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Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	**N/A**		
Year 1	**Autumn 1**	**Topic: Commando Joe** Rationale: This unit is placed at the start of Year 1 to support pupils' transition into Key Stage 1 by embedding the school's RESPECT framework and establishing positive relationships, routines, and expectations. Through physically active, team-based challenges, pupils develop not only their fundamental movement skills but also key aspects of physical literacy, including cooperation, communication, and problem-solving. The Commando Joe programme is chosen to develop character, confidence, and resilience, helping pupils build the self-belief to engage in physical activity and tackle challenges. Inspirational role models make learning meaningful and support all pupils, including those less confident in PE, to feel included and succeed.	Children have been introduced to the school's RESPECT framework during Reception and are familiar with expected behaviours and values. In EYFS PE, pupils have developed fundamental movement skills such as running, jumping, balancing, throwing, catching, and coordination. This unit builds on these foundations by applying these skills in structured, collaborative challenges, allowing pupils to use their physical abilities in purposeful and engaging contexts.
	Autumn 2 **Spring 1**	**Topic: Gymnastics** Rationale: This unit introduces pupils to basic gymnastic movement, enabling them to use space safely and develop control, balance, and coordination. It is designed to build on fundamental movement skills through structured exploration of jumping, rolling, balancing, and travelling, both individually and in combination. Pupils are given opportunities to create and	Children can already roll, stretch, and travel in a variety of ways from Reception. They are beginning to move with greater balance and coordination. This unit builds on these skills in a more structured environment, applying them with increased control and purpose.

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		perform simple sequences, helping to develop confidence, creativity, and an understanding of levels, directions, and shapes.	
	Spring 2	**Topic: Invasion Games** Rationale: This unit introduces pupils to the fundamental skills and concepts of invasion games, including sending, receiving, and dribbling. It aims to develop coordination and control while introducing simple attacking and defending principles. Pupils begin to understand possession and are encouraged to apply basic tactics through play, alongside developing key values such as teamwork and resilience.	Children have experienced informal invasion-style play in EYFS and during unstructured times, such as lunchtimes. They have begun to develop basic skills such as underarm throwing and kicking. This unit builds on those experiences by introducing simple rules, scoring systems, and structured gameplay.
	Summer 1	**Topic: Team building** Rationale: This unit builds on pupils' previous experiences of teamwork to further develop communication, problem-solving, and collaboration skills. Through a range of challenges, pupils work individually and in groups, learning to take turns, share ideas, and begin to lead others. It provides opportunities for pupils to plan, reflect, and improve their approach, helping to develop confidence and independence.	Children have previously experienced the Commando Joe programme, where they developed teamwork, communication, and resilience. This unit builds on those skills by giving pupils more responsibility within group tasks, including opportunities to take on leadership roles, which some may find challenging.

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	Summer 2	**Topic: Athletics** Rationale: This unit introduces pupils to the key skills of athletics, focusing on running, jumping, and throwing. It aims to develop speed, agility, and coordination while improving control and technique. Through activities such as sprinting, accelerating, changing direction, vertically jumping, and throwing for distance and accuracy, pupils develop strength in their arms and legs and build confidence in applying these skills. This prepares them for more structured athletic activities in later years.	Children have prior experience of fundamental movement skills, including running, jumping, and throwing, from earlier PE units. They are beginning to control their speed and movements. This unit builds on these foundations by developing greater accuracy, control, and consistency in a more structured and purposeful context.
Year 2	**Autumn 1**	**Topic: Commando Joe** Rationale: This unit is placed at the start of Year 2 to reinforce the school's RESPECT framework and re-establish positive relationships and expectations. It builds on prior experience of the Commando Joe programme by further developing character, confidence, and resilience through more challenging team-based tasks. Pupils are encouraged to take greater responsibility, communicate effectively, and begin to lead others, while continuing to be inspired by positive role models that make learning purposeful and engaging.	Children already understand the school's RESPECT framework and have previously taken part in Commando Joe missions in Year 1. This unit builds on those experiences by increasing the level of challenge and expectation, particularly in teamwork, communication, and leadership skills.

