

Lingdale Primary School

PE Curriculum

PE Curriculum Intent:

At Lingdale Primary School, we believe that Physical Education is essential for developing healthy, confident and resilient children. Our PE curriculum provides all pupils with the opportunity to enjoy being active, challenge themselves, and experience the joy of movement in a safe and supportive environment.

Through a broad and balanced programme, pupils learn a wide range of physical skills, from gymnastics and dance to invasion games, athletics and outdoor activities. We follow a carefully planned curriculum that promotes progression, teamwork and personal achievement, helping every child to reach their potential.

At the heart of our approach is the belief that PE should be inclusive, engaging and fun. Lessons encourage pupils to develop not only their physical abilities but also important life skills such as cooperation, perseverance and fair play. Children are supported to build confidence, celebrate effort, and recognise the importance of leading an active lifestyle.

We also provide opportunities for pupils to take part in intra- and inter-school competitions, sports festivals and enrichment activities that inspire a love of sport and healthy competition.

Our PE curriculum is fully aligned with the National Curriculum and supported by specialist coaches and staff who model enthusiasm, respect and teamwork. At Lingdale, we aim to instil a lifelong love of physical activity and wellbeing, empowering our pupils to stay active, healthy and happy for life.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Autumn	Spring	Summer
Years 1 & 2 <i>Cycle A</i>	Games for Understanding – Invasion Gymnastics – Body Parts	Dance - Growing Rackets Bats and Balls	Ball Skills: Feet Athletics - Running
Years 1 & 2 <i>Cycle B</i>	Games for Understanding – Invasion Gymnastics - Linking	Dance – Explorers Rackets Bats and Balls	Ball Skills: Sticks Athletics - Jumping
Years 3 & 4 <i>Cycle A</i>	Basketball Gymnastics – Canon and Unison	Dance - Weather Tennis	Cricket Athletics – Throwing and Jumping
Years 3 & 4 <i>Cycle B</i>	Handball Gymnastics – Symmetry and Asymmetry	Dance - Space Football	Rounders Athletics – Running
Years 5 & 6 <i>Cycle A</i>	Dodgeball Gymnastics – Counter Balance and Counter Tension	Basketball Hockey	Cricket Athletics
Years 5 & 6 <i>Cycle B</i>	T1 Rugby Gymnastics – Creating Sequences	Football Tennis	Rounders Athletics – Competitions

Each year group will have one mandatory hour of PE a week, which is timetables half termly above. The second hour is compulsory, with the focus relating to health and fitness, team building or a focus of choice led by an external provider.



EYFS

Foundations for PE

EYFS Foundation for PE			
Areas of Learning	Autumn	Spring	Summer
Nursery	Walk, run and climb on different levels and surfaces being aware of obstacles e.g. other people, bikes Move in response to music, or rhythms played on instruments such as drums or shakers with a planned or copied action. Use large arm movements to wave scarfs, ribbons in circular movements Use 1 foot to propel themselves on a wheeled toy (e.g. 3 wheeled scooter)	Move in different ways on different levels and surfaces being aware of obstacles e.g. other people, bikes (e.g. crawl, jump, climb, shuffle) Move in response to music, or rhythms played on instruments such as drums or shakers with 2 or more movements together. Stand still and upright on a spot, starting to lift one leg Use large arm movements to create lines and circles pivoting from the shoulder and elbow Work with other children to pass an object between them e.g. balloon, ball, scarf Use 1 foot to propel themselves on a wheeled toy (e.g. 2 wheeled scooter) with control	Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Enjoy playing with a range of balls –roll, kick, throw. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Jump up into the air with both feet leaving the floor and can jump forward a small distance Begin to understand and choose different ways of moving. Attempt to skip, hop, stand on one leg.
Reception	Explore the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing. Explore a range of equipment and use appropriately and safely. Respond to the instruction “To Stop” when playing games Be aware of people around them Work together safely to move equipment safely such as planks, crates and large blocks outside Being able to make large muscle movements with control. Confidently use a range of large apparatus indoors and outside, alone and in a group Explore a range of ball skills including: bouncing, throwing, catching, kicking, passing, batting and aiming Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.	Revise the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing To be able to throw and catch a large ball Progress towards a more fluent style of moving with developing control and grace Confidently use a range of large and small apparatus indoors and outside, alone and in a group Beginning to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	Refine the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing Choose and use the most appropriate equipment for a game or task Play a game, understanding simple rules in pairs or small groups Combine different movements with ease and fluency Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
Early Learning Goal for Physical Development and Expressive Art and Design			
ELG: Gross Motor Skills			
Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			



Year 1/2

Cycle A

PE Sequences of Learning

Topics of Study: Invasion, Gymnastics, Dance, Rackets, Ball Skills, Athletics		Term: ALL	Year: 1/2 Cycle A
National Curriculum	Key Substantive Knowledge		
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	Invasion: Know what the role of an attacker is. Know that attacking can help influence a win. Know why we attack during a game. Know how to attack during a game. Know where to attack when we run. Know what the role of a defender is. Know that defending can help influence a win. Know why we defend. Know how to defend during a game. Know the role of the attacker. Know the role of the defender. Know when the right time to run fast is. Know when to adapt our strategy to help us increase our score. Gymnastics: Know how to move without a sound using our fingers and toes. Know which different big parts of our bodies we can move on. Know how to move on apparatus with small parts of our bodies. Know which different small parts of our bodies we can move on. Know we can move our bodies in a 'wide,' 'narrow,' or curled way on a 'big' body part. Know we use more than one piece of apparatus to move or make a shape on. Know how to use balance when using different body parts. Dance: Know who is moving with control Know how the music make us feel Know which movement ideas we have when jumping, turning and balancing. Know how to perform a movement sequence Know how music makes us feel Know how to perform a movement sequence Know that we can respond to the poem with big clear actions Know that different parts of our bodies can we move on Know that we can copy the motif Rackets Bats and Balls: Know why we should we push our ball into space. Know why we should we push our ball into space. Know that we need to keep the ball under control. Know what could go wrong if we do not keep the ball under control. Know where we should we push or hit our ball towards a target Know why it is important to aim at a target. Know why we need to keep the ball under control. Know that it could go wrong if we do not keep the ball under control. Know why we would have to hit or push the ball with more power. Know what could go wrong if we do not aim towards a target.		
	Ball Skills: Know why we need to control the ball. Know why we need to keep the ball close to us. Know why we need to be accurate when we pass. Know why we need to look before passing? Know if our partner is ready to receive the ball. Know where we are looking when we are dribbling. Know why we need to look for space when we are moving. Know what the consequence is if the defender gains possession of the ball? Know why we want to keep the ball away from the defenders. Know where, when and why do we pass.		
	Athletics: Know what we do with our head when we run. Know what we do with our arms when we run. Know what we do with our legs when we run. Know why we need to change direction. Know why we exploit space when running. Know why we need to stay in a space when we are running. Know how to apply the correct running technique when we run slower. Know how to apply the correct running technique when we run faster. Know we have our hands ready to make baton changeover quicker. Know we need to stay in a space when we are running. Know what we should do with our head, arms and feet when we run. Know how to avoid being caught.		

Year 1/2 PE A: Games for Understanding – Autumn 1

Invasion				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we understand the principles of attack?	Can we apply attacking principles into a game?	<i>Do we understand the principles of defence?</i>	How can apply defending principles into a game?	How can we consolidate attacking and defence?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know what the role of an attacker is. Know that attacking can help influence a win. Know why we attack during a game.	Know how to attack during a game. Know where to attack when we run.	Know what the role of a defender is. Know that defending can help influence a win. Know why we defend.	Know how to defend during a game. Know if all defenders should chase the same attacker.	Know the role of the attacker. Know the role of the defender. Know when the right time to run fast is. Know when to adapt our strategy to help us increase our score.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Recognise open spaces to run into. Year 2: Choose the best space to move into to support teammates or avoid defenders.	Year 1: Move safely in space without bumping into others. Year 2: Begin to anticipate where opponents might move and respond.	Year 1: Begin to understand the concept of stopping the other team from scoring. Year 2: Mark or block opponents to prevent them from scoring.	Year 1: Begin to understand the concept of stopping the other team from scoring. Year 2: Mark or block opponents to prevent them from scoring.	Year 1: Follow simple rules for games, including boundaries and turn-taking. Year 2: Begin to apply rules consistently in small-sided games.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>

Year 1/2 PE A: Gymnastics – Autumn 2

Body Parts

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What are big body parts?	What are small body parts?	Can we combine big and small with wide, narrow and curled?	Are we able to transition movements?	Can we use creative ways to add movements together?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to move without a sound using our fingers and toes. Know which different big parts of our bodies we can move on.	Know how to move on apparatus with small parts of our bodies. Know which different small parts of our bodies we can move on.	Know we can move our bodies in a 'wide,' 'narrow,' or curled way on a 'big' body part.	Know we use more than one piece of apparatus to move or make a shape on.	Know how to use balance when using different body parts. Know that low and high movements use different body parts and different shapes.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Begin to describe what they or others are doing with body parts. Year 2: Perform short sequences with awareness of the body and clarity of movement.	Year 1: Begin to describe what they or others are doing with body parts. Year 2: Perform short sequences with awareness of the body and clarity of movement.	Year 1: Explore curling, stretching, arching, and twisting using different body parts. Year 2: Create and link different shapes using specific body parts	Year 1: Move smoothly between body parts (e.g., from hands to feet, rolling). Year 2: Coordinate different body parts to perform simple sequences.	Year 1: Balance on different body parts (hands, feet, bottom, knees) for a few seconds. Year 2: Hold balances on different body parts with more stability and for longer durations
<i>Prior Learning</i>	<i>Prior Learning</i>	<i>Prior Learning</i>	<i>Prior Learning</i>	<i>Prior Learning</i>
<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>

Year 1/2 PE A: Dance - Spring 1				
<i>Growing</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we respond to rhythm?	Can we develop the growing plant 'dance'?	What are the motifs?	How can we create movement sequences?	Can we use relationships and performance to enhance dance?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know who is moving with control Know how the music make us feel	Know that we can respond to the poem with big clear actions Know that different parts of our bodies can we move on	Know how we can move with control Know that we can move in time with the clapping Know that we can copy the motif	Know which movement ideas we have when jumping, turning and balancing. Know how to perform a movement sequence	Know how music makes us feel Know how to perform a movement sequence
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Control movements while changing shape, size, or level. Year 2: Combine body parts to create fluid, expressive movements.	Year 1: Work alongside others, moving safely and respecting personal space. Year 2: Perform short sequences with a partner or group, responding to each other's movements.	Year 1: Control movements while changing shape, size, or level Year 2: Combine body parts to create fluid, expressive movements.	Year 1: Perform short sequences of movements related to growing. Year 2: Link several movements together to create a short dance sequence about growth.	Year 1: Perform short sequences of movements related to growing. Year 2: Link several movements together to create a short dance sequence about growth.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Negotiate space and obstacles safely, with consideration for themselves and others	Negotiate space and obstacles safely, with consideration for themselves and others	Negotiate space and obstacles safely, with consideration for themselves and others	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.

