



Year 5

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cognitive Skills I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which increase chances of success. I have a clear idea of how to develop my own and others' work. I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions.	Creative Skills I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movement that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.	Social Skills I can involve others and motivate those around me to perform better. I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Physical Skills I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sports specific contexts. I can perform a range of skills fluently and accurately in practise situations. I can perform a variety of movements and skills with good body tensions. I can link actions together so that they flow.	Health and Fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm-ups and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Personal Skills I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.
Coordination Ball Skills Agility Reaction/ response	Static balance Seated Static Balance Floor Work 	Dynamic Balance On a Line Counter Balance With a Partner 	Dynamic Balance to Agility Jumping and Landing Static Balance One Leg	Static Balance Stance Coordination Footwork 	Coordination Sending and Receiving Agility Ball Chasing

Year 5 Curriculum Overview

REAL PE runs alongside the application curriculum except Forest School half terms.

Autumn 1 • Basketball ★

Apply dribbling, passing, receiving, shooting, marking and team tactics under pressure.

Autumn 2 • Hockey

Develop passing, receiving, dribbling, tackling principles and attacking/defending shape.

Spring 1 • Gymnastics

Fluent sequences with counterbalance, flight, apparatus and compositional choices.

Spring 2 • Swimming †

Feeder-school provision; school monitors participation and progress towards statutory swimming/water-safety outcomes.

Summer 1 • Cricket ★ + Bikeability

Cricket: batting, bowling, fielding and tactics before tournament.
Bikeability: a separate week of progressive cycle training in summer.

Summer 2 • Forest School

Independent outdoor problem solving, navigation, leadership and environmental responsibility.

Year 5 • Autumn 1 • Basketball ★

PRIOR LEARNING

- Retrieve Year 4 basketball foundations: dribbling, chest/bounce pass, receiving, pivoting and creating space.

WHY THIS? WHY NOW?

- Apply dribbling, passing, receiving, shooting, marking and team tactics under pressure.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- possession • attack • defend • support • mark • intercept • space • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 5 • Autumn 2 • Hockey

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Develop passing, receiving, dribbling, tackling principles and attacking/defending shape.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- possession • attack • defend • support • mark • intercept • space • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
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6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 5 • Spring 1 • Gymnastics

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Fluent sequences with counterbalance, flight, apparatus and compositional choices.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- balance • travel • roll • jump • flight • sequence • control • tension

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 5 • Spring 2 • Swimming †

PRIOR LEARNING

- Retrieve prior water confidence and swimming experience where available; detailed progression is determined by the feeder-school provider.

WHY THIS? WHY NOW?

- Feeder-school provision; school monitors participation and progress towards statutory swimming/water-safety outcomes.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider

KEY VOCABULARY

- water safety • stroke • proficiency
- self-rescue • distance

SIX-SESSION LEARNING SEQUENCE

1. Provider-led swimming lesson 1
2. Provider-led swimming lesson 2
3. Provider-led swimming lesson 3
4. Provider-led swimming lesson 4
5. Provider-led swimming lesson 5
6. Provider-led swimming lesson 6 / assessment as scheduled

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

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Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 5 • Summer 1 • Cricket ★ + Bikeability

PRIOR LEARNING

- Retrieve striking/fielding progression from KS1–Y4: tracking, striking, throwing, catching, retrieving and scoring.

WHY THIS? WHY NOW?

- Cricket: batting, bowling, fielding and tactics before tournament. Bikeability: a separate week of progressive cycle training in summer.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- strike • bowl • field • catch • retrieve • score • accuracy • tactic

SIX-SESSION LEARNING SEQUENCE

1. Cricket: batting control
2. Cricket: bowling/throwing accuracy
3. Cricket: fielding and catching
4. Cricket: tactics and modified game
5. Cricket: tournament preparation
6. Cricket: apply/evaluate; Bikeability is delivered as a separate summer training week

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 5 • Summer 2 • Forest School

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Independent outdoor problem solving, navigation, leadership and environmental responsibility.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- navigate • route • challenge • risk
- cooperate • lead • evaluate

SIX-SESSION LEARNING SEQUENCE

1. Retrieve safe movement and teamwork
2. Physical team challenge
3. Navigation / route-finding challenge
4. Problem-solving under changing constraints
5. Leadership and independent decision-making
6. Apply, reflect and evaluate

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

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Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.