



Year 5 Physical Education Curriculum

	Autumn			
Curriculum focus/links	To develop and consolidate a wider range of actions and explore more ways to perform. To use skills and agilities individually, in combination and in sequence showing control and quality.	Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.	Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.	Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including in defence. Increase power and strength of passes, moving the ball over longer distances.
Sport/Games	Gymnastics	Netball	Dance	Hockey
Prior Learning	An understanding that performance will improve with practise. Combined actions into sequences with changes of level and speed. Used a range of different body shapes. Worked with a partner on the floor and using apparatus.	Introduced netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork. Introduced the concept of preliminary moves.	Worked to develop a solo secret agent phrase and explore relationship variations through trio dance, such as action and reaction. Practised and performed a variety of different formations.	Experienced different types of small-sided invasion games. Able to send and receive balls. Used a variety of techniques and tactics to play competitively, both attacking and defending.
Key Vocabulary	Flight Symmetry Asymmetry Spotting landings Display Match Reciprocal teaching Mirror Tuck Stretch Star Relationship	Score Shoot Possession React Foul Umpire Quick turns Dodge, pivot Stationary Shooting circle/semi-circle	Bollywood Mudra Lotus Flower Flag, Deer Bhangra Line Dance Switch Heel switch Heel hooks Rodeo kick Step touch Grapevine Slide	Control Use space Defend Attack Dribble Pass Push Slap Reverse
Substantive Concepts	To teach the children how to move safely from the floor to apparatus. To change levels on the apparatus and to move safely from the	To choose the appropriate pass for different scenarios. To find space to receive in a game.	How to dance in the style of Bollywood. How to create a Bollywood dance duet.	To perform a push pass with accuracy. To perform a straight dribble to maintain possession.


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	<p>apparatus to the floor. To develop individual and partner sequences by understanding, choosing and applying a range of compositional principles. To understand why warm ups and cool downs are important.</p>	<p>To use different dodging techniques to outwit a defender and get free. To practice and perform pivoting and quick turns. To get into closer shooting positions. To react and move quickly in isolation and in games.</p>	<p>How to present and appreciate a Bollywood dance. How to dance in the Line Dancing style. How to create a group Line Dance. How to present and appreciate a Line Dance.</p>	<p>To use reverse-stick to control a ball on the far side of our body. To use a slap pass to send the ball over longer distances. To turn to keep the ball under control and move into space. To develop new skills in competitive situations and look to improve.</p>
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	Spring			
Curriculum focus/links	An understanding that performance will improve with practise. Combined actions into sequences with changes of level and speed. Used a range of different body shapes. Worked with a partner on the floor and using apparatus.	Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.	Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.	To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.
Sports/Games	Gymnastics	Basketball	Dance	Tennis
Prior Learning	An understanding that performance will improve with practise. Combined actions into sequences with changes of level and speed. Used a range of different body shapes. Worked with a partner on the floor and using apparatus.	Increased confidence and selection of basic skills such as dribbling, throwing and shooting. Developed a range of ball-handling skills. Used footwork rules in a game situation and explored basic marking.	Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a group to create and perform.	Can make it difficult for their opponent to score a point. Begun to choose specific tactics. Transferred net/wall skills. Improved agility and coordination and use in a game.
Key Vocabulary	Flight Symmetry Asymmetry Spotting landings Display Match Reciprocal teaching Mirror Tuck Stretch Star Relationship	Blocking Pivot Forward Reverse Exploit Lay off Accurately Rebound Fake Feint	Solo Trio Relationship Formations Action Reaction Musicality Performance Combat Secret agent Mission	Hit Return Court Forehand Backhand Bounce Points Score Net Tactics Underarm Overarm
Substantive Concepts	To understand why exercise is good for health, fitness and well being and how to become healthier themselves. To understand which are the main muscle groups that need to be stretched prior to a gym lesson/which joints need to be mobilised effectively.	To use blocking to stop an opponent from shooting. The front pivot and trying to use it in a game. To use a forward pass and wing play to build an attack as a team.	To create a secret agent solo dance. To remember, perform and master an agent phrase. To develop a trio dance using relationship variations To create a combat trio To use gestures to create a	To use the ready position to return a ball. To hit the ball to different parts of the court using a forehand hit. To perform an underarm serve to start a rally.