Year 1/2 PE A: Rackets, Bats and Balls - Spring 2

Rackets, Bats and Balls

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How do we push a ball with a racket?	Can we use control with a racket?	How do we hit a target?	How much power do we need?	Can we use increased accuracy when hitting?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know why we should we push our ball into space. Know why we should we push our ball into space.	Know that we need to keep the ball under control. Know what could go wrong if we do not keep the ball under control.	Know where we should we push or hit our ball towards a target Know why it is important to aim at a target.	Know why we need to keep the ball under control. Know that it could go wrong if we do not keep the ball under control.	Know why we would have to hit or push the ball with more power. Know what could go wrong if we do not aim towards a target.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Begin to hit, throw, or strike a ball with a racket or bat with basic control. Year 2: Experiment with different ways of controlling a ball (rolling, bouncing, tapping).	Year 1: Begin to hit, throw, or strike a ball with a racket or bat with basic control. Year 2: Experiment with different ways of controlling a ball (rolling, bouncing, tapping).	Year 1: Strike or push a ball along the ground or in the air over a short distance. Year 2: Strike or push a ball with increasing consistency and control.	Year 1: Experiment with different strengths and directions. Year 2: Begin to vary speed, height, and direction to challenge a partner.	Year 1: Experiment with different strengths and directions. Year 2: Demonstrate improved accuracy and control when hitting, striking, or catching a ball
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>

Year 1/2 PE A: Ball Skills - Summer 1

Feet

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can we keep possession?	Can we pass and receive confidently?	Can we combine passing, receiving and moving altogether?	How do we score a point?	Can we combine dribbling, passing and receiving to score a point?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know why we need to control the ball. Know why we need to keep the ball close to us.	Know why we need to be accurate when we pass. Know why we need to look before passing? Know if our partner is ready to receive the ball.	Know why we want to keep the ball away from the defenders. Know where, when and why do we pass.	Know where we are looking when we are dribbling. Know why we need to look for space when we are moving.	Know what the consequence is if the defender gains possession of the ball?
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Stop, kick, and roll a ball using feet with some control. Year 2: Dribble a ball with increasing control while moving at different speeds.	Year 1: Pass a ball to a partner over short distances using feet. Year 2: Adjust position and timing to receive or intercept a ball effectively.	Year 1: Receive a ball and stop it using feet, with some guidance. Year 2: Pass and receive the ball accurately over longer distances.	Year 1: Move safely around a space while controlling a ball with feet. Year 2: Make decisions about when to dribble, pass, or shoot with feet.	Year 1: Participate in simple small-sided games using feet, understanding basic rules like turn-taking and staying in a boundary. Year 2: Apply simple tactics in small-sided games, such as passing to space or moving to receive the ball.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>

Year 1/2 PE A: Athletics – Summer 2

Running

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we explore running?	How do we apply running into a game?	How do we run at different speeds?	What do we do if we run in a team?	Can we use running and be competitive?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know what we do with our head when we run. Know what we do with our arms when we run. Know what we do with our legs when we run.	Know why we need to change direction. Know why we exploit space when running.	Know why we need to stay in a space when we are running. Know how to apply the correct running technique when we run slower. Know how to apply the correct running technique when we run faster.	Know we have our hands ready to make baton changeover quicker. Know we need to stay in a space when we are running.	Know what we should do with our head, arms and feet when we run. Know how to avoid being caught.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Watch themselves or peers running and notice what is happening. Year 2: Observe running technique in themselves and others and suggest improvements.	Year 1: Begin to control body posture while running. Year 2: Demonstrate awareness of arm and leg movements to improve speed and balance.	Year 1: Explore running at different speeds (slow, medium, fast) over short distances. Year 2: Begin to pace themselves for short races or relay activities.	Year 1: Watch themselves or peers running and notice what is happening. Year 2: Participate in short races or relays, applying running techniques and pacing.	Year 1: Take part in simple races or relay activities, understanding the concept of taking turns. Year 2: Show awareness of fairness, rules, and sportsmanship while racing.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>



Year 3/4

Cycle A

PE Sequences of Learning

Topics of Study: Basketball, Gymnastics, Dance, Tennis, Cricket and Athletics		Term: All	Year: 3/4 Cycle A
National Curriculum	Key Substantive Knowledge		
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	Basketball - Know what we do with our hands on the ball. - Know how we move with the ball. - Know how to receive the ball. - Know what pass we should use. - Know how to pass. - Know how to create space when being marked. - Know our own roles when we have possession. - Know when to shoot. - Know the techniques for shooting. Gymnastics - Know how to perform an action at the same time. - Know how we can move our bodies in unison - Know what it means when we take it in turns to perform a movement. - Know how to explore movements and balances. - Know how to perform an action at the same time on apparatus. - Know how we can move our bodies in unison on apparatus. - Know what it means when we take it in turns to perform a movement on apparatus. - Know how to explore movements and balances on apparatus. - Know why it is important that we apply extension to our movements and balances Dance - Know how to move freely to music - Know how to respond to music and weather condition with appropriate actions. - Know how to add drama with expression. - Know how to create movements that respond to motifs. - Know how to make our movements flow. - Know how to respond with stimuli and move at the same time as our partner. - Know how to form longer sequences. Know how to link movements together to create sequence. - Know how to perform with rhythm and timing.		
	Tennis - Know how to hold a tennis racket correctly. - Know how to direct a racket. - Know how to hold a tennis racket correctly. - Know why need to use our second hand. - Know where we should be positioned. - Know how to find space on a court. - Know how positioning of the body can help hit the ball. - Know how to win a point. - Know what direction to aim the racket. - Know where to hit a ball effectively. - Know how to win a point Cricket - Know the difference between batting and fielding. - Know how to hold a bat. - Know where to throw the ball. - Know how to correctly throw using an overarm throw. - Know how to aim a throw. - Know why we vary how hard we hit a ball. - Know how to control the speed of a bat. - Know how to use co-ordination when batting. - Know how fielding can affect a game situation Athletics - Know how to hold a javelin. - Know how to apply the correct technique to gain distance and accuracy. - Know how to hold a shot put. - Know how to apply the correct technique to gain distance and accuracy. - Know the consequence of releasing at wrong times. - Know how to hold a shot put. - Know how to use our arms to help us jump. Know how to use our arms to help us jump. - Know how to use our legs to help us jump. - Know that the correct technique can improve distance. - Know how to use our legs to help us jump. - Know that the correct technique can improve distance. - Know how to apply the correct technique to gain distance and accuracy.		

Year 3/4 PE Cycle A: Basketball – Autumn 1

Basketball

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can we keep control?	Can we pass to our team?	Can we combine passing and dribbling to create space?	What is the key to effective moving?	Can we shoot successfully?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how we move with the ball. Know how to receive the ball. Know what we do with our hands on the ball.	Know what pass we should use. Know how to pass. Know the consequence of an inaccurate pass.	Know how to dribble effectively. Know when we need to dribble or pass.	Know how to win a game of basketball. Know how to create space when being marked. Know our own roles when we have possession.	Know how to shoot a basketball. Know when to shoot. Know the techniques for shooting.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3: Maintain control of a ball while stationary using two hands and strong hand. Year 4: Demonstrate safe ready position (knees bent, head up, balanced stance).	Year 3: Demonstrate a bounce pass when a defender is present Year 4: Perform a chest pass with accuracy to a stationary partner. Demonstrate a bounce pass when a defender is present	Year 3: Dribble the ball with controlled force, keeping it below the waist. Year 4: Move in simple pathways (straight, curved, zig-zag) while dribbling.	Year 3: Begin simple offensive decision-making (pass or dribble) Year 4: Understand the concept of marking vs. finding space.	Year 3: Use correct shooting stance (balanced feet, knees bent, elbow under ball). Year 4: Take a high, balanced shot toward a target using one-hand push technique.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Basic hand–eye coordination in simple games.</i>	<i>Rolling, bouncing, or moving a ball with control.</i>	<i>Catching a ball with two hands.</i>	<i>Moving confidently in a shared space without collisions.</i>	<i>Basic hand–eye coordination in simple games.</i>

Year 3/4 PE Cycle A: Gymnastics – Autumn 2

Canon and Unison

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is unison?	What is canon?	How can we apply a sequence in unison on apparatus?	How can we apply a sequence in canon on apparatus?	Can we create a sequence when performing?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to perform an action at the same time. Know how we can move our bodies in unison.	Know what it means when we take it in turns to perform a movement. Know how to explore movements and balances.	Know how to perform an action at the same time on apparatus. Know how we can move our bodies in unison on apparatus.	Know what it means when we take it in turns to perform a movement on apparatus. Know how to explore movements and balances on apparatus.	Know how to perform with excellence. Know why it is important that we apply extension to our movements and balances.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3: Use a simple 4–8 count timing to structure sequences. Year 4: Adapt movements to maintain synchronisation when working in different formations.	Year 3: Define and demonstrate canon Year 4: Evaluate own and others' work using simple feedback ("clear shapes", "slow down", "match timing").	Year 3: Use a simple 4–8 count timing to structure sequences. Year 4: Adapt movements to maintain synchronisation when working in different formations	Year 3: Define and demonstrate canon Year 4: Evaluate own and others' work using simple feedback ("clear shapes", "slow down", "match timing").	Year 3: Show consistent timing in both canon and unison Year 4: Perform a polished routine with controlled shapes, balances, and travel.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Link two movements together with a simple transition. Work cooperatively with a partner (copying, mirroring, taking turns).</i>	<i>Travel using basic actions such as stepping, sliding, rolling, jumping, and crawling.</i>	<i>Link two movements together with a simple transition. Work cooperatively with a partner (copying, mirroring, taking turns).</i>	<i>Travel using basic actions such as stepping, sliding, rolling, jumping, and crawling.</i>	<i>Copying a partner's movement or performing movements together. Understanding that routines have a beginning, middle, and end.</i>

