



PE - Specialist Led Year 5 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 (6 weeks) Basketball	Autumn 2 (6 weeks) Dance	Spring 1 (6 weeks) Netball	Spring 2 (6 weeks) Football	Summer 1 (6 weeks) Athletics	Summer 2 (6 weeks) OAA
NC Content/Coverage	Competitive games, coordination, control and introduction to attacking and defending principles. Developing controlled dribbling, passing and shooting skills. Applying attacking principles alongside basic defensive principles including marking and intercepting. Developing understanding of rules, teamwork and decision-making. Identifying strengths and areas for improvement through peer and self-assessment.	Technique, control, balance, creativity and evaluation. Creating and performing structured dance sequences using levels, pathways, direction and dynamics. Linking movement phrases with increasing fluency and performing in unison and simple canon. Refining choreography using feedback.	Competitive games, teamwork, coordination and tactical understanding. Developing accurate passing, receiving, pivoting and shooting skills. Applying simple attacking tactics such as moving into space and supporting the ball carrier, and basic defensive tactics including marking an opponent. Developing understanding of rules, positions and scoring through small-sided games.	Competitive games, coordination, control and application of attacking and defending principles. Developing controlled passing, dribbling and shooting skills in game situations. Applying attacking principles such as width and support, and defensive principles including marking and intercepting. Developing teamwork, communication and understanding of rules.	Running, jumping and throwing with control, technique and consistency. Developing sprinting, distance running, jumping and throwing techniques with increasing accuracy. Learning how technique affects performance and participating in competitive and personal-best challenges, developing pacing and resilience.	Problem solving, teamwork, communication and decision-making. Participating in team challenges and orienteering activities that require cooperation and planning. Following simple maps, use symbols and directions and suggesting strategies to solve problems. Developing communication, trust and resilience through activities.
Substantive Knowledge	• I know about and can explain switching play; attacking patterns; timing runs. • I understand and can describe man-to-man marking; zonal ideas; tackling. • I can explain advanced rules: offside, fouls, held ball. • I know about and can explain building strategies; reading play; transitions.	• I know and can describe and model how to develop motifs through retrograde, fragmentation, accumulation. • I understand and can explain and model how movement shows themes or ideas. • I understand and can describe and show how dynamic contrast creates mood and impact. • I understand and can explain how timing	• I know about and can explain switching play; attacking patterns; timing runs. • I understand and can describe and demonstrate man-to-man marking; zonal ideas; tackling. • I can explain advanced rules: offside, fouls, held ball. • I understand and can explain and demonstrate building strategies; reading play; transitions.	• I know about and can explain switching play; attacking patterns; timing runs. • I understand and can explain and demonstrate man-to-man marking; zonal ideas; tackling. • I can explain advanced rules: offside, fouls, held ball. • I understand and can explain and demonstrate building strategies; reading play; transitions.	• I know and can explain and demonstrate how to choose appropriate pace; crouch start; acceleration phases; smooth relay changeovers. • I know about and can explain and model controlled run-up; rhythm; power from legs/trunk; measuring performance. • I know about and can explain and model accurate/powerful throws; javelin technique;	• I know and can explain how to follow multi-step routes. • I know and can explain how to orient a map using landmarks. • I understand and can explain how scale represents distance on maps. • I know and can explain and demonstrate how to select strategies matched to challenge type.



	• I know about and can describe and model lay-ups; long passing; jab tackle; shooting; volleys; overarm serve. • I know about and can describe and model lay-ups; bounce/overhead passes; defensive stance; when to dribble vs pass; offensive spacing.	relates to musical tempo, rhythm and phrasing. • I can explain complementary and contrasting movements. • I understand and can describe and take part in more complex formations (diagonals, circles, lines). • I know and can describe and demonstrate how to structure longer dances with distinct sections. • I know and can describe and demonstrate how to build and vary motifs. • I know and can demonstrate how to refine performance using precision, timing and feedback.	• I know about and can explain and demonstrate lay-ups; long passing; jab tackle; shooting; volleys; overarm serve. • I know about and can describe and demonstrate dodging; feinting; shooting technique; marking space; held ball/contact rules.	• I know about and can describe lay-ups; long passing; jab tackle; shooting; volleys; overarm serve. • I know about and can describe and model long passing; first-touch control; safe tackling; offsides; switching play.	shot put push; measuring throws. • I can explain measuring and timing rules; relay zone rules; vocabulary (acceleration, release angle, PB).	• I know and demonstrate how to record/review outcomes. • I understand and can describe roles: leader, navigator, communicator, recorder. • I know and can explain and model how to adapt decisions as information changes. • I know and can describe and demonstrate how to assess risk vs challenge. • I can explain the importance of monitoring time/distance.
