









Physical Education components and Assessment checkpoints (2025 – 2026)

If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move; nothing would be impossible. Matthew 17:20







EYFS sticky knowledge	
Overview	Physical development is one of the prime areas of the Early Years Foundation stage and is split into the development of both gross motor and fine motor skills. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Physical development also links closely to other areas of development, teaching children's how to manage their own needs and make healthy choices. It is also vital to children developing spatial awareness, co-ordination and muscle strength, all of which support the development of early literacy and writing development.
What Physical Education might look like in our school.	<ul style="list-style-type: none">- Weekly PE sessions.- Opportunities for children to experiment and use a wide range of one-handed tools of varying sizes.- Opportunities for children to use tools to manipulate materials, combining and joining.- Large scale and small-scale construction.- Opportunities to develop gross motor skills through digging, pouring, climbing and lifting.- Fine motor activities such as threading, cutting, sewing, handwriting.
Early Learning Goal: Gross Motor	Children at the expected level of development will: <ul style="list-style-type: none">-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.
Early Learning Goal: Fine Motor	Children at the expected level of development will: <ul style="list-style-type: none">-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;-Use a range of small tools, including scissors, paint brushes and cutlery;-Begin to show accuracy and care when drawing.
Early Learning Goal:	Children at the expected level of development will:

PSSED – Managing Self	-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.					
EYFS	Autumn 1		Spring		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Area of Focus	Fundamentals 1	Fundamentals 2	EYFS Gymnastics	Games 1	Fundamental Athletics	Games 2
Golden Threads	Courage to be agile and to move in different ways. Aspire to improve agility and balance.	Perseverance to continue working on agility and balance and allowing students to achieve progression.	To respect each other as they learn new skills and begin to use their body differently. To have the courage to use your body in a way that they have not done before.	To belong to part of a team and to work together in a game scenario. To trust your team mates and those around you.	To believe in yourself, to practice and improve. To use achieve small improvement in athletic disciplines.	Perseverance to improve accuracy and technique. Compassion and forgiveness to work effectively with a partner.
Disciplinary knowledge	Jumping, running and moving in different directions	Moving at different speeds, balancing, control and rhythm	Moving at different speeds, balancing, control and rhythm	Ball skills with controlled movement	Combination of progressive skills learnt throughout the year	Ball skills with controlled movement – throwing and bouncing + team games
Tier 3 Vocabulary	Instructions, bound, jump,	Control, walking, jogging, running,	Awareness, space, variety,	Stop, start, balance, control,	Skills, speed, direction,	Travel, directions,

	directions, sideways, agile, stable	sprinting, bound, landing, balance, hop, leap, skip, agility, rhythm	gymnastics, body shapes, tension, roll,	bounce, pass, target, control, instructions, skills	control, balance, obstacles, jump, land, accuracy, distance	target, object, pat, bounce, send, receive, situation, skills.
Learning Objectives (Components)	<p>1. Can you follow instructions? Can you bound and jump?</p> <p>2. Can you run?</p> <p>3. Can you move sideways?</p> <p>4. Can you move in different directions while being agile?</p> <p>5. Can you stay balanced and stable in different positions?</p> <p>6. Can you complete the pupil challenge?</p>	<p>1. Can you move with control looking out for other children and not bumping into them whilst walking, jogging, running and sprinting?</p> <p>2. Can you bound with rhythm and balance? Can you jump for height and distance bending your knees for landing and using your arms as shown?</p> <p>3. Can you hop and leap without falling over by keeping balanced?</p> <p>4. Can you skip with control and rhythm on your own, with a partner and in a game?</p>	<p>1. Can you listen to instructions? Can you show an awareness of space?</p> <p>2. Can you move in a variety of ways with control? Can you make some gymnastic shapes?</p> <p>3. Can you move like an animal and describe the movement? Can you feel that you get hotter with exercise?</p> <p>4. Can you balance on different parts of your body showing tension?</p> <p>5. Can you move with control using different pathways? Can you show a</p>	<p>1. Can you stop and start with control?</p> <p>2. Can you stay balanced and stable in different positions?</p> <p>3. Can you bounce a ball and pass a ball into a target?</p> <p>4. Can you listen to instructions and move in different ways with control?</p> <p>5. Can you use the skills you have learned to play a game?</p> <p>6. Can you use the skills you have learned to play a game?</p>	<p>1. Can you move and run in different ways and at different speeds?</p> <p>2. Can you change direction and speed with control? Can you throw a beanbag into a space?</p> <p>3. Can you run at different speeds over obstacles?</p> <p>4. Can you jump and land in different ways?</p> <p>5. Can you throw a beanbag accurately over a distance?</p> <p>6. Can you jump for a distance?</p>	<p>1. Can you move that scarf, large ball, balloon, beanbag in different ways?</p> <p>2. Can you make a scarf, large ball, beanbag or balloon travel in different directions?</p> <p>3. Can you send an object towards a target with an object?</p> <p>4. Can you hit a target with an object?</p> <p>5. Can you pat and bounce a large ball?</p> <p>6. Can you send and receive a ball to / from a partner in a game situation using the skills you have learnt?</p>