Year 3/4 PE Cycle A: Dance – Spring 1

Weather

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we use creativity to dance?	Can we respond to stimuli when dancing?	How can we develop thematic dance into a motif?	What sequence can we create with a partner?	How does our final sequence look?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to move freely to music. Know how to focus on expression.	Know how to respond to music and weather condition with appropriate actions. Know how to add drama with expression.	Know how to create movements that respond to motifs. Know how to make our movements flow.	Know how to respond with stimuli and move at the same time as our partner. Know how to form longer sequences.	Know how to link movements together to create sequence. Know how to perform with rhythm and timing.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3: Move with control, coordination, and balance. Year 4: Use expression (body tension, facial expression, focus) to enhance meaning.	Year 3: Move with control, coordination, and balance. Year 4: Use expression (body tension, facial expression, focus) to enhance meaning.	Year 3: Copy and repeat simple movement patterns with accuracy. Year 4: Demonstrate confidence, focus, and performance presence.	Year 3: Maintain timing using an 8-count or beat. Year 4: Combine actions into a short-structured sequence with a partner or small group.	Year 3: Work with a partner to coordinate simple movement ideas Year 4: Use transitions to improve flow and continuity.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Basic coordination, balance, and control in movement.</i>	<i>How to copy and repeat simple actions with reasonable accuracy.</i>	<i>Ability to move to a steady beat</i>	<i>Experience starting and stopping in time with others.</i>	<i>Worked with a partner or small group on movement tasks.</i>

Year 3/4 PE Cycle A: Tennis – Spring 2

Tennis

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How to use a forehand shot?	Can we use a backhand?	Can we identify space using a racket?	How do we apply our shots to win a point?	Who can combine learning to win a game of tennis?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to hold a tennis racket correctly. Know how to direct a racket. Know the importance of co-ordination.	Know how to hold a tennis racket correctly. Know why need to use our second hand. Know where we should be positioned.	Know how to find space on a court. Know how positioning of the body can help hit the ball.	Know how to win a point. Know what direction to aim the racket.	Know where to hit a ball effectively. Know how to win a point.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3: Perform a simple tennis forehand swing with correct preparation (racket back). Year 4: Use follow-through in the direction of the target. Adjust stance and movement to track moving balls	Year 3: Perform a simple tennis backhand swing with correct preparation (racket back). Year 4: Use follow-through in the direction of the target. Adjust stance and movement to track moving balls	Year 3: Return a gently fed ball using a controlled forehand push/drive. Year 4: Position the body sideways (ready position → sideways stance)	Year 3: Combine forehand, serve, and controlled footwork Year 4: Attempt simple cooperative rallies	Year 3: Understand and follow simple scoring Year 4: Use basic tactics: hitting into space, moving opponent side-to-side.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Hand-eye coordination from earlier throwing/catching activities.	Holding and controlling a bat, racket, or paddle.	Stay aware of others when swinging or striking.	Basic agility, balance, and coordination (moving, stopping, changing direction).	Understanding of attacking/defending space in basic games

Year 3/4 PE Cycle A: Cricket – Summer 1

Cricket

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we understand the concept of batting and fielding?	How do we throw overarm?	Can we bowl using overarm technique?	How do we strike with intent?	Can we combine all techniques into a game situation?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know the difference between batting and fielding. Know how to hold a bat. Know where to throw the ball.	Know how to correctly throw using an overarm throw. Know how to aim a throw.	Know how to hold a ball correctly. Know where to aim a bowling ball.	Know why we vary how hard we hit a ball. Know how to control the speed of a bat. Know how to use co-ordination when batting.	Know how to win a game. Know how fielding can affect a game situation.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3: Catch a ball using soft hands, bringing it into the body. Year 4: Move quickly in the field to stop a ball and return it accurately.	Year 3: Perform an overarm throw accurately to a partner Year 4: Demonstrate basic awareness of fielding positions and safe movement.	Year 3: Begin learning the overarm bowling action (straight arm, step forward) Year 4: Maintain balance and coordinated arm-leg movement while bowling.	Year 3: Stand side-on in a balanced batting stance. Year 4: Watch the ball from bowler to bat to improve timing. Strike a moving ball safely in different direction.	Year 3: Apply batting, bowling, and fielding skills in small practices. Year 4: Use basic tactics: aim for gaps, throwing to the wicketkeeper, back up throws.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Deciding where to throw or aim. Holding and using a bat.</i>	<i>Perform an underarm throw with some accuracy.</i>	<i>Perform an underarm throw with some accuracy.</i>	<i>Understanding that timing and focus affect the strike.</i>	<i>Scoring points or goals in basic games.</i>

Year 3/4 PE Cycle A: Athletics – Summer 2

Throwing and Jumping

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How do we throw a javelin?	How do we throw a shot put?	How do we throw a discus?	Can we use our bodies to jump as far as possible?	Can we explore how to triple jump?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to hold a javelin. Know how to apply the correct technique to gain distance and accuracy.	Know how to hold a shot put. Know how to apply the correct technique to gain distance and accuracy. Know the consequence of releasing at wrong times.	Know how to hold a shot put. Know how to apply the correct technique to gain distance and accuracy.	Know how to use our arms to help us jump. Know how to use our legs to help us jump. Know that the correct technique can improve distance.	Know how to use our arms to help us jump. Know how to use our legs to help us jump. Know that the correct technique can improve distance.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3: Perform a basic overarm throw with a straight arm and follow-through Year 4: Step forward with opposite foot to throwing arm.	Year 3: Perform a basic overarm throw with a straight arm and follow-through Year 4: Step forward with opposite foot to throwing arm. Evaluate throws and identify what increases distance (angle, power, run-up).	Year 3: Release the discus with a smooth follow-through Year 4: Use trunk rotation to build power and maintain balance.	Year 3: Use arm swing to generate momentum Year 4: Improve technique by adjusting crouch, arm drive, and take-off angle.	Year 3: Use arm swing to generate momentum Year 4: Improve technique by adjusting crouch, arm drive, and take-off angle.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Performing an underarm throw with some control.</i>	<i>Performing an underarm throw with some control.</i>	<i>Performing an underarm throw with some control.</i>	<i>Understand simple take-off and landing concepts from KS1. Be able to jump and land safely on two feet, bending knees on impact.</i>	<i>Understand simple take-off and landing concepts from KS1. Be able to jump and land safely on two feet, bending knees on impact.</i>



Year 5/6

Cycle A

PE Sequences of Learning

Topics of Study: Invasion Games, Gymnastics, Basketball, Hockey, Cricket and Athletics		Term: All	Year: 5/6 Cycle A
National Curriculum	Key Substantive Knowledge		
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	Invasion Games - Know that we might win a game with an effective block. - Know the consequence if we drop our ball or it is dislodged. - Know how to use our hands effectively to catch the ball. - Know why catching is important in dodgeball - Know how to accurately aim a ball using your elbow and arm collaboratively. - Know why we need power to be effective - Know how and where to position ourselves. - Know why aiming low towards our opponents' knees is important. Know how and where to position ourselves. - Know and understand how to retreat into space.		
	Gymnastics - Know that our bodies have limits. - Know that counter tension is a pulling balance. - Know that we must use a variety of ways to move our body to create formation on and off apparatus. - Know how to explain why certain movements are excellent. - Know what different ways we can move out of our balances. - Know that our flow has combined a variety of movements. - Know how to explain why certain movements are excellent. - Know that our flow has combined a variety of movements. - Know that creating a counterbalance can make better level and connection point (a pushing balance)		
	Basketball - Know where to move the ball on the move. - Know how to effectively position our bodies. - Know how to change direction with control - Know that we defend with more effectiveness if we mark. - Know the rules of the game (blocking, snatching, stripping). - Know that rebounds are important to shooting. - Know and understand that accurate shooting from different angles creates good scoring opportunities. - Know what a travel is. - Know what a double dribble is. - Know when to use a counterattack. - Know that moving quickly can create shooting opportunities.		
	Hockey - Know that keeping possession involves accurate passing, good first touch, and moving into space. - Know that supporting teammates (creating passing options) helps a team stay in control of the ball. - Know that defending prevents the opposition from scoring and can help win the ball back. - Know that effective defending includes marking players, staying goal-side, and working as a team. - Know that attacking tactics include spreading out, quick passing, and creating space. - Know that using width and changing speed can make it harder for defenders. - Know that officials ensure games are fair and follow the rules. - Knowing how rules helps players play safely and make correct decisions. - Know and understand that communication and decision-making are crucial for team success. Cricket - Know that striking the ball effectively requires good timing, correct bat positioning, and balance. - Know that batters use different types of shots depending on where the ball is delivered. - Know that bowlers vary speed, line, and length to make scoring difficult and to get batters out. - Know that quick and accurate fielding, along with teamwork, reduces scoring opportunities and helps cover space effectively. - Know that success in cricket comes from linking batting, bowling, and fielding effectively and adapting tactics to the game situation. - Know that understanding the rules and having consistent, clear decisions from officials helps ensure fair play. Athletics - Know that a strong finish in running involves maintaining speed through the line and using techniques such as leaning forward for advantage. - Know that efficient sprinting relies on coordinated arm and leg movement, including strong arm drive and high knee lift to increase speed and power. - Know that smooth, well-timed baton exchanges help maintain speed and prevent loss of time in relay events. - Know that communication and correct positioning are essential for a successful baton changeover. - Know that shot put requires power, balance, and correct technique rather than just strength. - Know that in shot put, the shot must be pushed from the neck using a sideways stance rather than thrown. - Know that clearing hurdles effectively requires rhythm, balance, and controlled speed, with a leading leg followed quickly by the trail leg to maintain momentum.		