Disciplinary Knowledge Specific to that unit	Decision-Making- I can choose the best time to pass, dribble or shoot in a game. Tactical Understanding- I can use space and simple tactics to create scoring opportunities. Rules & Fair Play- I can follow the rules and show respect to opponents, teammates and officials. Communication & Teamwork- I can communicate clearly and work together with my team. Evaluation & Reflection- I	Decision-Making- I can choose movements that match the music, theme and mood of the dance. Choreographic Thinking- I can structure and link movements to create an effective dance sequence. Evaluation & Reflection- I can explain what worked well in my dance and how I can improve it. Performance Behaviours- I can perform with confidence, control and expression to engage an audience.	Decision-Making- I can choose the best time to pass, move or shoot to help my team. Tactical Understanding- I can use space and simple tactics to create scoring opportunities. Rules & Fair Play- I can follow the rules and show respect to opponents, teammates and officials. Communication & Teamwork- I can communicate clearly and work together with my team. Evaluation & Reflection- I	Decision-Making- I can choose the best time to pass, dribble or shoot to help my team. Tactical Understanding- I can use space and simple tactics to create chances to score. Rules & Fair Play- I can follow the rules and show respect to opponents, teammates and officials. Communication & Teamwork- I can communicate clearly and work together with my team. Evaluation & Reflection- I	Decision-Making & Application- I can choose and apply different techniques to improve my running, jumping and throwing. Analysis & Evaluation- I can analyse my performance and explain how I can improve it. Understanding of Fitness & Effort- I can explain how effort and exercise help improve my fitness. Safe Participation- I can take part safely by using equipment correctly and following the rules.	Problem-Solving & Decision-Making- I can make sensible decisions and suggest ideas to help solve problems. Communication & Collaboration- I can communicate clearly and work effectively with my group. Navigational Thinking- I can use simple maps or directions to help find my way. Evaluation & Reflection- I can explain what went well and how I can improve next time.



	can explain what I did well in basketball and how I can improve my performance. Outcome: Pupils apply basic skills and tactics in games, make appropriate decisions and begin to evaluate performance in preparation for Year 6 basketball.	Outcome: Pupils perform controlled, expressive dances, adapt choreography using evaluation and are prepared for the increased complexity of Year 6 dance.	can explain what I did well in netball and how I can improve my performance. Outcome: Pupils apply netball skills with increasing consistency, understand basic tactics and work effectively as part of a team.	can explain what I did well in football and how I can improve my performance. Outcome: Pupils apply football skills and simple tactics in games, work cooperatively and begin to evaluate performance in preparation for Year 6.	Outcome: Pupils perform athletic activities with improved technique, understand how to improve performance and apply effort consistently.	Outcome: Pupils work cooperatively to solve problems, apply simple strategies and reflect on teamwork in preparation for more complex Year 6 OAA challenges.
Key vocabulary	Carrier, dominant, maintain, situation, stance, sporting behaviour, sportsmanship.	Choreography, collaboratively, genre, motif.	<i>Same vocabulary as Basketball (Autumn 1)</i>	<i>Same vocabulary as Basketball (Autumn 1)</i>	Changeover, javelin, shot put.	Cardinal points, compromise, concise, critical thinking, landmark, negotiate.