		<p>5. Can you take part in an agility course using the skills you have learnt to bound, hop, jump and skip?</p> <p>6. Can you confidently remember how to do a PE session safely by looking for space, following instructions and take turns with other children?</p> <p>Can you take part in an agility course and be part of a team using the skills you have learnt to bound, hop, jump, leap and skip? Do you know the three changes that may occur to your body when you exercise and know that exercise will help you to be healthy?</p>	<p>balance at the start and finish with body tension?</p> <p>6. Can you roll in different ways with control? Can you work sensibly to get the mats out?</p>			
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Assessment checkpoints	Children who are secure will be able to: Move with speed in difference directions and maintain balance. Hold static balances in difference positions.	Children who are secure will be able to: Move in different styles, maintain balance and move with spatial awareness.	Children who are secure will be able to: Move as different things, such as animals, hold balances and forward roll in control.	Children who are secure will be able to: Hold balance in different positions, move and control a ball effectively so that a game can be played	Children who are secure will be able to: Run, move, accelerate (over obstacles), jump and land with control and throw a bean bag a distance.	Children who are secure will be able to: Learn basic ball control: moving, throwing and bouncing.
When do Assessment checkpoints happen?	L4 – Can the student move in different directions whilst maintaining balance. L5 – Assess students’ ability to balance in different positions.	L1 – End of lesson, can students move with out colliding with others. L3 – can students move in different styles whilst maintain balancing and not colliding with others.	L2 - Can students move in a variety of ways with spatial awareness. L5 – end of, can students balance, do they have control of their movements before moving onto rolling.	L2 - is student able to stop, start and move with balance? L4 – is student able to listen to instructions and control the ball?	L2 – can student run, move and stop in different ways with control and balance? L2 - can student throw a bean bag with accuracy?	L2 – can the student make a ball all object move in different ways (push, throw, kick)? L3 – assess students accuracy for lesson 6 when it comes to partner work.







Year 1/2 Year B (2026/2027)	Autumn 1		Spring		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Fundamentals movement	Gymnastics basic skills / direction and pathways	Dance	Games 1/2	Athletics 1	Net and wall
Golden Threads	Courage to combine to technical skills of running and hitting. Perseverance to improve my technique and to improve outcomes in a game scenario.	To belong to part of a team who is comfortable to express themselves through movement. To respect each-others work.	To belong to part of a team who is comfortable to express themselves through movement. Forgiveness and trust to work cooperatively with a partner.	To aspire to improve on technical skills of catching, controlling and striking a ball. To show compassion to teammates and opposing teams when playing a game.	To achieve through throwing, running and jumping in competitive situations. To believe in your ability to improve in technical athletic skills.	Compassion to work closely with a partner in receiving and sending. Respect each other to play games with good sportsmanship.
Disciplinary knowledge	Moving in different directions, throwing, catching, and hitting a ball	show control and coordination when travelling and balancing. Jump in a variety of ways and land with control	Focus on fluency of movement and working in unison. (Link to topic)	Move or stop to catch or collect a ball. Understand basic tactics. Decide on best positions and	Run and jump with control. Explore different jump techniques	Receive and send a ball in a ready position and use a racket with accuracy

				move accordingly.		
Tier 3 Vocabulary	Movements, successfully, consistently, directions, competitive, effectively, equipment, under-arm	Variety, gymnastics, travel, apparatus, neatness, balance, link, sequence, performance, practice,	Actions, dance phrase, cooperation, interactive, recall, movements, sequence, body position,	Roll, throw, catch, strike, bat, control, kick, game, competition, tactics, position, collect,	Coordination, speed, distance, throw, implements, obstacles, pace, stamina, triple jump, variety, sequence, competition,	Ready position, receive, send, racket, accuracy, skills, competition, tactics, control,
Learning Objectives (Components)	1. Can you follow instructions and move in different ways? 2. Can you move in different directions staying balanced? 3. Can you catch a ball in different ways? 4. Can you throw under arm with a range of sporting equipment? 5. Can you hit a ball effectively? 6. Can you use the following skills: to move, change direction and hit a	1. Can you make a variety of gymnastic shapes? Can you travel and stop and link 2 shapes together with control? 2. Can you jump safely from the floor and apparatus with neatness and control? 3. Can you balance on large and small parts of your body neatly? Can you recognize good shapes and suggest	1. Can you use appropriate dance actions to create a dance phrase based on penguins? 2. Can you use appropriate dance actions to create a dance phrase based on explorers? 3. Can you work cooperatively with a partner to create an interactive dance phrase based on a picture? 4. Can toy learn and perform the	1. Can you roll a ball? 2. Can you throw and catch a ball? 3. Can you strike a ball with a bat? 4. Can you control and kick a ball? 5. Can you use the skills you have learnt to play a game? 6. Can you use the skills you have learner to play a game?	1. Can you walk and run in a coordinated way, at different speeds for short and long distances? 2. Can you throw a range of implements for distance? 3. Can you run and jump over obstacles? 4. Can you run short and fast or pace yourself for a longer run? 5. Can you demonstrate a variety of jumps	1. Can you get into the ready position to receive the ball? 2. Can you send and receive the ball? 3. Can you use a racket to return a ball? 4. Can you use a racket to return a ball with accuracy? 5. Can you use the skills you have learned to play a game? 6. Can you use the skills you have learned to