Year 5/6 PE – Invasion Games – Autumn 1

Dodgeball

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can we block?	Why is catching important?	Is accuracy the key to dodgeball?	Can we explore basic attacking tactics?	Can we explore basic defending tactics?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that we might win a game with an effective block. Know the consequence if we drop our ball or it is dislodged.	Know how to use our hands effectively to catch the ball. Know why catching is important in dodgeball.	Know how to accurately aim a ball using your elbow and arm collaboratively. Know why we need power to be effective.	Know how and where to position ourselves. Know why aiming low towards our opponents knees is important.	Know how and where to position ourselves. Know and understand how to retreat into space.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5: Understand defensive positioning Year 6: Choose whether to dodge, block, catch, or counter-attack based on situation.	Year 5: Catch balls at different heights using good technique (soft hands, absorb impact). Year 6: Maintain awareness of multiple opponents and ball locations.	Year 5: Work as a team to pressure opponents Year 6: Apply simple tactics such as aiming for open targets.	Year 5: Select the appropriate throw (fast, low, arcing) depending on distance/target. Year 6: Work as a team to pressure opponents (e.g., throwing at the same target, coordinated attacks). Communicate effectively to support team tactics.	Year 5: Understand defensive positioning Year 6: Choose whether to dodge, block, catch, or counter-attack based on situation.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Basic balance and coordination when moving in crowded spaces.</i>	<i>Caught medium-paced throws using soft-hands technique.</i>	<i>Thrown to moving targets or while under mild pressure.</i>	<i>Understanding attack vs defence. Knowing how to find or create space.</i>	<i>Understanding attack vs defence. Knowing how to find or create space.</i>

Year 5/6 PE – Gymnastics – Autumn 2

Counter Balance and Tension

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is counter balancing?	Can we create a sequence formation?	What is counter tension?	Are we able to apply excellent gymnastics to sequences?	How does a performance look?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know what different ways we can move out of our balances. Know that creating a counterbalance can make better level and connection point (a pushing balance)	Know that we must use a variety of ways to move our body to create formation on and off apparatus. Know that our bodies have limits.	Know that counter tension is a pulling balance.	Know how to explain why certain movements are excellent. Know that our flow has combined a variety of movements.	Know how to explain why certain movements are excellent. Know that our flow has combined a variety of movements.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5: Use oppositional forces to create counterbalances with a partner Year 6: Create symmetrical and asymmetrical counterbalances	Year 5: Link movements and balances using fluent transitions. Year 6: Adapt balances to suit group strengths while keeping sequences controlled and safe.	Year 5: Create stable counter tension balances through controlled pushing or pulling. Year 6: Apply even pressure with a partner to prevent collapse or over-extension.	Year 5: Demonstrate focus, tension, and extension to improve aesthetic quality. Year 6: Evaluate own and others' work using technical vocabulary. Make refinements based on feedback (timing, control, stability, creativity).	Year 5: Demonstrate focus, tension, and extension to improve aesthetic quality. Year 6: Evaluate own and others' work using technical vocabulary. Make refinements based on feedback (timing, control, stability, creativity).
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Maintaining balance on different levels (high/medium/low).</i>	<i>Perform simple paired balances such as mirror shapes or matched shapes.</i>	<i>How adjusting base of support affects balance.</i>	<i>Performing in front of small groups with confidence</i>	<i>Performing in front of small groups with confidence</i>

Year 5/6 PE – Basketball – Spring 1

Year 5/6 PE – Basketball – Spring 1				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we dribble whilst keeping possession?	Why is marking effective?	Why is shooting pressurising?	How can we officiate a game?	How can we transition from defence to attack effectively?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know where to move the ball on the move. Know how to effectively position our bodies. Know how to change direction with control.	Know that we defend with more effectiveness if we mark. Know the rules of the game (blocking, snatching, stripping).	Know that rebounds are important to shooting. Know and understand that accurate shooting from different angles creates good scoring opportunities.	Know what a travel is. Know what a double dribble is.	Know when to use a counterattack. Know that moving quickly can create shooting opportunities.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5: Dribbling with control using dominant hand Year 6: Awareness of space when handling a ball	Year 5: Choosing appropriate distances to stand near an opponent. Year 6: Doubling up with team-mates to effectively block/steal the ball.	Year 5: Aiming and control when shooting. Year 6: Selecting when to shoot vs pass and selecting the appropriate shot.	Year 5: Understanding basic rules (double dribble, travelling) Year 6: Demonstrate the rules with intelligence and consistency.	Year 5: Applying passing, dribbling, and shooting in small-sided games. Year 6: Making the correct decisions consistently, on and off the ball, to the team's benefit.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Balance and control their body when moving and landing</i>	<i>Awareness of teammates and opponents</i>	<i>Coordinate hand-eye movements (including shooting).</i>	<i>Basic invasion game principles</i>	<i>Finding space when attacking</i>

Year 5/6 PE – Hockey – Spring 2

Year 5/6 PE – Hockey – Spring 2				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we keep possession?	Why is defending key?	How can we apply different attacking tactics?	Can we develop our officiating skills?	What is the most effective way to win a game?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that keeping possession involves accurate passing, good first touch, and moving into space. Know that supporting teammates (creating passing options) helps a team stay in control of the ball.	Know that defending prevents the opposition from scoring and can help win the ball back. Know that effective defending includes marking players, staying goal-side, and working as a team.	Know that attacking tactics include spreading out, quick passing, and creating space. Know that using width and changing speed can make it harder for defenders.	Know that officials ensure games are fair and follow the rules. Knowing how rules helps players play safely and make correct decisions.	Know winning involves combining attacking, defending, and teamwork effectively. Know and understand that communication and decision-making are crucial for team success.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 - Passing with control and appropriate weight over short and medium distances. Year 6 - Moving off the ball to find space and receive passes effectively.	Year 5 - Marking an opponent closely and tracking their movements. Year 6 - Intercepting passes and timing tackles safely.	Year 5 - Dribbling or carrying the ball into space under control. Year 6 - Making purposeful runs (e.g., overlaps or forward runs to receive the ball).	Year 5 - Applying rules consistently (e.g., spotting fouls, out-of-play decisions). Year 6 - Communicating decisions clearly and confidently (e.g., using signals or voice).	Year 5 - Making quick decisions during play (pass, shoot, or dribble). Year 6 - Working collaboratively, including giving and receiving instructions.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Basic ball control and simple passing from earlier units	Understanding simple rules of invasion games (e.g., scoring, boundaries, and roles).	Experience of basic attacking play	Awareness of simple game rules and teacher-led refereeing from previous lessons.	Experience of playing small-sided games and understanding team roles.

Year 5/6 PE – Cricket – Summer 1

Year 5/6 PE – Cricket – Summer 1				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we develop the way we strike a ball?	How can bowling tactics make us successful?	Why is fielding so important to applying pressure?	Can we combine all cricket skills?	Can we understand rules of the game when officiating?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know striking the ball effectively requires timing, correct bat positioning, and balance. Know that there are different types of shots (e.g., defensive, drive, pull) which are used depending on where the ball is delivered.	Know that varying speed, line, and length can make it difficult for batters to score. Know that bowling tactics aim to limit runs and create chances to get batters out.	Know why quick and accurate fielding reduces scoring opportunities and builds pressure. Know that fielders work together to cover space and return the ball efficiently.	Know that success in cricket comes from linking batting, bowling, and fielding effectively. Know that teams must adapt their tactics depending on the game situation.	Know how understanding rules can help (e.g., scoring runs, outs, wide balls) helps ensure fair play. Know that officials must be consistent and clear when making decisions.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5- Striking a ball with control and direction using a range of shots. Year 6 - Adjusting body position and footwork depending on the type of delivery.	Year 5 - Bowling with accuracy towards a target (e.g., stumps or set area). Year 6 - Changing bowling style (e.g., slower balls, aiming wide or short) to challenge the batter.	Year 5- Collecting and returning the ball quickly and accurately. Year 6 - Positioning themselves effectively to stop runs and back up teammates.	Year 5 - Applying batting, bowling, and fielding skills in a game context. Year 6 - Making decisions during play (e.g., when to run, where to bowl, where to field).	Year 5 - Applying cricket rules accurately during games. Year 6 - Communicating decisions clearly (e.g., signalling wides, outs, boundaries).
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Basic striking and coordination skills from earlier bat-and-ball activities (e.g., rounders or simple hitting games).	Simple throwing techniques and aiming at targets.	Basic catching and throwing skills, and understanding working as part of a team.	Experience practising individual cricket skills in isolation.	Familiarity with simple game rules and teacher-led officiating from previous PE lessons.

Year 5/6 PE – Athletics – Summer 2

Year 5/6 PE – Athletics – Summer 2				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How should we finish a sprint race?	Why are our body parts important when we sprint?	How is the changeover, in relay, important?	How can we effectively throw our shot put?	What is the best way to successfully clear hurdles?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to complete a strong finish involves maintaining speed through the line, not slowing down early. Know that techniques such as leaning forward at the finish can give a competitive advantage.	Know that efficient sprinting relies on coordinated movement of arms and legs. Know that a strong-arm drive and high knee lift help increase speed and power.	Know that smooth, well-timed baton exchanges help maintain speed and avoid losing time. Know why communication and positioning are essential for a successful changeover.	Know that shot put requires power, balance, and correct technique rather than just strength. Know that the shot should be pushed (not thrown) from the neck using a sideways stance.	Know that clearing hurdles efficiently requires rhythm, balance, and controlled speed. Know that leading with one leg and following quickly with the trail leg helps maintain momentum.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 - Sprinting through the finish line at full speed without deceleration. Year 6 - Using a controlled forward lean to finish races effectively.	Year 5 - Using correct arm action (bent elbows, driving forwards and backwards). Year 6 - Coordinating stride length and frequency for efficient sprinting.	Year 5 - Passing and receiving the baton safely within the changeover zone. Year 6 - Timing runs so the outgoing runner is moving at speed when receiving the baton.	Year 5 - Performing a push throw with correct grip and body positioning. Year 6 - Transferring weight from back foot to front foot to generate power.	Year 5 - Using a consistent stride pattern between hurdles. Year 6 - Coordinating lead leg and trail leg to clear hurdles smoothly.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Basic sprinting technique and understanding of start/finish lines from earlier athletics work.	Awareness of basic movement skills (running, coordination, balance).	Simple teamwork and passing skills from previous PE activities.	Basic throwing techniques and aiming for distance from earlier units.	Basic running and jumping skills, including stepping over obstacles.