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	Autumn 2 **Spring 1**	**Topic: Gymnastics** Rationale: This unit builds on previously developed gymnastic actions, such as holds and travelling, enabling pupils to refine their control, balance, and coordination. Pupils use a wider range of equipment and apparatus to create and perform sequences, developing confidence and safety when climbing on and off. There is a greater focus on movement quality, with pupils expected to perform with improved precision and begin to consider timing when linking actions together, supporting the creation of more fluid and controlled routines.	In Year 1, pupils created and performed short sequences, using basic travelling, balancing, and directional movements. They have had limited experience using apparatus. This unit builds on those foundations by increasing the use of equipment, requiring greater control and precision, and introducing timing to improve the quality of their performances.
	Spring 2	**Topic: Fundamentals** Rationale: This unit develops pupils' fundamental movement skills, including balancing, running, changing direction, jumping, hopping, and skipping, with a focus on improving control, coordination, and agility. Pupils use a range of equipment to apply these skills in different contexts, while beginning to evaluate their own and others' performance to recognise strengths and areas for improvement. Opportunities to work collaboratively support communication, turn-taking, and the sharing of ideas, helping pupils to apply their skills effectively in both individual and group activities.	In Year 1, pupils developed a range of basic fundamental movement skills. As pupils grow, their speed, agility, and coordination continue to develop. This unit builds on prior learning by refining these skills with greater control and introducing simple evaluation of performance. Pupils have experience working with others but may still need support in identifying strengths and suggesting improvements.
	Summer 1	**Topic: Team building** Rationale: This unit builds on pupils' previous experiences of teamwork by further developing communication and	In Year 1, pupils developed basic teamwork, communication, and problem-solving skills through collaborative challenges. They have experience selecting equipment and working with others. This unit builds on those foundations by requiring greater

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Year	Term	Rationale	Prior Knowledge/ Connections
		problem-solving skills through structured challenges. Pupils work individually, in pairs, and in groups, learning to discuss, plan, and reflect on strategies to improve outcomes. There is an increased focus on leadership, with pupils taking responsibility for guiding a partner while ensuring safety. The unit also promotes honesty, fair play, and respect, supporting pupils to apply these values consistently in physical activity.	independence, including leading others and reflecting on performance. Pupils may still need support in applying rules, demonstrating fair play, and showing good sportsmanship consistently.
	Summer 2	**Topic: Athletics** Rationale: This unit develops pupils' athletic skills, including running, jumping, and throwing, with a focus on improving speed, stamina, control, and accuracy. Pupils practise running at different speeds, including maintaining pace over longer distances, and apply jumping techniques with greater balance and precision to improve height and distance. Through a range of activities, pupils begin to measure and compare their performance, encouraging them to compete against themselves and others. This supports pupils in developing resilience, motivation, and an understanding of how to improve their physical performance.	In Year 1, pupils developed basic techniques in running, jumping, and throwing. This unit builds on those foundations by refining accuracy, control, and consistency, although pupils' techniques may still be developing. There is also an increased focus on measuring performance and using this to identify improvements.
Year 3	**Autumn 1**	**Topic: Commando Joe** Rationale: This unit is placed at the start of Year 3 to reinforce the school's RESPECT framework and establish positive relationships and expectations as pupils transition into Key Stage 2. It builds on prior experience of the	In Year 1 and Year 2, pupils completed Commando Joe missions, developing teamwork, communication, and early leadership skills. They are familiar with the RESPECT framework. This unit builds on these experiences by increasing the level of challenge and encouraging pupils to take greater

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Year	Term	Rationale	Prior Knowledge/ Connections
		Commando Joe programme by further developing character, confidence, and resilience through more complex and physically demanding team challenges. Pupils are encouraged to communicate effectively, solve problems collaboratively, and take on leadership roles with increasing independence. Inspirational role models continue to support engagement and provide meaningful contexts for learning.	responsibility, lead others more confidently, and apply their skills more independently in group tasks.
	Autumn 2 **Spring 1**	**Topic: Gymnastics** Rationale: This unit builds on pupils' prior gymnastic knowledge by encouraging them to select and link movements independently, improving control, coordination, and accuracy. Pupils are introduced to key concepts such as extension and body tension to enhance the quality of their movements. Through the use of apparatus, pupils develop greater control and precision when travelling and transitioning between actions, supporting the creation of more fluid and purposeful sequences.	In Year 2, pupils created and performed sequences using a range of basic actions and had some experience using apparatus. They explored simple rolls and holds and began to improve control and precision. This unit builds on these foundations by requiring pupils to make independent choices, refine movement quality, and link actions more effectively using apparatus.
	Spring 2	**Topic: Basketball** Rationale: This unit introduces pupils to the key skills and principles of basketball, focusing on developing passing, control, and spatial awareness within a game context. Pupils refine techniques such as the bounce pass and chest pass, including the use of correct hand positioning (e.g., 'W' shape), to maintain possession and support	In Key Stage 1, pupils developed basic throwing and catching skills and were introduced to simple concepts of space and teamwork. They will not have previously been taught specific passing techniques such as the correct hand positioning used in basketball (e.g., forming a 'W' shape). This unit builds on those foundations by applying these skills in a structured game, introducing more refined techniques and requiring pupils to