	ball in a competitive situation?	improvements for others? 4. Can you roll with control in different ways? Can you link a jump, roll and balance neatly? 5. Can you create a sequence, as detailed in the pupil challenge? 6. Can you evaluate your sequence from last week for improvement to the next level and to practice for performance?	set phrase from Happy Feet? 5. Can you recall the dance so far and create a story? 6. Can you practice and perform the dance based on Antarctica? Can you describe and comment on others work explaining what you like, dislike and why?		and link them together? 6. Can you confidently apply the skills you have learned, to throw jump and run in a competitive situation?	play a competitive game?
Assessment checkpoints	Children who are secure will be able to: Throw, catch and hit a ball.	Children who are secure will be able to: Move in a variety of ways, balance on large and small parts of the body.	Children who are secure will be able to: move in a variety of ways to create dance phrases, work in unison with a partner, choreograph movements to suit a theme.	Children who are secure will be able to: Move or collect a ball in a variety of ways, develop basic tactics to play a game	Children who are secure will be able to: Run and jump with control, explore different jump techniques	Children who are secure will be able to: Receive and send a ball with hands and using a racket.
When do Assessment checkpoints happen?	L2 – can students move in different directions whilst	L2 - Can students move in a variety of ways with control	L2 - can student link poses and movements	L4 - is student able to roll, throw,	L2 – can student throw an implement?	L2 – is student able to send a receive a

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	maintaining balance. L4 - Can student throw under arm and catch from a small distance. L5 – are students able to hit a ball?	and awareness of those around them? L3 – are students able to balance on small and large parts of their bodies neatly?	together to make a dance phrase? L3 – can the student change movements and poses to suit a theme.	catch, control, hit and kick a ball?	L3 – is student able to jump over obstacles? L4 – can student recognize distance and change pace to suit?	ball with control and accuracy? L4 – is student able to use a racket effectively to incorporate into a game (L5 and L6)

Year 1/2 Year A (2025/2026)	Autumn 1		Spring		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Fundamentals movement	Gymnastics stretching and curling	Dance	Games 3/4	Athletics 2	KS1 OAA
Golden Threads	Courage to apply learnt skills moving, changing direction and hitting a ball. To believe in your	Courage to jump and roll from different heights. To show respect when evaluating your own and	To trust those you work with to create a unison dance phrase. To respect our classmates	Perseverance to improve technical skills of ball control. To believe in your ability to improve	To achieve through the development of athletic skills. To aspire to improve athletic	Compassion to work collaboratively in problem solving scenarios.

	abilities to combine skills in a competitive scenario.	other people's work.	dance interpretations of environments and animals.	technique and ball control.	technique, to run with more pace, jump with more distance and throw a further distance.	To belong as part of a team that can work effectively together.
Disciplinary knowledge	Moving in different directions, throwing, catching, and hitting a ball	Jump, roll and balance neatly. Creating stretching and curling shapes within a sequence	Focus on fluency of movement and working in unison. (Link to topic)	Move or stop to catch or collect a ball. Understand basic tactics. Decide on best positions and move accordingly.	Run and jump with more pace and control. Throwing with more technique	Explain what orienteering means, follow a map with symbols and work collaboratively).
Tier 3 Vocabulary	Moving in different directions, throwing, catching, and hitting a ball	Stretched / curled shapes, apparatus, travel, sequence, body tension, pose, posture,	Fluency of movement, unison, collaboration, phrase of movement, levels, evaluate,	Pass, receive, body position, intercept, spatial awareness, space, control, accuracy, distance, tactics	Pace, control, technique, coordination, hurdles, athletics, triple jump,	Orienteering, map, symbols, orientate, trail, collaboration, course, navigation,
Learning Objectives (Components)	1. Can you follow instructions and move in different ways? 2. Can you move in different directions staying balanced? 3. Can you catch a ball in different ways?	1. Can you travel and stop in a variety of ways showing movements and shapes that are stretched and curled? Can you recognize the difference between them and perform	1. Can you use large body actions and small body actions to create a dance about a cat? 2. Can you develop and remember movement actions for a dance? Can you	1. Can you stop, move and control a ball? 2. Can you pass and receive a ball? 3. Can you send, receive and intercept a ball (bench variant)?	1. Running – can you choose the correct pace to enable you to keep moving for a longer period of time for long distance and un/jog on a curve with control and coordination?	1. Can you explain what is meant by orienteering? Can you learn some map symbols? 2. Can you follow a simple trail remembering objects seen on the way? Can