Year 1/2

Cycle B

PE Sequences of Learning

Topics of Study: Invasion Games, Gymnastics, Dance, Rackets Bats and Balls, Ball Skills, Athletics		Term: All	Year: 1/2 Cycle B
National Curriculum	Key Substantive Knowledge		
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	Invasion: Know what the role of an attacker is. Know that attacking can help influence a win. Know why we attack during a game. Know what the role of a defender is. Know that defending can help influence a win. Know why we defend Know how to adjust speeds. Know how to find space and run into it. Know what consequences are. Know the role of an attacker in a team. Know what consequences are. Know when and why we defend. Gymnastics: Know how we can move without making a sound. Know how we can move and then flow into a roll. Know that body tension helps maintain shape during links. Know what ways of moving there are on apparatus. Know how to make our movements interesting. Know that jumps vary by height, shape, and take-off/landing. Know that rolls require body tension, straight lines, and safe entry/exit. Know that balances need stillness, core strength, and focus. Know that safe use of apparatus includes mounting, dismounting, and spotting hazards. Know that different apparatus supports different skill. Know that creativity involves choosing movements that show contrast, flow, and purpose. Know a high-quality sequence includes clear start/finish, varied actions, levels. Dance: Know that different stimuli can change the speed, shape, or quality of movement. Know that responding to stimuli helps create purposeful and varied dance actions. Know that expression is shown through facial features, posture, and energy. Know that emotions can change movement qualities. Know that movements can be fast, slow, big, or small while still controlled. Know that controlled movement helps sequences look clear and safe. Know that partner work requires timing, awareness, and cooperation Know that partner sequences rely on shared ideas and clear communication. Know that flow improves the quality and expression of a sequence. Know that flow means movements connect smoothly without stopping		
	Rackets Bats and Balls: Know that accuracy means directing the ball towards a chosen target. Know that the angle of the racket/bat affects the direction of the ball. Know that power comes from a combination of body movement and swing speed. Know that stepping into the hit can increase force. Know that changing direction helps create opportunities to hit into space. Know that hitting into space makes it harder for an opponent to return the ball. Know that intent means choosing <i>why</i> and <i>where</i> to hit the ball. Know that different situations require different types of hits. Know that timing and decision-making influence successful hits. Know that combining accuracy and power makes hitting more effective. Ball Skills: Know that changing speed helps keep control of the ball when using a stick. Know that direction changes help avoid defenders and move into space. Know that power must be controlled to stay safe and effective. Know that accuracy helps the ball reach a target or teammate. Know that dribbling means keeping the ball close while moving. Know that looking up helps them see space and defenders. Know that blocking stops the ball from moving past them. Know that intercepting means taking the ball away from an opponent. Know that using skills at the right time increases success. Know that teamwork and decision-making help win games. Athletics: Know that jumping can be used to move over, around, or away from obstacles in games. Know that jumping helps create space or avoid opponents. Know how swinging our arms help us jump, hop or leap. Know that rhythm helps link movements smoothly. Know that combinations use more than one type of jump in a sequence. Know that combinations can include changes in height, speed, or direction. Know that stronger combinations use controlled landings and smooth transitions. Know that we need to keep our heads forward when jumping. Know that technique helps improve performance in competitive jumping. Know that competition can involve jumping for height, distance, or speed.		

Year 1/2 PE B: Games for Understanding – Autumn 1

Invasion

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we attack as a team?	Can we defend as a team?	How do we transition from defence to attack?	Can we create and apply attacking tactics?	Can we create and apply defensive tactics?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know what the role of an attacker is. Know that attacking can help influence a win. Know why we attack during a game.	Know what the role of a defender is. Know that defending can help influence a win. Know why we defend.	Know how to adjust speeds. Know how to find space and run into it.	Know what consequences are. Know the role of an attacker in a team.	Know what consequences are. Know when and why we defend.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1 – Travel with control while keeping possession. Year 2 – Create space using simple movement patterns.	Year 1 – Stay close to an opponent to make attacking harder. Year 2 – Intercept using anticipation.	Year 1 – Move forward quickly Year 2 – Support the transition by moving into helpful positions.	Year 1 – Work in small groups to keep possession. Year 2 – Apply planned tactics during small-sided games.	Year 1 – Slow down attackers using positioning. Year 2 – Force attackers wide to reduce danger.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to move safely, stop, and change direction in a shared space.</i>	<i>Pupils understand how to stop, balance, and change direction quickly.</i>	<i>Pupils can identify attackers and defenders during simple games.</i>	<i>Pupils can pass and travel with a ball in simple activities.</i>	<i>Pupils understand how block in basic defensive situations.</i>

Year 1/2 PE B: Gymnastics – Autumn 2

Linking

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we link together?	Is apparatus safe to link?	Can we jump, roll and balance in sequences?	How can we jump, roll and balance on apparatus?	What sequence can we create?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how we can move without making a sound. Know how we can move and then flow into a roll. Know that body tension helps maintain shape during links.	Know what ways of moving there are on apparatus. Know how to make our movements interesting.	Know that jumps vary by height, shape, and take-off/landing. Know that rolls require body tension, straight lines, and safe entry/exit. Know that balances need stillness, core strength, and focus.	Know that apparatus changes movement: jumps may be higher, rolls may need more control, balances may require greater stability. Know that safe use of apparatus includes mounting, dismounting, and spotting hazards. Know that different apparatus supports different skill.	Know that creativity involves choosing movements that show contrast, flow, and purpose. Know a high-quality sequence includes clear start/finish, varied actions, levels, pathways, and controlled transitions.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1 – Maintain control and body awareness while moving. Year 2 - Work with a partner to mirror, match, or lead/follow movements.	Year 1 – Choose appropriate apparatus for the type of movement. Year 2 – Move on apparatus with control, balance, and awareness of others.	Year 1 – Maintain control and fluency between movements. Year 2 – Use levels, pathways, and shapes to improve performance	Year 1 – Adapt movements to apparatus height, width, and stability. Year 2 – Maintain body tension and focus when performing elevated movements.	Year 1 – Design a sequence using jumps, rolls, balances, and apparatus. Year 2 – Perform sequences with confidence, expression, and fluency.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Basic movement vocabulary: jump, roll, balance, travel.</i>	<i>Understanding of landing safely (bend knees, soft landing).</i>	<i>Understanding of start and finish positions.</i>	<i>Basic understanding of weight transfer and body control.</i>	<i>Ability to link three or more movements.</i>

Year 1/2 PE B: Dance – Spring 1				
<i>Explorers</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can our dance movements respond to stimuli?	How does expression and emotion change our movement?	Can we apply control in different movements?	How are sequences with a partner different?	Can our final sequence include movements that flow?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that different stimuli can change the speed, shape, or quality of movement. Know that responding to stimuli helps create purposeful and varied dance actions.	Know that expression is shown through facial features, posture, and energy. Know that emotions can change movement qualities	Know that movements can be fast, slow, big, or small while still controlled. Know that controlled movement helps sequences look clear and safe.	Know that partner work requires timing, awareness, and cooperation Know that partner sequences rely on shared ideas and clear communication.	Know that flow improves the quality and expression of a sequence. Know that flow means movements connect smoothly without stopping.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1 – Respond to simple stimuli by copying and adapting basic movements. Year 2 – Select movements that clearly show a response to different types of stimuli.	Year 1 – Show simple emotions through basic movements and gestures. Year 2 – Vary movement qualities to match more complex emotions.	Year 1 – Hold simple shapes and move between them with care. Year 2 – Maintain control during more complex actions such as turns or changes of level.	Year 1 – Move alongside a partner using simple matching actions. Year 2 – Create linked partner sequences using mirroring or contrasting movements.	Year 1 – Link movements using simple transitions. Year 2 – Create flowing sequences using controlled transitions and varied actions.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to move safely in space and follow simple movement instructions.</i>	<i>Pupils know basic emotions and how they appear in everyday movement.</i>	<i>Pupils know how to balance, stop, and change direction in basic movement activities</i>	<i>Pupils know how to work safely with others in shared space.</i>	<i>Pupils know how to perform individual movements.</i>

Year 1/2 PE B: Rackets Balls and Bats – Spring 2

Rackets, Bats and Balls

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How do we hit the ball with accuracy?	How do we improve power when hitting?	Can we hit into space?	How is hitting the ball with intent important?	Can my accuracy and power combined beat an opponent?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that accuracy means directing the ball towards a chosen target. Know that the angle of the racket/bat affects the direction of the ball.	Know that power comes from a combination of body movement and swing speed. Know that stepping into the hit can increase force.	Know that changing direction helps create opportunities to hit into space. Know that hitting into space makes it harder for an opponent to return the ball.	Know that intent means choosing <i>why</i> and <i>where</i> to hit the ball. Know that different situations require different types of hits.	Know that timing and decision-making influence successful hits. Know that combining accuracy and power makes hitting more effective.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1 – Use simple controlled hits to send the ball towards a nearby target. Year 2 – Adjust racket/bat angle to aim at specific targets with greater precision.	Year 1 – Use a bigger swing to generate more force when hitting. Year 2 – Combine body rotation and swing to increase power while keeping control.	Year 1 – Identify simple open spaces and attempt to hit the ball towards them. Year 2 – Choose hitting direction based on where defenders are not positioned.	Year 1 – Choose simple hitting purpose. Year 2 – Select appropriate hit type based on the game situation	Year 1 – Attempt to combine control and force when hitting. Year 2 – Use accurate, powerful hits to outplay an opponent in small-sided striking games.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to roll, stop, and send a ball towards a target using hands or feet.</i>	<i>Pupils know how to hold and swing a racket or bat safely.</i>	<i>Pupils know how to move into space during simple games and activities.</i>	<i>Pupils know how to follow basic game rules and understand simple game objectives.</i>	<i>Pupils know how to hit with basic accuracy and generate simple power in isolated activities.</i>