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		effective team play. There is an increased emphasis on decision-making, as pupils select the most appropriate pass, timing, and force in response to different situations. Pupils are encouraged to apply attacking strategies to outwit opponents and begin to evaluate their own and others' performances to improve effectiveness.	make decisions, use space effectively, and apply simple tactics.
	Summer 1	**Topic: Rounders** Rationale: This unit introduces pupils to the key skills and principles of striking and fielding games through rounders. Pupils learn how to score points by striking a ball into space and running between bases, while developing their throwing, catching, and batting techniques. There is a strong emphasis on applying skills in game situations, with pupils beginning to use simple strategies and tactics to outwit the opposition. Pupils also develop an understanding of different fielding roles, while working collaboratively, playing fairly, and demonstrating respect for others.	In Key Stage 1, pupils developed fundamental throwing, catching, and striking skills and began to understand the importance of rules and teamwork. Some pupils may have experienced basic striking and fielding activities, but not within a structured game. This unit builds on those foundations by introducing a formal game context, where pupils apply their skills, understand scoring, take on specific roles, and follow rules more consistently.
	Summer 2	**Topic: Hockey** Rationale: This unit introduces pupils to the key skills and principles of hockey as an invasion game, focusing on developing control, dribbling, and passing using a stick. Pupils learn to safely handle equipment while applying their movement and spatial awareness to maintain possession and move the ball into space. There is an increased emphasis on decision-making, as pupils begin	In Year 3, pupils have developed their understanding of invasion games through activities such as basketball, where they applied passing, spatial awareness, and simple tactics. In Key Stage 1, pupils also developed basic sending and receiving skills. This unit builds on those foundations by transferring these skills into a new context using a stick, introducing the need for greater control and coordination.

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Year	Term	Rationale	Prior Knowledge/ Connections
		to apply simple attacking and defending tactics to outwit opponents. Through game situations, pupils develop teamwork, communication, and an understanding of rules, while applying their skills in a controlled and purposeful way.	Pupils apply their knowledge of space and tactics while learning to handle equipment safely and effectively.
Year 4	**Autumn 1**	**Topic: Team Building** Rationale: This unit is placed at the start of the year to reinforce the school's RESPECT framework and establish positive relationships and expectations. It develops pupils' ability to work collaboratively through a range of physical and problem-solving challenges, with an increased focus on independence and leadership. Pupils are encouraged to communicate effectively, plan and adapt strategies, and take responsibility for guiding others while ensuring safety. The unit supports the development of resilience, confidence, and fair play, enabling pupils to apply these skills consistently across a range of physical challenges.	In Year 3, pupils developed communication, teamwork, and leadership skills through group challenges and collaborative activities. They also have prior experience of the RESPECT framework and working together to solve problems. This unit builds on those foundations by requiring pupils to take greater responsibility, lead others more confidently, and adapt strategies independently to achieve successful outcomes.