	4. Can you throw under arm with a range of sporting equipment? 5. Can you hit a ball effectively? 6. Can you use the following skills: to move, change direction and hit a ball in a competitive situation?	them with control? 2. Can you jump safely and with control from the floor and apparatus showing both stretched and curled shapes? Can you name the shapes include them in a sequence? 3. Can you balance on different parts of my body with good body tension showing a variety of stretched and curled shapes? Can you recognize good shapes and suggest improvements for others? 4. Can you roll with control sometimes stretched and sometimes curled? Can you	include a change in levels and speed within your dance? 3. Can you create animal shapes and link them together in a polar bear and penguin dance? Can you travel from one move to another move? 4. Can you perform a dance about the rainforest linking moves together fluently and in unison? 5. Can you develop your skills in the performance of a dance? 6. Can you practice and perform a dance based on animals around the world? Can you describe and comment on	4. Can you use your feet to control a ball? 5. Can you use equipment to control a ball? 6. Can you decide between equipment or feet to control a ball?	2. Throwing – can you improve the distance you can throw a range of implements for distance showing some technique? 3. Running over hurdles – can you run at speed with control over hurdles? 4. Jumping – Can you increase the distance you can jump by improving your technique and can you link hopping, jumping and leaping together? 5. Athletics competition – can you take part in a competition, sharing equipment and taking turns whilst demonstrating the athletic skills	you remember the map symbols from last sessions and learn some more? 3. Can you recognize pictures and relate them to areas on the ground? Can I work collaboratively with my partner? 4. Can you navigate using a simple map? 5. Can you work collaboratively in a group to complete the problem solving activity as detailed in the pupil challenge? 6. Working in pairs, can you use a map of your playground to try an orienteering course?
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		link a jump, roll and balance neatly? 5. Can you create a sequence as detailed in the pupil challenge? 6. Can you evaluate your sequence from last week for improvement to the next level and practice for performance?	others work explaining what you like, dislike and why?		you learnt over the last 4 weeks? 6. Athletics competitions – can you assess/decide where you are in your learning? (Pupil challenge)	
Assessment checkpoints	Children who are secure will be able to: Throw, catch and hit a ball.	Children who are secure will be able to: display stretched and curled shapes using body tension, move from one shape to the next maintaining balance	Children who are secure will be able to: move in a variety of ways with fluency and in unison with a partner.	Children who are secure will be able to: Move to catch or collect a ball, understand basic tactics, decide on best positions	Children who are secure will be able to: Run and jump with more pace and control, throw with more technique	Children who are secure will be able to: Basic map reading, how to orientate self and map and work as part of a team.
When do Assessment checkpoints happen?	L2 – can students move in different directions whilst maintaining balance. L4 - Can student throw under arm and catch from a small distance.	L1 – are students able to perform at least one stretched and curled shape? L2 – can students hold shape with adequate balance and body tension? L3 – Can students maintain balance as	L3 – is student able to move fluently from one pose to another? L4 – is student able to manipulate body to imitate an animal?	L2 – can student pass and receive a ball? L4 – can student use feet to control a ball?	L1 – is student able to adapt pace and run around corners with control? L2 – does the student have good technique when throwing implements?	L2 – can student identify key features and symbols of a map? L3 – can student link image with their knowledge of the area?







	L5 – are students able to hit a ball?	they move one posture to another?			L4 – does student have adequate jumping technique?	
Year ¾ Year B (2026/2027)	Autumn 1		Spring 1		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Hockey	Tennis	Dance	Netball	Football	Athletics
Golden Threads	To aspire to learn and develop in a new discipline. The perseverance to learn new techniques and	The courage to try a new sport with new equipment. To belong to a community that can play sport	Perseverance to refine movements and improve phrases. To achieve by delivering a	To aspire to improve on learnt skills to reach the next level. Trust to play in a game setting with	Courage to strike and catch a ball moving towards you. Perseverance to work on	To believe in your peers and team mates during a defensive setting. Trust in your

	skills as part of a new sport.	against one another and maintain respect and sportsmanship.	performance to your peers.	peers and maintain sportsmanship.	techniques and improve accuracy.	opponent to defend with skill and accuracy, respecting the rules of football.
Disciplinary knowledge	Dribble, pass, receive, defend and attack skills	Ground stroke, forehand, backhand, volley, serve, baseline, tramline, service line, advantage, match, deuce, love	Refine movements and create more complex sequence to match purpose (link to topic).	Pass in 3 ways, dodging and accelerating. Understanding the footwork.	Travelling, passing and receiving the ball and tackling skills	Combine sprinting with low hurdles over 40/60m. Throw accurately and refine
Tier 3 Vocabulary	Dribble, pass, receive, attack, defend, grip, accuracy, weight, spatial awareness, marking,	Control, racket, court, net, tactics, forehand, backhand, serve, tournament, baseline	Phrase, duet, complex, characteristics, stimulus, inspiration, imitate,	Chest pass, bounce pass, over arm pass, footwork, foul spatial awareness, marking, accelerating, shoot, attack, defend, release,	Travelling, dribbling, passing, receiving, tackling, touch, weight, accuracy, possession, defense, attack, mark, space	Sprinting, jogging, hurdles, stamina, performance, rhythm, strong leg, circular relays, take-off, landing, start position, blocks,
Learning Objectives (Components)	1. Can you dribble the ball holding the hockey stick correctly? 2. Can you pass and receive the ball to/from another player?	1. Can you control a tennis ball with a tennis racket and work effectively with a partner? 2. Can you complete a throw and catch match successfully with	1. Can you develop a phrase based on the characteristics of animals that live in the forest? 2. Can you create a group phrase based on the actions of an	1. Can you accurately pass the ball in 3 different ways? 2. Can you understand and use the footwork rule? 3. Can you move into a space to	1. Can you develop ways of travelling with the ball? 2. Can you pass and receive a ball along the ground with control? 3. Can you practice passing	1. Can you develop speed technique in sprinting? 2. Can you run as fast as possible in a straight