Year 1/2 PE B: Ball Skills – Summer 1

Sticks

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we change speed and direction?	Is applying power and accuracy important?	How do we develop dribbling?	How can blocking or intercepting help?	Can we combine skills to win games?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that changing speed helps keep control of the ball when using a stick. Know that direction changes help avoid defenders and move into space.	Know that power must be controlled to stay safe and effective. Know that accuracy helps the ball reach a target or teammate.	Know that dribbling means keeping the ball close while moving. Know that looking up helps them see space and defenders	Know that blocking stops the ball from moving past them. Know that intercepting means taking the ball away from an opponent.	Know that using skills at the right time increases success. Know that teamwork and decision-making help win games.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1 – Change speed safely while keeping the ball close to the stick. Year 2 – Use controlled direction changes to move past opponents or into space.	Year 1 – Use gentle and firm hits depending on the distance of the target. Year 2 – Combine controlled power with aim to hit the ball towards specific targets.	Year 1 – Use small touches to keep the ball close to the stick. Year 2 – Dribble with awareness by looking up and changing speed or direction.	Year 1 – Use simple blocking by placing the stick in the path of the ball. Year 2 – Intercept passes by anticipating where the ball will travel.	Year 1 – Use two skills together such as dribbling then hitting towards a target. Year 2 – Apply multiple skills in gameplay to outplay an opponent.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to move, stop, and change direction without equipment.</i>	<i>Pupils know how to hold and use a stick safely in simple activities.</i>	<i>Pupils know how to move with a ball using hands or feet.</i>	<i>Pupils know how to track a moving ball and react to its direction.</i>	<i>Pupils know how to participate in simple games and follow basic rules.</i>

Year 1/2 PE B: Athletics – Summer 2

Jumping

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we apply jumping into games?	How do we link jumping?	Can we explore jumping combinations?	Can we further develop jumping combinations?	Can we compete when jumping?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that jumping helps create space or avoid opponents. Know that jumping can be used to move over, around, or away from obstacles in games.	Know how swinging our arms help us jump, hop or leap. Know that rhythm helps link movements smoothly.	Know that combinations use more than one type of jump in a sequence. Know that combinations can include changes in height, speed, or direction	Know that we need to keep our heads forward when jumping. Know that stronger combinations use controlled landings and smooth transitions.	Know that technique helps improve performance in competitive jumping. Know that competition can involve jumping for height, distance, or speed.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1 – Use simple jumps to move into space or complete game challenges. Year 2 – Choose appropriate jumps based on what the game requires (distance, height, speed).	Year 1 – Link two jumps with a simple transition. Year 2 – Link varied jumps using changes of direction or rhythm.	Year 1 – Try simple combinations such as hop → hop → jump. Year 2 – Create varied combinations using different jumps and pathways.	Year 1 – Improve simple sequences by adding clearer landings or smoother links. Year 2 – Develop complex combinations using varied jumps and controlled transitions.	Year 1 – Take part in simple jumping challenges. Year 2 – Compete using improved technique by applying power, control, and landing skills.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to jump safely and land with control.</i>	<i>Pupils know how to perform basic jumping actions such as hop, jump, and leap.</i>	<i>Pupils know how to repeat a single jump with control.</i>	<i>Pupils know how to link two or more movements in simple physical activities.</i>	<i>Pupils know how to follow simple rules and participate in basic physical challenges.</i>



Year 3/4

Cycle B

Art Sequences of Learning

Topics of Study: Invasion Game, Gymnastics, Dance, Football, Rounders, Athletics		Term: All	Year: 3/4 Cycle B
National Curriculum	Key Substantive Knowledge		
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	Invasion Games Know that accurate passing requires correct technique, body positioning, and awareness of teammates. Know that passing and receiving help maintain possession and build attacks. Know that finding space helps create passing options and avoids defenders. Know that changing speed and direction helps create space effectively. Know that combining movement and passing helps break defensive lines. Know that communication supports successful passing sequences Know that shooting requires accuracy, power, and correct body alignment. Know that quick decision-making helps create effective shooting opportunities Gymnastics Know that symmetrical movement uses matching shapes or actions on both sides of the body. Know that symmetrical shapes can be held, travelled, or linked into sequences. Know that formations can be created using levels, directions, and shapes Know that a sequence includes a clear start, middle, and finish. Know that a sequence includes a clear start, middle, and finish. Know that transitions help link movements smoothly. Know that balance requires core strength, focus, and controlled body tension. Know that safe balancing includes controlled entry, exit, and awareness of others. Know that combining symmetry and asymmetry creates variety and interest. Know that teamwork, spacing, and coordination help create polished group routines. Dance Know that shapes can be made using levels, directions, and different body parts. Know that clear body tension helps shapes look controlled. Know that movement qualities (sharp, smooth, heavy, light) show different emotions. Know that expression comes from facial features, posture, and energy Know that transitions help movements connect smoothly. Know that rhythm and timing support flow. Know that coordination requires timing, awareness, and teamwork Know that formations help groups create patterns and structure. Know that routines combine shapes, travelling actions, and expressive movement. Know that teamwork, spacing, and timing help create polished routines.		
	Football Know that receiving requires cushioning the ball and preparing early. Know that accurate passing uses the inside of the foot and correct body alignment. Know that movement off the ball is essential for team play. Know that changing speed and direction helps create space effectively. Know that combining movement and passing helps break defensive lines. Know that passing while moving increases game flow and speed. Know that shooting angles affect scoring chances. Know that quick decision-making helps create effective shooting opportunities. Know that combining passing, movement, defending, and shooting improves team performance. Rounders Know how different decisions affect the outcome of a game, including when to run, where to field and how to work as a team to prevent rounders being scored. Know how create attacking opportunities and defend effectively during a game. Know how to use an underarm action, with the ball released smoothly towards the batter and within the correct bowling area. Know accuracy and consistency are important when bowling because the bowler is trying to make it difficult for the batter to strike the ball effectively. Know that effective batting requires a controlled swing, correct hand position and good timing to contact the ball. Know that batters can score more effectively by striking into spaces away from fielders and deciding about when to run. Athletics Know that sprinting is running quickly over a short distance. Know that sprinting uses fast arms, quick legs and a forward body position. Know Acceleration means increasing speed quickly. Know that good acceleration helps runners reach top speed sooner. Know a relay team must pass the baton safely and quickly. Know a good changeover helps the team maintain speed. Know speed comes from quick leg and arm movements. Know regular sprint practice can improve running speed. Know that distance running requires controlled pacing. Know that runners need to conserve energy throughout the race.		

Year 3/4 PE B - Invasion Game – Autumn 1

Handball

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we introduce passing and receiving?	Is it a skill to find space?	Can we combine effective passing and moving?	How can we use shooting effectively?	How do we use all our skills to our advantage in a game situation?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that accurate passing requires correct technique, body positioning, and awareness of teammates. Know that passing and receiving help maintain possession and build attacks.	Know that finding space helps create passing options and avoids defenders. Know that changing speed and direction helps create space effectively.	Know that combining movement and passing helps break defensive lines. Know that communication supports successful passing sequences.	Know that shooting requires accuracy, power, and correct body alignment. Know that quick decision-making helps create effective shooting opportunities	Know that combining passing, movement, defending, and shooting improves team performance. Know that teamwork, communication, and positioning are essential in game situations.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3 – Perform basic passes with control and receive the ball using simple cushioning techniques. Year 4 – Use varied passing techniques (short, long, bounce, side-foot) and receive under pressure with improved control.	Year 3 – Move into simple spaces to support teammates and receive passes. Year 4 – Create and exploit space using changes of pace, feints, and positional awareness.	Year 3 – Pass and move using simple give-and-go patterns. Year 4 – Link passing sequences with movement to create attacking opportunities	Year 3 – Shoot with basic accuracy using correct foot or hand placement Year 4 – Shoot with improved technique using angles, power control, and timing	Year 3 – Apply basic skills in small-sided games with simple tactical awareness. Year 4 – Use combined skills tactically to create advantages and solve game problems.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to send and stop a ball using simple techniques from KS1.</i>	<i>Pupils know how to move safely and change direction</i>	<i>Pupils know how to pass and receive in static or simple movement situations.</i>	<i>Pupils know how to aim and strike a ball</i>	<i>Pupils know how to participate in simple team games and follow rules.</i>

Year 3/4 PE B – Gymnastics – Autumn 2

Symmetry and Asymmetry

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How do we move symmetrical?	How do we move asymmetrical?	Can we create a sequence formation?	Why is balance important on and off apparatus?	Can we create an all-around performance using symmetrical and asymmetrical movements?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that symmetrical movement uses matching shapes or actions on both sides of the body. Know that symmetrical shapes can be held, travelled, or linked into sequences.	Know that formations can be created using levels, directions, and shapes Know that a sequence includes a clear start, middle, and finish	Know that a sequence includes a clear start, middle, and finish. Know that transitions help link movements smoothly.	Know that balance requires core strength, focus, and controlled body tension. Know that safe balancing includes controlled entry, exit, and awareness of others.	Know that combining symmetry and asymmetry creates variety and interest. Know that teamwork, spacing, and coordination help create polished group routines.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3 – Create simple symmetrical shapes and hold them with control. Year 4 – Perform symmetrical movements in travel and link them smoothly into sequences.	Year 3 – Build short sequences using two or three linked actions. Year 4 – Develop structured formations using symmetry, asymmetry, and varied pathways.	Year 3 – Build short sequences using two or three linked actions. Year 4 – Develop structured formations using symmetry, asymmetry, and varied pathways.	Year 3 – Hold balances on floor with stillness and control. Year 4 – Balance confidently on apparatus using varied levels and shapes.	Year 3 – Combine simple shapes into a short performance using symmetry and asymmetry. Year 4 – Create a full routine using linked movements, formations, and contrasting shapes.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to hold basic shapes and follow simple movement patterns.</i>	<i>Pupils know how to balance and change levels confidently.</i>	<i>Pupils know how to link simple movements.</i>	<i>Pupils know how to balance in basic shapes and land safely</i>	<i>Pupils know how to perform short sequences and work safely with partners</i>

