



PE - Teacher Led Year 5 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 (6 weeks) Gymnastics	Autumn 2 (6 weeks) Tennis	Spring 1 (6 weeks) Dance	Spring 2 (6 weeks) Fitness	Summer 1 (6 weeks) Hockey	Summer 2 (6 weeks) Cricket
NC Content/Coverage	Flexibility, strength, technique, control and balance. Performing controlled balances on a range of body parts, travelling actions, rolls, jumps and turns with increasing control. Linking movements to create structured sequences that include changes in level and direction, with clear starting and finishing positions.	Competitive games, coordination, control and application of basic attacking and defending principles. Developing consistent forehand and backhand shots, using underarm serves to start rallies and maintaining rallies with increasing control. Moving into space and recover court position after shots. Introducing simple tactics. Developing an understanding of simplified scoring systems and demonstrate fair play and respect.	Coordination, balance, control, creativity and evaluation. Creating and performing dance sequences using levels, pathways, direction and dynamics. Linking movement phrases with increasing fluency and perform in unison and simple canon. Structuring with clear beginnings and endings and performing with improved timing and control. Performing in pairs and groups and use simple evaluation to refine and improve.	Strength, stamina, flexibility and health awareness. Participating in continuous and interval-based activities to develop cardiovascular endurance, muscular strength and flexibility. Sustaining physical activity for longer periods, learn how exercise affects the body and understand the importance of warming up and cooling down. Beginning to set personal challenges and reflect on their own effort and progress.	Competitive games, teamwork, coordination and application of simple tactics. Controlling the ball using dribbling and push passes, developing accuracy in passing and basic shooting. Applying simple attacking and simple defending tactics. Developing understanding of rules, safety and teamwork through small-sided games.	Throwing, catching, striking, teamwork and tactical awareness. Batting with increasing control and accuracy, bowling with improved consistency and fielding effectively. Learning and applying basic roles and responsibilities and beginning to use simple tactics in modified competitive games.
Substantive Knowledge	• I know and can model refined shapes such as arabesque, dish/arch. • I understand and can explain how tension improves quality. • I can perform paired/matching balances. • I understand and can explain weight transfer principles. • I can perform straight-arm forward roll and backward roll (tucked).	• I know and can explain how court space and the net effect shot selection. • I understand and can explain the purpose of forehand and backhand shots. • I understand and can describe how shot direction and force affect control and rally length. • I understand and can explain why consistency and accuracy are more effective than power.	• I know and can explain and model how to develop motifs through retrograde, fragmentation, accumulation. • I understand and can describe how movement shows themes or ideas. • I know and can explain that dynamic contrast creates mood and impact. • I understand and can explain that timing relates to musical	• I understand and can explain power, reaction time, stamina; link between fitness and sports performance; setting fitness goals. • I understand and can describe long-term exercise benefits; aerobic vs anaerobic exercise; recognising fatigue. • I understand and can explain technique under fatigue; body alignment (neutral spine, knee alignment).	• I understand and can explain switching play; attacking patterns; timing runs. • I understand and can describe and model man-to-man marking; zonal ideas; tackling. • I can explain advanced rules: offside, fouls, held ball. • I know about and can explain and model building strategies; reading play; transitions.	• I understand and can describe advanced attacking/defending strategies; anticipating play; transition between roles. • I know and can demonstrate a range of shots; selecting shots based on field and delivery; running between wickets. • I can perform with a consistent overarm action; varying length and pace.