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Year	Term	Rationale	Prior Knowledge/ Connections
	Autumn 2 **Spring 1**	**Topic: Gymnastics** Rationale: This unit develops pupils' ability to create and perform more complex gymnastic sequences with increasing control, precision, and confidence. Pupils learn a wider range of travelling actions, including the use of pathways, and develop more advanced movements such as inverted actions. Through the use of apparatus, pupils explore ways to link movements and perform with greater fluency, including performing more difficult actions for longer periods of time. Pupils work both independently and collaboratively to create sequences, while demonstrating responsible behaviour to ensure a safe working environment. There is a strong focus on performance quality, with pupils given opportunities to give and receive feedback in order to improve the control and effectiveness of their performances.	In Year 3, pupils selected and linked movements independently, developing control, coordination, and confidence when performing sequences using apparatus. They explored a range of rolls, balances, and transitions, and began to perform to an audience with increasing confidence. Pupils were able to hold balances for longer periods of time and with varying levels of difficulty. This unit builds on those foundations by requiring greater complexity in sequences, improved control and precision, and the inclusion of more advanced actions such as inverted movements. Pupils are also expected to evaluate their performance more effectively and use feedback to make improvements.

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Year	Term	Rationale	Prior Knowledge/ Connections
	Spring 2	**Topic: Dodgeball** Rationale: This unit develops pupils' ability to apply dodging, throwing, and catching skills with increasing accuracy, control, and consistency within a competitive game. Pupils improve their spatial awareness as they move strategically to avoid being hit and maintain their position in the game. There is a strong emphasis on decision-making, with pupils selecting and applying tactics such as timing, positioning, and teamwork to outwit opponents. This includes using feints to deceive opponents and working collaboratively to corner players and limit space. The unit also promotes fair play, respect for rules and decisions, and effective collaboration, supporting pupils in developing communication, resilience, and sportsmanship in a competitive setting.	In Year 3, pupils applied throwing and catching skills within invasion-style games and began to use simple tactics and spatial awareness in game situations. They developed an understanding of how to move into space and work collaboratively with teammates. This unit builds on those foundations by requiring pupils to apply these skills with greater control and consistency, while developing more advanced tactics such as dodging effectively, using deception (e.g., feints), and working together to outplay opponents. Pupils will also be introduced to the specific rules of dodgeball and expected to follow them accurately.
	Summer 1	**Topic: Cricket** Rationale: This unit develops pupils' understanding of striking and fielding games through cricket, with a focus on applying batting, bowling, and fielding skills with increasing accuracy, control, and consistency. Pupils learn how to strike the ball into space to score runs by running between wickets, while fielders work collaboratively to limit scoring and apply pressure. There is a strong emphasis on decision-making, as pupils select and apply strategies to outwit opponents, such as placing	In Year 3, pupils were introduced to striking and fielding games (with sports coach), where they developed basic throwing, catching, and striking skills and began to apply these in simple game situations. This unit builds on those foundations by introducing the specific context of cricket, where pupils apply these skills with greater control and consistency. Pupils will also develop their understanding of rules and scoring, including running between wickets, as well as applying more structured tactics in both batting and fielding situations.

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		the ball away from fielders or working together to retrieve and return the ball efficiently. The unit also promotes teamwork, fair play, and respect, with pupils developing a clear understanding of rules and scoring systems while working collaboratively in a competitive context.	
	Summer 2	**Topic: Netball** Rationale: This unit develops pupils' ability to apply key netball skills and principles, including attacking, defending, throwing, catching, and shooting, with increasing accuracy, control, and consistency. Pupils learn to select and use a range of passes in different situations to maintain possession and create scoring opportunities. There is a strong emphasis on decision-making, as pupils apply attacking and defending strategies within even-sided games (e.g. 5-a-side), to outwit opponents. Pupils are also introduced to key rules such as footwork, held ball, contact, and obstruction, enabling them to play fairly and effectively within a structured game. The unit promotes perseverance, teamwork, and communication in a competitive context.	In Year 3, pupils applied passing, catching, and spatial awareness within invasion-style games such as basketball and hockey, and began to use simple tactics in game situations. This unit builds on those foundations by introducing the specific context of netball, where pupils apply these skills with greater control and consistency. Pupils also develop their understanding of positional play, rules, and decision-making, enabling them to participate more effectively in structured and competitive games. Netball will be new to many children.
Year 5	**Autumn 1**	**Topic: Team Building** Rationale: This unit is placed at the start of the year to reinforce the school's RESPECT framework and establish positive relationships and expectations. It develops pupils' ability to work collaboratively through a range of physical and problem-solving challenges, with a strong focus on	In Year 4, pupils developed their ability to work collaboratively, communicate effectively and solve problems through a range of team challenges. They were introduced to leadership, trust and adapting strategies when things did not go to plan. They are familiar with the RESPECT framework and have experience working together in a range of team-based challenges. This unit builds on these foundations by requiring pupils to take greater responsibility, develop and evaluate strategies, and