	<p>3. Can you pass / receive the ball whilst moving?</p> <p>4. Can you select the best ways to defend?</p> <p>5. Can you select the best ways to attack and defend?</p> <p>6. Can you select the best ways to attack and defend?</p>	<p>a partner using some tactics?</p> <p>3. Can you perform a forehand tennis shot with accuracy?</p> <p>4. Can you perform a backhand tennis shot with accuracy?</p> <p>5. Can you perform a serve in tennis to start a game and use tactics in the game?</p> <p>6. Can you compete in a tennis tournament?</p>	<p>explorer in the rainforest?</p> <p>3. Can you create and perform a duet based on the journey an explorer may take through the rainforest?</p> <p>4. Can you use a clip as the stimulus to create a class tribal dance phrase?</p> <p>5. Can you remember and recall the dance sections so far and suggest a story for the whole rainforest dance?</p> <p>6. Can you practice and perform a dance based on the rainforest? Can you describe and comment on others work explaining what</p>	<p>receive a ball by dodging and / or accelerating? (attacking skills). Can you evaluate your performance and those of others?</p> <p>4. Can you perform a netball shot using good technique? i.e. balance, high release, wrist action.</p> <p>5. Can you play a game of high 5 netball and have an understanding of the roles of different positions?</p> <p>6. Can you objectively evaluate your previous performance to achieve the next level?</p>	<p>and receiving the ball in a competitive game?</p> <p>4. Can you use a range of skills to tackle and keep possession of the ball?</p> <p>5. Can you play as part of a team</p> <p>6. Can you use tactics for attacking and defending?</p>	<p>line in a shuttle relay Race?</p> <p>3. an you combine different jumping and landing actions?</p> <p>4. an you develop coordination for different types of jumps?</p> <p>5. an you throw a ball for distance and Height?</p> <p>6. Can you develop throwing with increasing accuracy?</p>
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			you like, dislike and why?			
Assessment checkpoints	Children who are secure will be able to: Dribble with balance, pass effectively and use space to defend.	Children who are secure will be able to: Control a tennis ball with a tennis racket, accurate forehand and backhand shots, serve.	Children who are secure will be able to: Work in unison with a group to choreograph a dance sequence, continue to manipulate the body based on a variety of stimulus.	Children who are secure will be able to: Pass in 3 ways, dodge and accelerate, understand footwork.	Children who are secure will be able to: Tackling, passing and receiving.	Children who can run smoothly at different speeds. Jump by taking off on one foot and landing safely on two feet Throw for distance and height
When do Assessment checkpoints happen?	L2 – Are students able to dribble and maintain balance? Can a student complete a push pass and stop the ball? L4 - Are students able to mark players and use spatial awareness?	L1 – can student control a tennis ball with a tennis racket? L4 – Can student perform accurate forehand and backhand tennis shot? L5 - Is student able to serve?	L2 – are students able to create a phrase of actions based on the stimulus? L4 – is student able to remember and perform a phrase of movement without prompts?	L2 – can student accurately pass and use footwork? L4 – can student move into space and accurately shoot?	L3 – is the competitive nature needed, do they just need to practice passing and dribbling? L4 – are students able to tackle safely?	Session 2 Can you run as fast as possible in a straight line in a shuttle relay race? Session 4 Can you develop coordination for different types of jumps? Session 6 Can you develop throwing with increasing accuracy?

Year ³ / ₄ Year A (2025/2026)	Autumn 1	Spring	Summer 1
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Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Tag Rugby	Cricket	Gymnastics – symmetrical / asymmetrical	Basketball	Judo	Striking and fielding
Golden Threads	To belong to a team that work together to attack and defend. To believe in your teammates that they will undertake their role in attack or defense.	Perseverance to learn a new skill that requires precision and accuracy. Compassion towards your fellow players by abiding by the rules and playing safely.	Aspire to evaluate, reflect and improve on a completed performance. Compassion and forgiveness to work closely with a part to create symmetrical and asymmetrical shapes.	Respect to complete a 5v5 game. Achieve , to be able to apply learnt skills in a competition setting.	Respect to follow strict guidance to ensure all my classmates are safe. Perseverance to refine technique to result in improvements.	To belong to a team of fielders that can restrict run rate. To trust in your team mates to undertake their role and work as effective feilders.
Disciplinary knowledge	Throw, pass, attack and defending skills	Throw underarm with accuracy, catch a head height ball, strike a ball with accuracy.	Symmetrical and asymmetrical shapes. Jump, roll and balance with good body tension.	Dribble, attack, defend and chest pass.	Breakfalling, turning, throwing, sweeping with a sequence throw to hold down.	Roll and throw, strike with accuracy. Intercept and fielding skills
Tier 3 Vocabulary	Touch, pass, spiral pass, pop pass, backwards, line of attack, line of defense,	Underarm throw, fielding, bowling, batting, wicket, stumps, bails, long barrier, body	Symmetrical, asymmetrical, body shape, posture, balance body tension,	Chest pass, bounce pass, over arm pass, footwork, double dribble, spatial	Hold down, sweep, turn, throw, breakfalling, sensei, dojo,	Striking, fielding, intercept, long barrier, accuracy, field, runs, fielder, batsman,







	opposing, attacking, defending, accelerate, space	position, release, stroke	elements, fluency, sequence,	awareness, marking, accelerating, shoot, attack, defend, release,	stance, grappling, counter, unbalance,	bowler, backstop, wicket, run rate
Learning Objectives (Components)	1. Can you throw a rugby ball with accuracy? 2. Can you pass the ball backwards in a line of players? 3. Can you select the best ways to attack and defend the opposing team? 4. Can you select the best ways to defend? 5. Can you select the best ways to attack and defend? 6. Can you select the best ways to attach and defend?	1. Can you throw underarm with accuracy? 2. Can you effectively catch a ball at head height? 3. Are you able to use your body to stop the ball? 4. Can you strike an underarm bowl? 5. Are you able to strike a ball to a partner? 6. Can you put your skills into a game scenario?	1. Can you create symmetrical shapes and balances? Can you link symmetrical travelling movements and balance together with control and good body tension? 2. Can you perform and name different symmetrical jumps and rolls? Can you link a jump, roll and balance in which all elements are symmetrical, with good body tension? 3. can you create asymmetrical shapes, travelling movement and	1. Can you dribble a basketball with control? 2. Can you adapt your body position to attack/ defend an opponent? 3. Can you demonstrate a successful chest pass? 4. Can you recall the features of a successful basketball shot? 5. Can you apply the skills and understanding you have learnt in a 5v5 game of basketball? 6. Can you apply the skills and understanding you have learnt in	1. How do you win? 2. How can I avoid losing? 3. What are the rules? 4. How can I fall without getting hurt? 5. How to escape when held on your back? 6. How to give up?	1. Can you roll / throw and receive a ball with accuracy? 2. Can you strike a ball with increasing accuracy? 3. Can you strike a bowled ball? 4. Can you intercept and stop a ball as a fielder? 5. Can you decide the most effective areas to hit the balls to score runs? 6. Can you work as a team to prevent others scoring? Can you work safely in a confined space avoiding others?