Year 3/4 PE B – Dance – Spring 1

Space

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can we use our bodies to explore and show different shapes in dance?	How do we use movement to express ideas, emotions, or themes?	Can we link movements smoothly to create a flowing dance sequence?	How can we work with a partner or group to create coordinated dance patterns?	Can we combine shapes, expression, and movement to perform a complete dance routine?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that shapes can be made using levels, directions, and different body parts. Know that clear body tension helps shapes look controlled.	Know that movement qualities (sharp, smooth, heavy, light) show different emotions. Know that expression comes from facial features, posture, and energy	Know that transitions help movements connect smoothly. Know that rhythm and timing support flow.	Know that coordination requires timing, awareness, and teamwork Know that formations help groups create patterns and structure.	Know that routines combine shapes, travelling actions, and expressive movement. Know that teamwork, spacing, and timing help create polished routines.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3 – Create clear body shapes using different levels and positions. Year 4 – Develop complex shapes with stronger control and varied pathways.	Year 3 – Show simple emotions through changes in movement quality. Year 4 – Use expressive dynamics to match themes or moods more precisely.	Year 3 – Link movements using simple transitions. Year 4 – Create flowing sequences with varied actions and controlled timing.	Year 3 – Work alongside a partner using simple matching movements. Year 4 – Create coordinated group patterns using mirroring, canon, or contrasting actions.	Year 3 – Combine basic elements into a short routine. Year 4 – Perform a complete routine using coordinated shapes, expression, and movement flow.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to hold simple shapes from KS1 dance and gymnastics.</i>	<i>Pupils know basic emotions and how they appear in everyday movement.</i>	<i>Pupils know how to perform short linked movements</i>	<i>Pupils know how to share space safely and follow group instructions.</i>	<i>Pupils know how to perform simple sequences and work with others.</i>

Year 3/4 PE B – Football – Spring 2

Football

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can we introduce passing and receiving in football?	Is it a skill to find space when playing football?	Can we combine effective passing and moving?	How can we use shooting effectively?	How do we use all our skills to our advantage in a game situation?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that receiving requires cushioning the ball and preparing early. Know that accurate passing uses the inside of the foot and correct body alignment.	Know that movement off the ball is essential for team play. Know that changing speed and direction helps create space effectively.	Know that combining movement and passing helps break defensive lines. Know that passing while moving increases game flow and speed.	Know that shooting angles affect scoring chances. Know that quick decision-making helps create effective shooting opportunities.	Know that combining passing, movement, defending, and shooting improves team performance. Know that teamwork, communication, and positioning are essential in game situations.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3 – Perform basic passes using the inside of the foot and receive with simple control. Year 4 – Use varied passing techniques including short, long, and through passes under pressure.	Year 3 – Move into simple spaces to support teammates Year 4 – Create and exploit space using changes of pace, feints, and positional awareness.	Year 3 – Pass and move using simple give-and-go patterns. Year 4 – Link passing sequences with movement to create attacking opportunities.	Year 3 – Shoot with basic accuracy using correct foot positioning. Year 4 – Shoot with improved technique using angles, controlled power, and timing	Year 3 – Apply basic skills in small-sided games with simple tactical awareness. Year 4 – Use combined skills tactically to create advantages and solve game problems.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils know how to send and stop a ball</i>	<i>Pupils know how to move safely and change direction</i>	<i>Pupils know how to pass and receive in static or simple movement situations.</i>	<i>Pupils know how to aim and strike a ball from KS1 striking and kicking activities.</i>	<i>Pupils know how to participate in simple team games and follow rule</i>

Year 3/4 PE B – Striking and Fielding – Summer 1

Rounders

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we understand the concept of rounders?	How do we bowl effectively?	How do we bat effectively?	What fielding tactics should we use?	Can we combine components in a game situation?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how different decisions affect the outcome of a game, including when to run, where to field and how to work as a team to prevent rounders being scored. Know how create attacking opportunities and defend effectively during a game.	Know how to use an underarm action, with the ball released smoothly towards the batter and within the correct bowling area. Know accuracy and consistency are important when bowling because the bowler is trying to make it difficult for the batter to strike the ball effectively.	Know that effective batting requires a controlled swing, correct hand position and good timing to contact the ball. Know that batters can score more effectively by striking into spaces away from fielders and deciding about when to run.	Know why fielders should spread out and cover different areas of the playing space so that the batting team has fewer opportunities to score.	Know that successful rounders teams combine bowling, batting, running, catching and throwing rather than relying on one skill. Know that layers need to make decisions based on the situation, such as where to hit, whether to run and where to throw the ball.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3 – Beginning to make simple decisions about where and when to move. Year 4 – Pupils can select appropriate techniques and tactics, communicate with teammates and evaluate their decisions to improve performance.	Year 3 – Develop an accurate and controlled underarm bowling technique, aiming towards the batter. Year 4 – Apply control, accuracy and placement when bowling, adapting the delivery to challenge the batter.	Year 3 – Develop a controlled striking action and make consistent contact with the ball. Year 4 – Select where and how to strike the ball to create scoring opportunities and make effective decisions about running.	Year 3 – Develop throwing, catching and retrieving skills and begin to understand where to position themselves when fielding. Year 4 – Use communication, positioning and quick decision-making to work as a team and prevent the opposition from scoring.	Year 3 – Combine basic rounders skills in a modified game and make simple decisions when attacking and defending. Year 4 – Apply and adapt a range of skills and tactics independently, making effective decisions in response to changing game situations
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils will have developed fundamental movement skills such as throwing, catching, striking and running</i>	<i>Throwing and catching different-sized balls,</i>	<i>Striking a stationary or moving object,</i>	<i>Finding space and positioning themselves during team games</i>	<i>Making simple decisions during games</i>

Year 3/4 PE B - Athletics – Summer 2

Running

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is sprinting?	Why is acceleration important?	Can we combine our speed in a team?	How do we develop running at speed?	What do we need to do when running for distance?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that sprinting is running quickly over a short distance. Know that sprinting uses fast arms, quick legs and a forward body position.	Know Acceleration means increasing speed quickly. Know that good acceleration helps runners reach top speed sooner.	Know a relay team must pass the baton safely and quickly. Know a good changeover helps the team maintain speed.	Know speed comes from quick leg and arm movements. Know regular sprint practice can improve running speed.	Know that distance running requires controlled pacing. Know that runners need to conserve energy throughout the race.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3 – Use correct arm and leg action when sprinting. Year 4 – Maintain sprinting technique at maximum speed.	Year 3 – Accelerate quickly from a standing start. Year 4 – Drive the arms and legs to accelerate effectively.	Year 3 – Pass and receive a baton while running. Year 4 – Time the baton changes to maintain speed.	Year 3 – Use quick arm and leg movements when sprinting. Year 4 – Refine technique to improve sprinting speed.	Year 3 – Maintain a steady pace over a distance. Year 4 – Adjust pace to complete the distance effectively.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils can change direction and stop safely.</i>	<i>Pupils understand the importance of reacting quickly to a signal.</i>	<i>Pupils have practised passing and receiving objects safely.</i>	<i>Pupils can coordinate arm and leg movements when running.</i>	<i>Pupils understand the need to control their pace during physical activity.</i>



Year 5/6

Cycle B

Art Sequences of Learning

Topics of Study: T1 Rugby, Gymnastics, Football, Tennis, Rounders, Athletics		Term: All	Year: 5/6 Cycle B
National Curriculum	Key Substantive Knowledge		
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	T1 Rugby Know that the ball must be passed backwards or sideways. Know that passing accurately helps the team retain possession and move forward. Know how tagging stops the ball carrier forces a change in play. Know a triangle provides passing options and support around the ball carrier. Know that a scrum restart play after certain infringements. Know that players must work together to secure or regain possession safely. Know how attacking teams aim to create space and move the ball forward. Know how quick passing and support can break defensive lines. Know that defenders aim to stop the ball carrier and reduce space. Know that good defensive organisation requires players to communicate and work together. Gymnastics Know that matching means performing the same movement at the same time. Know how matching requires timing, control and awareness of others. Know that matching can be performed on, over or around apparatus. Know how apparatus can change the level, direction and shape of matching movements Know that mirroring means copying a partner's movement as if looking into a mirror. Know the movement is performed on the opposite side of the body. Know that mirroring can be performed on, over or around apparatus. Know that partners must maintain safe spacing and awareness of the apparatus Know how to perform a strong performance with matching, mirroring and combinations. Know that changes in level, direction, shape and speed can make a sequence more effective. Football Know that when we keep possession, we can control a game. Know that keeping possession gives a team more attacking opportunities. Know that defenders should stay between the attacker and goal to be compact. Know that defending requires communication, marking and tracking. Know that formations give players clear roles and positions. Know that good formations help teams create space and cover areas. Know that tactics are planned ways of attacking or defending. Know how effective tactics help teams exploit weaknesses and reduce risks. Know that successful teams combine skills, tactics and teamwork. Know that players must make decisions quickly as the game changes.		
	Tennis Know that a volley is hit before the ball bounces. Know a volley uses a short, controlled swing. Know the return of serve should be controlled and accurate. Know that players should aim to return the ball away from their opponent. Know why tactics are used to create space and pressure an opponent. Know that changing direction, depth and speed can make shots more difficult to return Know that doubles partners should communicate and cover the court together. Know that Players should move to support their partner and cover open space. Know that successful tennis requires consistent strokes, movement and tactical decisions. Know that players must adapt their tactics as the match develops.		
	Rounders Know that fielders should cover key areas of the pitch. Know good positioning reduces spaces for batters to score. Know a mishit ball may travel a short distance or change direction. Know that batters must decide whether to run or stay at the post. Know that fielders have different roles and positions. Know that players should adjust their positions to cover space and support teammates. Know batting tactics aim to create space and maximise scoring opportunities. Know fielding tactics aim to limit scoring and get batters out. Know officials must know and apply the rules consistently Know that officials need to make clear and fair decisions.		
	Athletics Know that acceleration is the ability to increase speed quickly. Know how a strong start helps a runner reach maximum speed sooner. Know that pacing means controlling speed throughout a race. Know that a steady pace helps runners conserve energy. Know that effective throwing requires power, speed and correct technique. Know that different throws require different release angles and techniques. Know how effective jumping requires speed, take-off and controlled landing. Know a strong take-off can increase jump distance or height. Know that an all-round athlete needs a range of running, jumping and throwing skills. Know that different events require athletes to adapt their technique and effort.		