Additional/ cross curricular/continuous provision opportunities	Cross-Curricular Links Maths- Record scores and calculate point differences. Measure passing accuracy and shooting percentages. Use positional awareness involving angles and distances. Science- Investigate force, momentum and projectile motion when passing and shooting. Understand how muscles and joints contribute to movement. English- Explain attacking and defensive tactics using appropriate sporting vocabulary. Evaluate team performances and communicate effectively during games. Computing- Analyse gameplay using video technology. Record statistics and performance digitally.	Cross-Curricular Links Music- Perform movements in response to rhythm, tempo and dynamics. Recognise changes in pace and timing. History- Create dances inspired by historical events, cultures or significant people. English- Use movement to interpret stories, poems and characters. Evaluate performances using descriptive language. Art & Design- Develop creativity through movement pathways, formations and expressive shapes. PSHE- Build confidence when performing.	Cross-Curricular Links Mathematics- Keep scores. Measure passing accuracy. Explore positioning, angles and spacing. Science- Understand force and balance when passing, pivoting and shooting. Investigate reaction time and coordination. English- Communicate tactics effectively. Use subject-specific vocabulary during evaluation. Computing- Record scores and analyse team performance. PSHE- Promote cooperation, leadership and fair play. Develop confidence through teamwork. Enrichment & Ofsted	Cross-Curricular Links Mathematics- Record match statistics. Calculate possession percentages and scoring data. Understand angles when passing and shooting. Science- Explore friction, force and ball movement. Learn how fitness contributes to performance. English- Explain tactics and evaluate performances. Follow and communicate instructions effectively. Geography- Learn about countries where football is widely played. Explore international competitions. PSHE- Demonstrate leadership, sportsmanship	Cross-Curricular Links Mathematics- Measure distances, times and heights. Calculate improvements between performances. Interpret tables and graphs. Science- Investigate the effects of exercise on the body. Explore forces involved in jumping and throwing. Understand speed, acceleration and balance. Computing- Record performance data digitally. Produce graphs showing progress over time. English- Evaluate techniques using appropriate vocabulary. Present findings from performance analysis.	Cross-Curricular Links Geography- Develop map-reading skills. Use symbols, keys, compass directions and grid references. Understand environmental awareness and local landscapes. Maths- Apply coordinates, measuring distance, estimating and problem-solving. Use logical reasoning during navigation tasks. Science- Observe the natural environment. Investigate materials, habitats and forces encountered during activities. English- Listen carefully to instruction's. Explain solutions and reflect on problem-solving strategies. Develop communication and speaking skills.



	PSHE- Develop teamwork, leadership and resilience. Demonstrate respect for teammates, opponents and officials. Enrichment & Ofsted Evidence Small-sided conditioned games and competitions Applying attacking and defending principles in games Evidence of progression, decision-making and vocabulary use.	Collaborate respectfully within groups. Enrichment & Ofsted Evidence Group choreography and performance opportunities Refining actions, timing and expression Evidence of creativity, recall and evaluation	Evidence Modified and competitive games with positional roles Applying attacking and defending principles Evidence of teamwork, rules and tactical awareness	and resilience. Work collaboratively to solve tactical challenges. Enrichment & Ofsted Evidence Small-sided games and competitions Developing control, passing and shooting Evidence of decision-making, teamwork and positive competition	PSHE- Set personal targets. Develop determination, perseverance and self-improvement. Enrichment & Ofsted Evidence Personal best challenges and Sports Day Improving running, jumping and throwing techniques Evidence of progress over time and healthy lifestyles	Computing- Use digital maps or navigation technology where appropriate. Record team reflections using digital media. PSHE- Develop teamwork, trust and leadership. Improve resilience, decision-making and communication. Demonstrate responsibility and risk awareness. Enrichment & Ofsted Evidence Orienteering and team problem-solving challenges Applying strategies collaboratively Evidence of resilience, cooperation and problem-solving
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	We begin Year 5 with Basketball to build directly on invasion principles developed in Year 4 (Netball and Football). Pupils now move beyond simple movement into space and develop concepts such as switching play, timing runs, offensive spacing and defensive stance. Starting the year with Basketball reinforces structured gameplay, rule awareness and tactical language. It strengthens decision-making, as pupils	Dance follows Basketball to rebalance physical intensity with compositional thinking and expressive refinement. In Year 4, pupils structured motifs and simple formations. In Year 5, they now manipulate motifs through retrograde, fragmentation and accumulation. The sequencing ensures pupils refine body control and spatial awareness before applying these in Spring invasion units. Dance also strengthens evaluation skills, which are	Netball revisits invasion principles introduced in Basketball but with increased emphasis on positional play, man-to-man marking and strategic transitions. In Year 4, pupils applied basic attacking and defending. In Year 5, they now understand zonal ideas, timing of runs and advanced rule awareness. Positioning Netball in Spring ensures pupils apply refined coordination and tactical vocabulary developed in Autumn.	