming	opposed unopposed	purposeful equipment specific	handling rules

Learning Overview - Year 3 & 4
Rounders

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To strike a ball with aim, accuracy and appropriate level of force.	To move and use actions with co-ordination and control.	To show an awareness of space and use it to cause problems for the opposition.	To know and use rules fairly to keep games going.	To apply basic principles for attacking and defending.	To recognize how my performance could be improved.
<p>To know how to hold a racquet correctly.</p> <p>To use a racquet to strike a ball accurately.</p> <p>To show aim and use of correct level of force.</p> <p>To demonstrate control of actions.</p>	<p>To know where to stand in position on the court.</p> <p>To move to receive the ball.</p> <p>To move and strike at the same time.</p> <p>To show control over movements and actions.</p>	<p>To explain where to stand in position on the court.</p> <p>To aim the ball to cause problem for the opposition.</p> <p>To move into position to cause problem for the opposition.</p> <p>To explore how to use the space effectively.</p>	<p>To know the rules for playing tennis.</p> <p>To apply rules to playing a game.</p> <p>To use rules fairly to keep the game going.</p> <p>To apply the rules to umpire a game.</p>	<p>To explain the difference between attacking and defending.</p> <p>To demonstrate defence of the court.</p> <p>To demonstrate attacking opponent's area.</p> <p>To discuss when to play a defensive shot and an attacking shot.</p>	<p>To play a game.</p> <p>To discuss my performance in the game.</p> <p>To recognise what improvements I could make to my performance.</p> <p>To explain how the improvements would affect my game.</p>
accuracy force	co-ordination control	space opposition	fairly rules	attacking defending	improvements performance

Learning Overview - Year 5

Cricket

Blidworth & Rainworth Primary School Partnership
PE Subject Pathway 2025-2026

To find locations using a map.	To develop orienteering skills when working in a small group.	To develop fielding skills appropriate to the game.	To play a competitive game of rounders, applying basic principles of the game.	To develop fielding skills appropriate to the game.	To play a competitive game of cricket, applying basic principles of the game.
<p>To find a given point on a map.</p> <p>To orientate the map.</p> <p>To find different locations on a map.</p> <p>To aid others in understanding how to read the map.</p>	<p>To orientate the map correctly.</p> <p>To use 'Star' orienteering to locate checkpoints.</p> <p>To work with a small group to complete checkpoints.</p> <p>To ensure that all people in the group are involved.</p>	<p>To explain what fielding means.</p> <p>To know where to stand in position.</p> <p>To stop, collect and return the ball.</p> <p>To catch and throw with accuracy.</p>	<p>To know how to set out a rounders pitch.</p> <p>To be able to explain the basic rules.</p> <p>To take an enthusiastic part in a competitive game.</p> <p>To demonstrate a leadership attitude in your team.</p>	<p>To explain the importance of fielders in cricket.</p> <p>To know where to stand in position.</p> <p>To stop, collect and aim the ball at the wickets.</p> <p>To provide cover for other fielders.</p>	<p>To know how to set out a cricket pitch.</p> <p>To be able to explain the basic rules.</p> <p>To take an enthusiastic part in a competitive game.</p> <p>To demonstrate leadership of your team.</p>
locations map	orienteering checkpoint	fielding striking	back-stop bases	fielders wicketkeeper	wickets runs

Blidworth & Rainworth Primary School Partnership
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To move from one location to another following a map.	To refine orienteering skills when working in a small group.	To refine fielding skills appropriate to the game.	To play a competitive game of rounders, applying basic principles of the game.	To refine fielding skills appropriate to the game.	To play a competitive game of cricket, applying basic principles of the game.
<p>To orientate a map correctly.</p> <p>To locate specific points on a map.</p> <p>To complete an orienteering course.</p> <p>To navigate the course successfully in a short time.</p>	<p>To explain how to begin orienteering.</p> <p>To complete an orienteering circuit.</p> <p>To work with a small group to ensure all members complete the course.</p> <p>To support group in using the map to complete the course.</p>	<p>To be able to stop, collect and return the ball.</p> <p>To return the ball with accuracy and appropriate speed.</p> <p>To identify how to improve own fielding skills.</p> <p>To coach someone else to improve their skills.</p>	<p>To know the basic rules of rounders.</p> <p>To know position and role in the team.</p> <p>To take an enthusiastic part in a competitive game.</p> <p>To demonstrate a leadership attitude in your team.</p>	<p>To be able to stop, collect and aim the ball at the wickets.</p> <p>To return the ball with accuracy and appropriate speed.</p> <p>To identify how to improve own fielding skills.</p> <p>To coach someone else to improve their skills.</p>	<p>To know the basic rules of cricket.</p> <p>To know position and role in the team.</p> <p>To take an enthusiastic part in a competitive game.</p> <p>To demonstrate leadership of your team.</p>
navigate key features	circuit control point	accuracy collect	bowler out-field	appropriate speed stump	no ball wide