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Year	Term	Rationale	Prior Knowledge/ Connections
		applying leadership and teamwork skills effectively. Pupils are encouraged to communicate clearly, plan and adapt strategies in response to challenges, and take responsibility for guiding and supporting others. There is an increased emphasis on independent thinking, as pupils evaluate their approach and refine strategies to achieve successful outcomes. The unit also promotes resilience, confidence, and fair play, enabling pupils to apply these skills consistently across a range of physical challenges.	adapt their approach independently to achieve successful outcomes
	Autumn 2	**Topic: Dodgeball** Rationale: This unit develops pupils' ability to refine and apply throwing, catching, dodging, and movement skills with increasing control, speed, and consistency in a competitive game context. Pupils apply and adapt more advanced tactics, such as creating space, timing throws, working in formations, and anticipating opponents' actions, in order to outwit the opposition. There is a strong emphasis on decision-making and teamwork, with pupils communicating effectively, developing game plans, and adjusting strategies during play. Pupils are also encouraged to evaluate their performance independently and suggest improvements. Opportunities to take on roles such as team leader or referee promote responsibility, leadership, and a deeper understanding of fair play and respect.	Children built basic skills and began to apply simple tactics in Year 4, developing increasing control in their throwing, catching and dodging. In Year 5, they build on this by developing greater power and accuracy, while applying more advanced strategies, teamwork and decision-making within game situations.

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Year	Term	Rationale	Prior Knowledge/ Connections
	Spring 1 **Spring 2**	**Topic: Gymnastics, alongside swimming** Rationale: This unit develops pupils' ability to select and combine a range of gymnastic actions, including travelling, balancing, and holding movements, to create longer and more complex sequences. Pupils refine their technique and control while performing individually, with a partner, and in small groups. They are introduced to more advanced movements, such as inverted actions (e.g., cartwheels and handstands), and explore compositional elements including canon, synchronisation, matching, and mirroring. There is a strong emphasis on performance quality, with pupils developing strength, control, and precision, while evaluating and improving their routines. **Alongside this, each class in Year 5 attends swimming lessons for 45 minutes every Wednesday across the final four half terms. This consistent provision enables pupils to develop confidence, stroke technique, and water safety skills over time, with the aim of swimming at least 25 metres unassisted.**	In Year 4, pupils created and performed structured gymnastic sequences, combining a range of travels, balances, and holds with increasing control and precision. They have experience using apparatus safely and working both independently and collaboratively. This unit builds on those foundations by requiring greater complexity in sequencing, improved technique, and the inclusion of more advanced movements and group compositions. Pupils are also expected to evaluate their performance more effectively and make improvements independently. **Pupils will not have accessed structured swimming lessons through school prior to Year 5, although some may have prior experience outside of school. This unit provides all pupils with the opportunity to develop water confidence and fundamental swimming skills through regular, progressive sessions.**

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	Summer 1	**Topic: Hockey, alongside swimming** Rationale: This unit develops pupils' ability to refine and apply attacking and defending skills within even-sided hockey games, with increasing control, fluency, and effectiveness under pressure. Pupils improve their dribbling, passing, and receiving using a stick, while maintaining safe technique, such as keeping the stick low and under control. There is a strong emphasis on decision-making, as pupils apply and adapt tactics to outwit opposition, working collaboratively to create space and maintain possession. Pupils are encouraged to evaluate their own and others' performances and suggest improvements, while demonstrating fair play, honesty, and the ability to self-manage games independently. **Alongside this, each class in Year 5 attends swimming lessons for 45 minutes every Wednesday across the final four half terms. This consistent provision enables pupils to develop confidence, stroke technique, and water safety skills over time, with the aim of swimming at least 25 metres unassisted.**	Children will have been introduced to hockey in Year 3 and will now have experience of other invasion games. Teaching of the rules and safety instructions will therefore need to be reinforced. Children will have developed good levels of fitness and hand-eye coordination, which will support their ability to control and move the ball effectively. **Pupils will not have accessed structured swimming lessons through school prior to Year 5, although some may have prior experience outside of school. This unit provides all pupils with the opportunity to develop water confidence and fundamental swimming skills through regular, progressive sessions.**
	Summer 2	**Topic: Netball, alongside swimming.** Rationale: This unit develops pupils' attacking and defending skills within even-sided 5-a-side netball, allowing them to apply their learning in a structured and competitive game context. Pupils refine their passing, receiving, and shooting with increasing control and	Children were introduced to netball and a range of passes in Year 4, so will have developed good passing and catching skills. They will have some understanding of key rules, such as footwork, held ball, contact and obstruction, although these may still need reinforcing. Children will continue to develop