Football builds on Netball by increasing movement demands and complexity of tactical play. Pupils now apply switching play, defensive positioning and transitional awareness. The sequence from Basketball to Netball to Football ensures layered understanding of invasion principles across different contexts (hand-based to foot-based control). Skills progress from applying tactics in structured play to adapting decisions dynamically	Athletics shifts the focus from team strategy to individual performance mastery. In Year 4, pupils refined technique. In Year 5, they now understand pacing, acceleration phases, power generation and measurement accuracy. The placement in Summer supports Sports Day and personal-best challenges while reinforcing resilience and goal-setting. Resources become measurement-based and analytical (stopwatches, measuring tapes, distance	OAA concludes the year by emphasising collaboration, navigation and adaptive thinking. Pupils now follow multi-step routes, orient maps independently and adapt decisions as information changes. In Year 3 and 4, pupils solved simple problems. In Year 5, they now evaluate strategy effectiveness and assess risk versus challenge. Positioning OAA at the end of the year allows pupils to apply communication, resilience and leadership



	must judge when to dribble, pass or shoot under increasing pressure. Resources become more structured and game-like (size 5 basketballs, court markings, bibs, hoops, defending equipment). Courts are clearly defined, small-sided conditioned games are introduced and officiating roles become part of learning. Skills move from basic execution to strategic application. This prepares pupils for advanced invasion tactics later in the year and in Year 6, where structured build-up play and coordinated defence are expected.	increasingly important across Upper KS2. Resources remain minimal in equipment but high in intellectual demand. Pupils create longer sequences with defined sections and distinct stylistic intent. They take greater ownership of rehearsal and refinement. This prepares pupils for the complexity and independence required in Year 6 dance choreography.	Decision-making becomes faster and more strategic. Resources reflect structured gameplay (netballs, bibs, hoops, posts, court markings, cones, whistle and scoreboard). Approaches reflect structured gameplay with clear positions, scoring systems and officiating roles. Skills move from simple cooperation to coordinated team strategy. This prepares pupils for more advanced invasion games in Year 6.	under pressure. Communication and leadership expectations increase. Resources resemble formal match play, including possessing the knowledge of structured formations and advanced rule application such as offside understanding. This prepares pupils for Year 6 invasion mastery.	markers, recording sheets, clipboards and pencils). Pupils measure throws, analyse relay changeovers and refine technique using technical vocabulary. Skills move from general improvement to purposeful performance optimisation. This prepares pupils for Year 6 fitness independence and technical mastery.	skills developed throughout KS2. Resources shift to maps, landmarks and structured challenges. Skills progress from following directions to strategic decision-making and reflective evaluation. This prepares pupils for the increased independence and leadership expectations of Year 6 OAA.
Adaptations for LA/SEND pupils	Focus on secure dribbling with control using both hands where possible. Reduce defensive pressure and use smaller playing areas to limit complexity. Reinforce correct footwork and stopping technique before progressing to competitive play. Break down skills into dribble, pivot and pass before applying them in game situations. Provide structured repetition and modelling to build confidence. For cognition and learning needs, isolate technical	Support pupils to create structured choreography of six to eight counts. Focus on timing, clarity and controlled transitions. Provide guided rehearsal time before linking sections into a longer sequence. For cognition and learning needs, break choreography into smaller sections and rehearse repeatedly. Provide visual cue cards and structured count prompts. For pupils with ASD, clearly mark formation spaces and maintain	Reinforce accurate chest, bounce and shoulder passes at manageable distances. Reduce defensive pressure and provide structured movement patterns before introducing full gameplay. Focus on secure catching and footwork. For cognition and learning needs, teach attacking and defending principles separately before applying them in games. Use visual positional markers and simplified rule explanations. For pupils with ASD,	Focus on improving close control, passing accuracy and receiving skills. Reduce opposition pressure and allow more time for decision-making. Reinforce correct body positioning when shooting and passing. For cognition and learning needs, practise dribbling, passing and shooting separately before linking into gameplay. Provide clear visual boundaries and repeated demonstrations. For pupils with ASD, maintain consistent team	Break sprinting, jumping and throwing into clear technical phases. Reduce distances and focus on controlled technique before increasing speed or power. Provide clear take-off and landing markers for jumps. For cognition and learning needs, demonstrate each stage clearly and rehearse repeatedly. Use visual cues for starting positions and technique reminders. For pupils with ASD, maintain predictable activity sequences and clearly organised spaces. For pupils with ADHD,	Provide simplified maps with fewer checkpoints. Offer guided route planning before independent attempts. Focus on understanding grid references and directional language. For cognition and learning needs, break challenges into smaller stages and provide scaffolded route instructions. Use visual maps and repeated modelling. For pupils with ASD, clearly define boundaries and maintain predictable group routines.