Year 5/6 PE B – T1 Rugby – Autumn 1

Rugby

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we pass the ball to maintain possession?	Why do we tag and form a triangle?	Are scrums effective?	How do we use attacking play to our advantage?	How do we use defensive play to our advantage?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that the ball must be passed backwards or sideways. Know that passing accurately helps the team retain possession and move forward.	Know how tagging stops the ball carrier forces a change in play. Know a triangle provides passing options and support around the ball carrier.	Know that a scrum restart play after certain infringements. Know that players must work together to secure or regain possession safely.	Know how attacking teams aim to create space and move the ball forward. Know how quick passing and support can break defensive lines.	Know that defenders aim to stop the ball carrier and reduce space. Know that good defensive organisation requires players to communicate and work together.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 – Pass accurately to a teammate while moving. Year 6 - Select the right type and timing of pass to maintain possession.	Year 5 – Move into space to support the ball carrier. Year 6 -Create and use effective support triangles to maintain possession.	Year 5 – Use body position and teamwork to compete safely for possession Year 6 - Apply coordinated movement and positioning to gain possession from a scrum.	Year 5 – Use passing, running and support to create attacking opportunities. Year 6 - Select and adapt attacking tactics to exploit defensive weaknesses.	Year 5 – Track opponents and move together to stop attacking play. Year 6 -Apply defensive strategies to pressure opponents and regain possession.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils understand that the ball can be moved between teammates to keep possession.</i>	<i>Pupils have practised supporting teammates when attacking.</i>	<i>Pupils have experience of working safely as part of a team.</i>	<i>Pupils have practised running, passing and finding space.</i>	<i>Pupils have practised working together to stop an attack.</i>

Year 5/6 PE B – Gymnastics – Autumn 2

Matching and Mirroring

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is matching?	Can we apply matching to apparatus?	What is mirroring?	Can we adapt mirroring into apparatus?	How can our performance include mirroring and matching?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that matching means performing the same movement at the same time. Know how matching requires timing, control and awareness of others.	Know that matching can be performed on, over or around apparatus. Know how apparatus can change the level, direction and shape of matching movements.	Know that mirroring means copying a partner's movement as if looking into a mirror. Know the movement is performed on the opposite side of the body.	Know that mirroring can be performed on, over or around apparatus. Know that partners must maintain safe spacing and awareness of the apparatus	Know how to perform a strong performance with matching, mirroring and combinations. Know that changes in level, direction, shape and speed can make a sequence more effective.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 – Perform matching movements with a partner using control and timing. Year 6 - Perform matching movements with consistent timing, control and precision.	Year 5 – Perform matching movements safely using apparatus. Year 6 - Adapt matching movements to use different apparatus, levels and directions.	Year 5 – Mirror a partner's movements with control and accuracy. Year 6 - Mirror a sequence accurately while maintaining timing and spatial awareness.	Year 5 – Perform mirrored movements safely using apparatus. Year 6 - Adapt mirrored sequences using changes in level, direction and apparatus.	Year 5 – Combine matching and mirroring in a controlled sequence. Year 6 - Create and perform a fluent sequence that combines matching, mirroring and varied movements.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils have experience of copying simple movements.</i>	<i>Pupils have used apparatus to perform balances and travelling movements.</i>	<i>Pupils can copy movements using different body parts and directions.</i>	<i>Pupils have experience of moving around and over apparatus.</i>	<i>Pupils have created and performed short gymnastics sequences.</i>

Year 5/6 PE B – Football - Spring 1

Football

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Why do we keep possession?	How do we defend effectively?	Why do formations help?	Are tactics a good component to winning a game?	Can we use all our knowledge to win?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that when we keep possession, we can control a game. Know that keeping possession gives a team more attacking opportunities.	Know that defenders should stay between the attacker and goal to be compact. Know that defending requires communication, marking and tracking.	Know that formations give players clear roles and positions. Know that good formations help teams create space and cover areas.	Know that tactics are planned ways of attacking or defending. Know how effective tactics help teams exploit weaknesses and reduce risks.	Know that successful teams combine skills, tactics and teamwork. Know that players must make decisions quickly as the game changes.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 – Pass and move to maintain possession. Year 6 - Use movement and accurate passing to keep possession under pressure.	Year 5 – Mark an opponent and delay their progress. Year 6 - Work as a defensive unit to pressure attackers and regain possession.	Year 5 – Maintain a position within a team formation. Year 6 -Adapt positioning within a formation to respond to the game.	Year 5 – Apply simple attacking and defensive tactics. Year 6 - Select and adapt tactics based on the opposition and game situation.	Year 5 – Apply passing, movement, attacking and defensive skills in a game. Year 6 - Combine skills and tactics independently to influence the outcome of a game.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils have practised passing and receiving the ball.</i>	<i>Pupils have experience of intercepting and winning the ball.</i>	<i>Pupils understand the importance of team shape and positioning.</i>	<i>Pupils can make basic decisions during game play.</i>	<i>Pupils have experience of applying skills within small-sided games.</i>

Year 5/6 PE B – Net and Wall Games – Spring 2

Tennis

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How do we volley the ball?	Can we control from the serve?	Can we use tactics to win a point?	Can we be effective in a 2v2 game?	How do we win a match using all our skills?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that a volley is hit before the ball bounces. Know a volley uses a short, controlled swing.	Know the return of serve should be controlled and accurate. Know that players should aim to return the ball away from their opponent.	Know why tactics are used to create space and pressure an opponent. Know that changing direction, depth and speed can make shots more difficult to return.	Know that doubles partners should communicate and cover the court together. Know that Players should move to support their partner and cover open space.	Know that successful tennis requires consistent strokes, movement and tactical decisions. Know that players must adapt their tactics as the match develops.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 – Perform a controlled volley over the net. Year 6 - Direct volleys into space using control and accuracy.	Year 5 – Return a serve with control and consistency. Year 6 -Place the return into space to regain control of the rally.	Year 5 – Use simple tactics to move an opponent around the court. Year 6 - Select and adapt tactics based on an opponent's position.	Year 5 – Communicate and work with a partner to cover the court. Year 6 - Coordinate positioning and shot selection to create attacking opportunities.	Year 5 – Combine serving, returning, rallying and movement in a match. Year 6 - Apply and adapt a range of skills and tactics to influence the outcome of a match.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils have practised basic racket control.</i>	<i>Pupils can track the ball and move into position.</i>	<i>Pupils have practised directing the ball away from an opponent.</i>	<i>Pupils have experience of working with a partner.</i>	<i>Pupils have practised serving, returning and rallying.</i>

Year 5/6 PE B – Striking and Fielding – Summer 1

Rounders

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we maximise our players when fielding?	What happens when we mishit the ball?	What players should be where?	Can we apply tactics in games?	How can we officiate our own game?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that fielders should cover key areas of the pitch. Know good positioning reduces spaces for batters to score.	Know a mishit ball may travel a short distance or change direction. Know that batters must decide whether to run or stay at the post.	Know that fielders have different roles and positions. Know that players should adjust their positions to cover space and support teammates.	Know batting tactics aim to create space and maximise scoring opportunities. Know fielding tactics aim to limit scoring and get batters out.	Know officials must know and apply the rules consistently Know that officials need to make clear and fair decisions.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 – Position players to cover key areas of the pitch. Year 6 - Adapt fielding positions to respond to the batter and game situation.	Year 5 – React quickly to the direction and distance of a hit. Year 6 - Make effective running decisions based on where the ball is fielded.	Year 5 – Maintain an effective fielding position. Year 6 - Communicate and adjust positions to strengthen the team's fielding shape.	Year 5 – Apply simple attacking and defensive tactics during a game. Year 6 - Select and adapt tactics in response to the opposition and game situation.	Year 5 – Apply basic rules and make clear decisions during a game. Year 6 -Independently officiate a game, explaining and applying decisions confidently and fairly.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils have practised throwing, catching and retrieving.</i>	<i>Pupils understand how to run between posts after hitting.</i>	<i>Pupils have experience of communicating and working as a team.</i>	<i>Pupils can make simple decisions during game situations</i>	<i>Pupils have experience of making fair decisions and taking responsibility.</i>

Year 5/6 PE B – Athletics – Summer 2

Athletics

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we get up to full speed for a competition?	Can we pace ourselves for a longer distance run?	How can we effectively throw in a competition?	How can we effectively jump in a competition?	Can we combine all sports to be an all-rounder?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that acceleration is the ability to increase speed quickly. Know how a strong start helps a runner reach maximum speed sooner.	Know that pacing means controlling speed throughout a race. Know that a steady pace helps runners conserve energy.	Know that effective throwing requires power, speed and correct technique. Know that different throws require different release angles and techniques.	Know how effective jumping requires speed, take-off and controlled landing. Know a strong take-off can increase jump distance or height.	Know that an all-round athlete needs a range of running, jumping and throwing skills. Know that different events require athletes to adapt their technique and effort.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5 – Accelerate quickly and maintain sprinting technique. Year 6 - Refine acceleration and maintain maximum speed under competition conditions.	Year 5 – Maintain a consistent pace over a longer distance. Year 6 - Adjust pace strategically to maximise performance.	Year 5 – Apply correct throwing technique to achieve distance and accuracy. Year 6 - Refine technique and adjust the release to maximise throwing distance.	Year 5 – Use a controlled approach, take-off and landing. Year 6 - Refine approach and take-off technique to maximise performance.	Year 5 – Apply appropriate techniques across running, jumping and throwing events. Year 6 - Adapt techniques and performance strategies across a range of events to maximise overall results.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Pupils understand how to accelerate from a standing start.</i>	<i>Pupils have practised controlling their running pace.</i>	<i>Pupils understand how to use power and accuracy when throwing.</i>	<i>Pupils understand the importance of speed and power when jumping.</i>	<i>Pupils can apply basic techniques across different athletics events.</i>