			<p>balance and link them together with good body tension? Can you evaluate your work and those of others and suggest improvements?</p> <p>4. Can you explore asymmetrical jumps and rolls? Can you move from symmetrical into asymmetrical shapes with good body tension?</p> <p>5. Can you create a sequence as detailed in the pupil challenges?</p> <p>6. Can you evaluate my sequence from last week for improvement to the next level and practice for performance?</p>	<p>a 5v5 game of basketball?</p>		
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Assessment checkpoints	Children who are secure will be able to: Pass, catch, attack and defend as a line.	Children who are secure will be able to: Roll, throw and strike with accuracy, understand basic fielding techniques.	Children who are secure will be able to: Create symmetrical and asymmetrical shapes, jump, roll and balance with good body tension.	Children who are secure will be able to: Dribble, attack, defend and chest pass	Children who are secure will be able to: To turn, throw and sweep students; to fall safely and understand the rules of Judo.	Children who are secure will be able to: Roll, throw and strike with accuracy.
When do Assessment checkpoints happen?	L2 – are students able to accurately throw and catch a rugby ball? L4 – do students understand the concept of defending as a line, are they use the whole space of the field?	L2 – can they effectively throw to a waiting partner? L4 – Can they strike with accuracy?	L2 – is student able to move from movement to movement whilst maintaining balance? L4 – is student able to display both symmetrical and asymmetrical movements?	L1 - can student dribble with control? L4 – can student accurately chest pass and shoot?	L3 – assess students understanding of the rules for the sake of safety. L4 - are students able to understand the techniques of falling with control?	L1 – assess ability to throw and catch, are they confident or does the lesson need repeating? L3 – are they able to strike the ball using a bat?

Year 5/6 Year B (2026/2027)	Autumn 1	Spring	Summer 1
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Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Tag Rugby	Basketball	Dance	OAA	Athletics	Swimming
Golden Threads	To achieve by deciding as a team the best methods to attack and defend. To respect my team mates and the opposing team.	Courage to identify areas of basketball that need improving. Trust in your team mates during a 5v5.	To belong to a community that can work collaboratively and creatively to create a dance sequence. Respect to performers when performing.	To belong to a team that work collaboratively in a problem-solving scenario. To achieve , to apply new skills to a problem and overcome the challenge.	Compassion for your relay team mates. Perseverance to develop technique and to aspire for improvements.	Perseverance to develop skills to improve accuracy of bowling. Respect for your team mates to work effectively as a fielding team.
Disciplinary knowledge	Throw, pass backwards, attack and defending skills. Mastering previously learned skills	Dribble, attack and chest pass – with speed and accuracy. Mastering best technique to defending and attacking.	Perform use advanced techniques with a range of styles and forms.	Orientate self to solve problems and adapting actions to changing situations. Work collaboratively.	Combine sprinting with low hurdles over 60m. Throw accurately and refine	Use one basic stroke with good control in arm and leg movement
Tier 3 Vocabulary	Touch, pass, spiral pass, pop pass, backwards, line of attack, line of defense, opposing, attacking,	Chest pass, bounce pass, over arm pass, footwork, double dribble, spatial awareness, marking,	Movement phrase, rhythm, style, stillness, in time, in rhythm, beat, pulse, phrase, dynamic, unison, opening	Orienteering, navigation, 4-8 point coordinates, compass, orientation, collaboratively,	Sprinting, jogging, hurdles, stamina, performance, rhythm, strong leg, circular relays, take-off,	Stroke, entrance, plane, freestyle, streamline, pull phase, recovery phase, tumble turn, open turn, catch, split time







	defending, accelerate, space, reaction, adapt	accelerating, shoot, attack, defend, release, angle, range,	and closing sequence	problem solve, map reading, north, south, ease, west	landing, start position, blocks,	
Learning Objectives (Components)	<p>1. Can you throw a rugby ball whilst travelling with accuracy?</p> <p>2. Can you pass the ball backwards in a line of players?</p> <p>3. Can you select the best ways to attack and defend the opposing team?</p> <p>4. Can you select the best ways to attack?</p> <p>5. Can you select the best ways to attack and defend?</p> <p>6. Can you select the best ways to attack and defend?</p>	<p>1. Can you identify your strengths and areas for development in basketball?</p> <p>2. Can you select an appropriate angle and range for your pass?</p> <p>3. Can you adapt your body position to defend an opponent?</p> <p>4. Can you adapt your body position to defend an opponent?</p> <p>5. Can you recall the features of a successful basketball shot?</p> <p>6. Can you play in a 5v5 game of basketball using all the skills you have learned?</p>	<p>1. Can you explore basic dance actions of jumping, turning, travelling, gesture and stillness whilst listening to music?</p> <p>2. Can you use three basic dance actions and one movement / word / shape chosen from last week to create a movement phrase with a partner?</p> <p>3. Can you continue to develop a dance sequence by choosing 3 new basic dance actions with another word taken from the spider graph to make another</p>	<p>1. Can you orientate simple maps to the ground accurately?</p> <p>2. Can you learn 4-8 points of the compass and use this knowledge to follow a trail?</p> <p>3. Working in pairs, can you use a map of your school site to complete an orienteering course?</p> <p>4. Can you work collaboratively with others to complete some problem-solving activities?</p> <p>5. Working collaboratively in pairs, can you use a map of your school site to set up and complete</p>	<p>1. Can you develop sprinting techniques in the circular relay?</p> <p>2. Can you sustain exercise to improve stamina?</p> <p>3. Can you hurdle with control and rhythm?</p> <p>4. Can you demonstrate appropriate body positions for throwing greater distances?</p> <p>5. Can you demonstrate appropriate body positions for throwing greater distances?</p> <p>6. Can you improve distance from take-off to landing in one jump?</p>	<p>1. What is my swimming ability?</p> <p>2. How do you swim front crawl?</p> <p>3. How do you swim breaststroke?</p> <p>4. How do you swim back stroke?</p> <p>5. How do you swim butterfly stroke?</p> <p>6. What happens if you fall in water with clothes on?</p>