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		fluency, using a range of passes to maintain possession and create scoring opportunities. They are encouraged to work collaboratively and think strategically about how to apply skills, tactics, and movement to outwit the opposition. Pupils also develop a secure understanding of key rules, including footwork, held ball, contact, and obstruction, enabling them to play confidently and self-manage games fairly. The placement of this unit allows pupils to further refine their skills and prepare effectively for the Year 5 netball competition. **Alongside this, each class in Year 5 attends swimming lessons for 45 minutes every Wednesday across the final four half terms. This consistent provision enables pupils to develop confidence, stroke technique, and water safety skills over time, with the aim of swimming at least 25 metres unassisted.**	their spatial awareness and will be able to follow and apply rules more consistently in game situations. **Pupils will not have accessed structured swimming lessons through school prior to Year 5, although some may have prior experience outside of school. This unit provides all pupils with the opportunity to develop water confidence and fundamental swimming skills through regular, progressive sessions.**

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Year 6	**Autumn 1**	**Topic: Team Building, alongside swimming.** Rationale: This unit is placed at the start of the year to reinforce the school's RESPECT framework and establish positive relationships and expectations as pupils begin their final year of primary school. It develops pupils' ability to work collaboratively and independently through a range of physical and problem-solving challenges, with a strong focus on leadership, communication, and decision-making. Pupils are encouraged to plan, adapt, and refine strategies in response to challenges, while taking responsibility for guiding and supporting others. There is a clear emphasis on evaluating performance and improving outcomes, preparing pupils to apply resilience, teamwork, and independence within and beyond PE. **Alongside this, pupils who have not yet met the expected 25 metre swimming standard attend additional sessions to further develop their stroke technique and water confidence. This ensures all pupils are given the opportunity to achieve this key life skill before transitioning to secondary school.**	In Year 5, pupils applied leadership, teamwork, and problem-solving skills within group challenges, demonstrating increasing independence and the ability to adapt strategies. They are familiar with the RESPECT framework and have experience self-managing activities collaboratively. This unit builds on those foundations by requiring pupils to apply these skills more consistently and independently, confidently take on leadership roles, and evaluate and improve their performance effectively. **Some pupils will already be able to swim 25 metres confidently following swimming lessons in Year 5, while others will still be developing their confidence and technique. This provision builds on prior experience, ensuring all pupils continue to make progress in a supportive and structured environment**.
	Autumn 2	**Topic: Dodgeball, alongside swimming.** Rationale: This unit develops pupils' ability to demonstrate accuracy, power and control in their throwing and catching under pressure in competitive game situations. Pupils apply more complex attacking and defending	In Year 5, pupils developed control, teamwork, and tactical awareness, applying skills effectively within competitive games. This unit builds on those foundations by requiring pupils to refine their skills under pressure, apply more advanced