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	<p>To evaluate their own and others work. To suggest ways of improving performance.</p>	<p>To perform a one-handed push pass under pressure. To create space using the box-out technique to recover rebounds. To catch the ball under pressure into the triple-threat position.</p>	<p>secret mission ending. To perform a secret agent dance with control, precision and skill.</p>	<p>To move towards a ball to return it over the net. To play cooperatively with a partner to keep the ball moving over the net. To perform forehand hits to score points in a competition.</p>
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	Summer			
Curriculum focus/links	To develop fundamental rowing skills and teamwork through indoor rowing lessons. Pupils will build endurance, coordination, and technique, while learning to work collaboratively in a crew. Emphasis is placed on correct posture, rhythm, and control rather than speed or competition.	Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.	Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.	To develop fundamental rowing skills and teamwork through indoor rowing lessons. Pupils will build endurance, coordination, and technique, while learning to work collaboratively in a crew. Emphasis is placed on correct posture, rhythm, and control rather than speed or competition.
Sports/Games	Rowing	Quadkids	Rounders	Rowing
Prior Learning	By Year 5, pupils should have: Experienced basic fitness and endurance activities (e.g., circuit training, cross-country). Developed general coordination, balance, and gross motor control. Taken part in team games, showing understanding of cooperation and communication. Learned basic water safety rules (from swimming or water-based activities). Shown ability to follow multi-step instructions and use equipment safely.	Showed controlled movements in response to instructions. Demonstrated agility and speed. Jumped for height and distance. Thrown with speed and power and applied appropriate force.	Developed a range of skills in a competitive context. Chosen and used a range of simple tactics in isolation and a game context. Identified different roles in rounders.	By Year 5, pupils should have: Experienced basic fitness and endurance activities (e.g., circuit training, cross-country). Developed general coordination, balance, and gross motor control. Taken part in team games, showing understanding of cooperation and communication. Learned basic water safety rules (from swimming or water-based activities). Shown ability to follow multi-step instructions and use equipment safely.
Key Vocabulary	Stroke Catch Drive Recovery Rhythm Crew Ergometer Grip	Track Force Distance Curve Accelerate Hurdles foam javelins vortex howler	Power Consistently Accuracy Stump Conditioned Fitness Miss hit Strength	Stroke Catch Drive Recovery Rhythm Crew Ergometer Grip

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	<p>Crew Coxswain (Cox) Blade Posture Handle Drive Phase Coordination</p>	<p>Bounce Target take off Sling Exchange Accuracy</p>	<p>Encouragement Defensive Offensive</p>	<p>Crew Coxswain (Cox) Blade Posture Handle Drive Phase Coordination</p>
<p>Substantive Concepts</p>	<p>Teamwork and Cooperation Rowing is a team sport requiring synchronisation, communication, and trust among crew members to achieve smooth and efficient movement.</p> <p>Biomechanics and Body Control Understanding the body's movement patterns, including posture, joint action, and muscle engagement, to perform rowing strokes safely and effectively.</p> <p>Rhythm and Timing Developing a consistent rhythm in rowing strokes to maintain boat balance and maximise propulsion.</p> <p>Endurance and Fitness Building cardiovascular and muscular endurance to sustain rowing efforts over time.</p> <p>Water Safety and Awareness Recognising hazards and safety protocols when engaging in water-based activities, essential for safe rowing practice.</p>	<p>To challenge ourselves in running, jumping and throwing tasks.</p> <p>To accelerate over short distances.</p> <p>To run and jump using one-footed take-off.</p> <p>To use a sling action to throw a discus.</p> <p>To run on a curve and exchange a baton in our team.</p> <p>To apply the skills we have developed in a competitive way.</p>	<p>To judge how far you can run based on the distance of a hit.</p> <p>To throw over short distances with power and accuracy to get batters out.</p> <p>To follow the path of the ball to make sure it is fielded consistently.</p> <p>The backwards hit rule and using it tactically as the backstop.</p> <p>To hit the ball into gaps to maximise the chance of scoring.</p> <p>To set a field in a game to limit the scoring of a batter.</p>	<p>Teamwork and Cooperation Rowing is a team sport requiring synchronisation, communication, and trust among crew members to achieve smooth and efficient movement.</p> <p>Biomechanics and Body Control Understanding the body's movement patterns, including posture, joint action, and muscle engagement, to perform rowing strokes safely and effectively.</p> <p>Rhythm and Timing Developing a consistent rhythm in rowing strokes to maintain boat balance and maximise propulsion.</p> <p>Endurance and Fitness Building cardiovascular and muscular endurance to sustain rowing efforts over time.</p> <p>Water Safety and Awareness Recognising hazards and safety protocols when engaging in</p>

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	<p>Self-Regulation and Focus Learning to concentrate on technique, control breathing, and manage physical exertion during practice and competition.</p>			<p>water-based activities, essential for safe rowing practice.</p> <p>Self-Regulation and Focus Learning to concentrate on technique, control breathing, and manage physical exertion during practice and competition.</p>
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