	skills such as bounce pass, chest pass and lay-up technique before combining into gameplay. Use simplified scoring systems and visual role markers. For pupils with ASD, clearly define positions and playing zones. Maintain consistent team groupings and structured routines within lessons. For pupils with ADHD, use fast-paced small-sided games with measurable challenges such as timed dribble circuits. Provide purposeful roles such as referee or scorekeeper. For physical needs, adapt court size and reduce movement demands. Allow walking basketball variations where appropriate.	predictable rehearsal routines. Provide clear beginning and ending positions. For pupils with ADHD, incorporate dynamic contrasts and assign leadership roles such as leading counts or demonstrating sections. For pupils with SEMH needs, allow small group rehearsal and scaffolded peer feedback. For pupils with physical needs, adapt the movement, space, choreography and equipment expectations.	maintain structured team roles and clearly defined playing areas. For pupils with ADHD, use small-sided games with clear scoring targets and frequent involvement. Rotate leadership roles to maintain engagement. For physical needs, adapt movement areas and allow additional time for passing and decision-making.	organisation and defined positional roles. For pupils with ADHD, use fast-paced small games and skill challenges to maintain engagement. Provide purposeful roles such as captain or referee. For physical needs, adapt pitch size and reduce running distances where necessary.	incorporate timed personal challenges and short competitive relays. For physical needs, adapt events such as brisk walking instead of sprinting or seated throwing where appropriate.	For pupils with ADHD, assign purposeful roles such as navigator or timekeeper to sustain focus. For physical needs, reduce walking distances and adapt terrain where necessary.
Adaptations for GD pupils	Encourage tactical decision-making including when to drive, pass or shoot. Introduce defensive marking and simple attacking strategies such as give-and-go. Use conditioned games requiring structured build-up before shooting. Expect pupils to refine shooting technique and demonstrate awareness of spacing and positioning.	Encourage manipulation of dynamics, relationships and formation changes. Introduce canon, unison and contrasting sections. Challenge pupils to refine expressive quality and musical timing independently.	Encourage tactical awareness such as creating width and timing passes into space. Introduce defensive marking and interception strategies. Use conditioned games that require structured build-up play before shooting.	Encourage tactical principles such as switching play and supporting teammates. Introduce two-touch challenges and positional play concepts. Expect pupils to demonstrate decision-making under pressure and refine weaker-foot control.	Introduce pacing strategies for middle-distance running and personal best tracking. Encourage technical refinement in triple jump and throwing technique. Provide opportunities to lead relay teams and record results accurately.	Introduce complex route planning and timed challenges. Encourage pupils to justify strategic decisions and evaluate route efficiency. Expect leadership in group communication and collaborative problem-solving.



Resources/approaches	Resources become more structured and game-like (size 5 basketballs, court markings, bibs, hoops, defending equipment).	Resources remain minimal in equipment but high in intellectual demand.	Resources reflect structured gameplay (netballs, bibs, hoops, posts, court markings, cones, whistle and scoreboard).	Resources resemble formal match play, including possessing the knowledge of structured formations and advanced rule application such as offside understanding.	Resources become measurement-based and analytical (stopwatches, measuring tapes, distance markers, recording sheets, clipboards and pencils).	Resources shift to maps, landmarks and structured challenges.
Career links	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	Professional Dancer Choreographer Dance Teacher Performing Arts Teacher Creative Director Theatre Director Stage Manager Music Video Director Event Production Manager Drama Therapist Movement Therapist Fitness Instructor Zumba / Aerobics Instructor Theatre Technician Lighting Designer Costume Designer Creative Entrepreneur	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	Athletics Coach Personal Trainer PE Teacher Strength & Conditioning Coach Sports Scientist Performance Analyst Physiotherapist Sports Rehabilitator Sports Therapist Exercise Physiologist Nutritionist Health & Wellbeing Coach Fitness Instructor Sports Data Analyst	Cricket Coach Umpire Sports Journalist Sports Broadcaster Groundskeeper Sports Event Manager Sports Analyst Sports Statistician Physiotherapist Strength & Conditioning Coach Professional Athlete Cricket Development Officer Sports Administrator