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Year	Term	Rationale	Prior Knowledge/ Connections
		strategies, such as coordinated team play, targeting key opponents, and using deception to outwit the opposition. They show greater tactical awareness by adapting quickly to different situations during gameplay. Pupils analyse team and individual performances to make decisions and improvements, developing their ability to evaluate and refine their performance independently. Through gameplay, pupils continue to uphold fairness, honesty, and respect for others, showing maturity in their understanding of competitive sport. They take increasing ownership of organising, officiating, and leading aspects of the game, preparing them for secondary PE and wider sporting contexts. **Alongside this, pupils who have not yet met the expected 25 metre swimming standard attend additional sessions to further develop their stroke technique and water confidence. This ensures all pupils are given the opportunity to achieve this key life skill before transitioning to secondary school.**	strategies, and demonstrate leadership by organising and leading gameplay independently. **Some pupils will already be able to swim 25 metres confidently following swimming lessons in Year 5, while others will still be developing their confidence and technique. This provision builds on prior experience, ensuring all pupils continue to make progress in a supportive and structured environment.**
	Spring 1	**Topic: Gymnastics** Rationale: This unit develops pupils' ability to apply compositional principles when creating and performing gymnastic sequences, including variations in level, direction, and pathways, as well as linking actions effectively. Pupils work collaboratively in larger groups, building trust and using formations to enhance performance quality. Through using a range of apparatus,	In Year 5, children created group routines using a variety of holds, stretches, balances, and counterbalances. They began to critically analyse performances and identify areas for improvement, while considering efficient ways to move within sequences. Children developed an understanding of body positioning in holds, including how weight is distributed to maintain balance and control.

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		pupils demonstrate increasing consistency, control, and precision. They critically analyse their own and others' performances and adapt routines to improve quality and effectiveness, preparing them for secondary PE.	
	Spring 2	**Topic: Quidditch** This unit develops pupils' ability to apply and refine their understanding of invasion game principles within a new and engaging context. Through Quidditch, pupils apply attacking and defending strategies, spatial awareness, and teamwork to maintain possession and create scoring opportunities. As a fast-paced and unpredictable game, it encourages pupils to make quick decisions, adapt their play in response to changing situations, and communicate effectively with teammates. There is a strong emphasis on leadership, independence, and collaboration, as pupils self-manage gameplay, take on different roles within the game, and demonstrate fair play and respect. Introducing a new and unfamiliar sport challenges pupils to transfer and apply their existing skills creatively, preparing them for a wider range of physical activities beyond primary school.	In previous years, pupils have developed and refined key invasion game skills through activities such as basketball, hockey, dodgeball, and netball. They have learned how to apply attacking and defending strategies, maintain possession, use space effectively, and make decisions in game situations. This unit builds on those foundations by applying these transferable skills within the new context of Quidditch. Although the rules and structure of the game will be unfamiliar, pupils will draw on their existing understanding of teamwork, tactics, and gameplay to adapt quickly. They are expected to apply these skills with increasing independence, demonstrating leadership, communication, and strategic thinking during play.
	Summer 1	**Topic: Cricket** Rationale: This unit develops pupils' ability to refine and apply batting, bowling, and fielding skills with increasing accuracy, control, and effectiveness in competitive	Children will have developed hand-eye coordination and will be able to position their body effectively to strike the ball with increasing distance and control. This unit builds on these skills

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		game situations. Pupils improve their bowling by increasing pace and accuracy, while developing quicker reactions and decision-making to improve batting success. They take on and understand the roles of bowler, wicket keeper, fielder, and batter, applying these effectively within structured gameplay. There is a strong emphasis on tactics and teamwork, with pupils selecting and adapting strategies to outwit the opposition. Pupils are encouraged to evaluate and improve their performance independently while demonstrating fair play and respect. The placement of this unit allows pupils to refine their cricketing skills and apply them in preparation for SSP cricket competitions.	by refining timing, technique, and accuracy to improve overall batting performance.
	Summer 2	**Topic: Basketball** Rationale: This unit develops pupils' ability to apply and refine key basketball skills, including passing, dribbling, shooting, attacking, and defending, with accuracy, control, and consistency in competitive game situations. Pupils use attacking skills to maintain possession and create scoring opportunities, while applying defensive strategies to regain possession. There is a strong emphasis on decision-making and spatial awareness, with pupils reacting quickly to changing situations and adapting their play to outwit opponents. Pupils continue to develop teamwork and	In Year 5, pupils refined their passing, catching, and attacking skills within netball, developing control, tactical awareness, and teamwork in competitive games. They also have prior experience of basketball from Year 3, where they were introduced to key skills and basic game principles. This unit builds on those foundations by requiring pupils to apply transferable skills with greater consistency and control, while adapting them to suit the rules and demands of basketball. Pupils are expected to make more complex decisions, apply tactics effectively, and perform under pressure in game situations.

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		communication, while demonstrating independence in organising and managing gameplay. The placement of this unit allows pupils to refine their skills and apply them effectively in preparation for the SSP basketball competition.	