			<p>movement phase and link them together?</p> <p>4. Can you continue to develop your dance by creating a phrase with a new partner using 3 basic dance actions and the last word chosen from a spider-graph?</p> <p>5. Can you discuss with the group how you begin and end the movement sequence using a still shape with gestures and include them in a practice performance?</p> <p>6. Can you link and perform 3 sequences together remembering all of the movements and actions to</p>	<p>an orienteering course?</p> <p>6. In pairs can you take part in an orienteering competition using the skills that you have learned: working collaboratively, reading a map, discussing effective routes?</p>		
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			perform a dynamic exciting dance in unison with your group including a beginning and an end showing improvements from the last session?			
Assessment checkpoints	Children who are secure will be able to: Pass, catch, attack and defend as a line. Compete fairly with sportsmanship.	Children who are secure will be able to: Dribble and chest pass with speed and accuracy, decide which method is best for defense and attack.	Children who are secure will be able to: Jump, turn and gesture in accordance with music – build multiple movements together to make a phrase that matches the music stimulus.	Children who are secure will be able to: Work collaboratively, orientate self, adapt actions to changing situations	Children who are secure will be able to: Sprinting with hurdles over 60m, refine throwing technique.	Children who are secure will be able to: Use the 3 of the key swimming strokes, understand the basics of water safety, use a float to improve swimming technique.
When do Assessment checkpoints happen?	L2 – are students able to accurately throw and catch a rugby ball? L4 – do students understand the concept of defending as a line, are they use the whole space of the field? L4 – are students	L2 – is student able to pass and catch a ball? L4 – is student able to use body and presence to defend? L5 – can student shoot with accuracy?	L2 – is student able to chose 3 basic dance movements to make a phrase? L5 – is student able to add a start and end sequence to the developed phrase?	L2 – can student orientate map and use 4-8 point compass? L3 – can student use a map of school for an orienteering task?	L1 – is student able to hurdle with control? L5– can student implement body positions to increase throwing distance? L6 – assess students jumping technique to increase distance.	L1 – based on students' abilities split the group into ability grouping. The higher group will move through the strokes into water safety, the lower group may need to solely focus on back

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	able to maintain sportsmanship?					stroke across the six weeks.
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Year 5/6 Year A (2025/2026)	Autumn 1		Spring		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Hockey	High 5 Netball	Gymnastics – Partner Sequence	OAA	Striking and fielding	Swimming
Golden Threads	Perseverance to further develop learnt skills to improve accuracy of pass and shot. Respect for team mates when testing new defensive and	To aspire to improve on learnt skills to reach the next level. Trust to play in a game setting with peers and maintain sportsmanship.	Perseverance to work collaboratively with a partner to create a phrase of movements. Forgiveness to work collaboratively	To belong to a team that work collaboratively in a problem-solving scenario. To achieve , to apply new skills to a problem and overcome the challenge.	Respect towards players batting and fielding. To trust your batting partner or team of fielders.	Courage to undertake a sport as a class in a new setting, in a new environment. Perseverance to look at fine details of

	attacking formations.		and creatively with a partner.			technique to improve strokes.
Disciplinary knowledge	Dribble, pass, receive, defend and attack skills – with speed and accuracy. Mastering best technique to defending and attacking	Pass in 3 ways, dodging, receiving defending and attack with speed and accuracy. Mastering the best technique and footwork whilst defending and attacking.	Create fluid sequence collaboratively applying previously learnt skills	Orientate self to solve problems and adapting actions to changing situations. Work collaboratively.	Bat and bowl accurately. Understanding best positions for fielders and intercept effectively	Use one basic stroke with good control in arm and leg movement
Tier 3 Vocabulary	Team formation, Centre, winger, defender, slap shot, wrist shot, backhand, long corner, penalty shot, mid-fielder, forward, flicking reverse stick	Chest pass, bounce pass, over arm pass, footwork, foul spatial awareness, marking, accelerating, shoot, attack, defend, release,	Fluid, sequence, phrase, body tension, partner sequence, variety of balances, apparatus, matching, mirroring, contrasting, full body weight balance, unison	Orienteering, navigation, 4-8 point coordinates, compass, orientation, collaboratively, problem solve, map reading, north, south, east, west	Bat, bowl, field, wicket, backstop, bowler, fielder, intercept, long barrier, runs, rounders, cover	Stroke, entrance, plane, freestyle, streamline, pull phase, recovery phase, tumble turn, open turn, catch, split time
Learning Objectives (Components)	1. How can I improve my dribbling and ball control? 2. How can I increase my accuracy in passing and receiving?	1. Can you accurately pass the ball in 3 different ways? 2. Can you understand and use the footwork rule? 3. Can you move into a space to	1. Can you work with a partner to show a variety of balances on the floor and apparatus with good body tension? Can you include matching,	1. Can you orientate simple maps to the ground accurately? 2. Can you learn 4-8 points of the compass and use this knowledge to follow a trail?	1. Can you bat effectively using different types of shot? 2. Can you vary how the ball is bowled? 3. Can you restrict the runs batters can score	1. What is my swimming ability? 2. How do you swim front crawl? 3. How do you swim breaststroke?

	<p>3. What are the best techniques to shoot at goal and when is the appropriate time to use them?</p> <p>4. What tactics can I use to improve my defensive ability?</p> <p>5. How do you take a penalty corner?</p> <p>6. What are the best team formations to use for attacking and defending?</p>	<p>receive a ball by dodging and / or accelerating? (attacking skills). Can you evaluate your performance and those of others?</p> <p>4. Can you perform a netball shot using good technique? i.e. balance, high release, wrist action.</p> <p>5. Can you play a game of high 5 netball and have an understanding of the roles of different positions?</p> <p>6. Can you objectively evaluate your previous performance to achieve the next level?</p>	<p>mirroring, and contrasting balances?</p> <p>2. Can you work with a partner to develop part and full body weight partner balances? Can you link 2 balances together in a short sequence with your partners?</p> <p>3. Can you work with a partner to practice jumping and rolling in unison and cannon with good body tension? Can you evaluate your performance and that of others for improvement?</p> <p>4. Can you work with a partner to practice meeting and parting using different gymnastic elements? Can</p>	<p>3. Working in pairs, can you use a map of your school site to complete an orienteering course?</p> <p>4. Can you work collaboratively with others to complete some problem-solving activities?</p> <p>5. Working collaboratively in pairs, can you use a map of your school site to set up and complete an orienteering course?</p> <p>6. In pairs can you take part in an orienteering competition using the skills that you have learned: working collaboratively, reading a map, discussing effective routes?</p>	<p>by fielding in key positions and fielding the ball accurately?</p> <p>4. Can you play a competitive striking game?</p> <p>5. Can you hit a moving ball with a rounders bat?</p> <p>6. Can you play a competitive game using skills learned as detailed in the pupil challenge?</p>	<p>4. How do you swim back stroke?</p> <p>5. How do you swim butterfly stroke?</p> <p>6. What happens if you fall in water with clothes on?</p>
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			<p>you show contrasting actions and include different levels?</p> <p>5. Can you create a sequence as detailed in the pupil challenge?</p> <p>6. Can you evaluate your sequence from last week for improvement to the next level and practice for performance?</p>			
Assessment checkpoints	Children who are secure will be able to: increase control and accuracy when passing, receiving and dribbling, understand key elements of the sport such as defensive techniques and penalty shots.	Children who are secure will be able to: Pass in 3 ways, dodge and accelerate, understand footwork.	Children who are secure will be able to: Work as a group to create a fluid sequence of movements.	Children who are secure will be able to: Work collaboratively, orientate self, adapt actions to changing situations	Children who are secure will be able to: Bat and bowl effectively; to begin to understand the most effective ways of fielding	Children who are secure will be able to: Use the 3 of the key swimming strokes, understand the basics of water safety, use a float to improve swimming technique.
When do Assessment checkpoints happen?	L2 - is student able to dribble, pass and receive with control and accuracy?	L2 – can student accurately pass and use footwork? L4 – can student move into space	L1 – is student able to balance and move in a variety of ways whilst	L2 – can student orientate map and use 4-8 point compass?	L1 – can the student bat efficiently and consistently?	L1 – based on students' abilities split the group into ability grouping. The higher group

	L3 – is the student able to make clear contact with the ball to produce a powerful strike.	and accurately shoot?	maintaining balance? L5 – is partnership able to move, balance and part in a variety of ways?	L3 – can student use a map of school for an orienteering task?	L2 – is the student accurate when bowling? L3 – assess students spatial awareness and ability to catch.	will move through the strokes into water safety, the lower group may need to solely focus on back stroke across the six weeks.
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras <u>Future Pathways:</u>	EYFS: Fundamentals 1 KS3: Hockey PE, Hockey club KS4: Hockey PE, Hockey club Newquay HC		EYFS: EYFS gymnastics KS3: Gymnastics PE, Dance, PE, dance performing arts class, performing arts club, gymnastics club KS4: Gymnastics PE, Dance PE, GCSE dance performing arts, performing arts club, gymnastics club Kernow Academy, Kernow Gymnastics and Acro Academy, Newquay Gymnastics		EYFS: . Games 2 KS3: Cricket PE, Softball PE, Rounders PE, Cricket Club, Softball Club, Rounders Club KS4: GCSE PE – cricket, softball, rounders, Cricket Club, Softball Club, Rounders Club Newquay CC, Cornwall Cricket	EYFS: EYFS gymnastics, fundamentals 1. KS3: PE swimming, Surf club, SLSC club KS4: GCSE swimming, water polo club, SLSC Club Newquay Cormorants Swimming Club, Newquay SLSC, Newquay Board riders, Newquay Women's Surf Club CIC

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