	• I understand and can describe how shape affects momentum. • I can perform full turns and shape jumps with height and extension. • I understand and can explain dynamics (sharp, smooth, explosive) in travel. • I know and can model how to link travel to balances and rolls. • I understand, can explain and demonstrate composition devices: canon, unison, mirroring, formations. • I can explain about control, precision, timing and synchronisation.	• I know and can explain how adjusting force helps maintain a rally. • I understand and can describe simple tactical principles: keeping the rally going and hitting into space. • I know and can explain how recovering position after a shot improves readiness. • I know and can explain that an underarm serve begins a rally. • I understand and can explain simplified scoring systems used in tennis games. • I know and can demonstrate how to refine performance using observation, feedback and simple success criteria.	tempo, rhythm and phrasing. • I know and can describe and model complementary and contrasting movements. • I know and can describe more complex formations (diagonals, circles, lines). • I know and can explain how to structure longer dances with distinct sections. • I know and can explain and model how to build and vary motifs. • I know and can explain and demonstrate how to refine performance using precision, timing and feedback.	• I can explain FITT principles (simplified); interval training; cool-down importance.	• I understand and can explain and model lay-ups; long passing; jab tackle; shooting; volleys; overarm serve. • I understand and can describe and demonstrate passing on the move; jab tackle; reverse stick; width; short corner basics.	• I understand and can explain and model relay throws; anticipation; pressured catching; reverse pick-ups. • I can explain overs; partnerships; spreading/closing field; tactical decisions.
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Disciplinary Knowledge Specific to that unit	Decision-Making- I can choose and link movements to create a balanced and effective sequence. Body Awareness & Focus- I can control my body with strength, balance and precision while staying focused. Evaluation & Reflection- I can explain what went well in my performance and how I can improve it. Safe Participation- I can use equipment safely and support others to work responsibly. Outcome: Pupils perform controlled, structured sequences, show improved technique and balance, and begin to evaluate performance in preparation for the increased complexity of Year 6 gymnastics.	Decision-Making- I can choose the most effective shot to use in different game situations. Tactical Understanding- I can use space and a range of shots to put my opponent under pressure. Rules & Fair Play- I can follow the rules and show respect to opponents and officials. Communication & Teamwork- I can communicate clearly with my partner and work together to succeed. Evaluation & Reflection- I can explain what I did well in tennis and how I can improve my performance. Outcome: Pupils sustain rallies, apply simple tactical ideas, understand basic rules and scoring, and play tennis confidently and fairly.	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 a clear and effective 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. Outcome: Pupils perform structured, expressive dances with control and coordination and begin to adapt choreography using feedback.	Decision-Making & Application- I can choose and apply different exercises to improve my fitness. Analysis & Evaluation- I can analyse which exercises challenge me the most and explain why. Understanding of Fitness & Effort- I can describe how exercise improves my fitness and why effort is important. Safe Participation- I can exercise safely, using equipment correctly and responsibly. Outcome: Pupils sustain effort, show resilience, understand the effects of exercise on the body and begin to take responsibility for improving their own fitness.	Decision-Making- I can choose when to pass, dribble or shoot to help my team succeed. Tactical Understanding- I can use space and simple tactics to keep possession and create chances to score. Rules & Fair Play- I can follow the rules and show respect to others during games. Communication & Teamwork- I can communicate clearly with my teammates and work together effectively. Evaluation & Reflection- I can explain what I did well in hockey and how I can improve my performance. Outcome: Pupils apply basic skills and tactics in games, work effectively as part of a team and play with increasing confidence and control.	Decision-Making- I can choose the best actions when batting, bowling or fielding to help my team. Tactical Understanding- I can use space and simple tactics to score runs or get batters out. Rules & Fair Play- I can follow the rules and show respect to teammates, opponents and officials. Communication & Teamwork- I can communicate clearly and work together with my team during games. Evaluation & Reflection- I can explain what I did well in cricket and how I can improve my performance. Outcome: Pupils perform core cricket skills with control, apply simple tactical understanding and work cooperatively in competitive game situations.
Key vocabulary	Asymmetrical, cartwheel, extension, mirroring, symmetrical synchronisation, transition.	Baseline, consecutive, dominant, groundstroke, non-dominant, readjust.	Choreograph, choreography, collaboratively, genre, motif.	Consistent, drive, persevere.	Barrier, maintain, stance, sporting behaviour, sportsmanship.	Backing up, close catch, deep catch, long barrier.



Additional/ cross curricular/continuous provision opportunities	Cross-Curricular Links Science – Explore how muscles, joints, balance, gravity and body tension contribute to safe and controlled movement. Mathematics – Use symmetry, rotation, angles, counting and timing when creating and refining sequences. English – Evaluate performances using precise vocabulary and provide constructive peer feedback. Art & Design – Create aesthetically pleasing body shapes, pathways and sequences. PSHE – Build resilience, confidence and perseverance when improving routines. Enrichment & Ofsted Evidence Extended floor and apparatus sequences Partner and group balances with counter-balance Evidence of fluency, control and sequence refinement	Cross-Curricular Links Mathematics – Keep score, measure accuracy and compare results. Science – Investigate force, direction, spin and the effect of different strokes. English – Explain tactics, communicate with partners and evaluate performance. Computing – Record scores or analyse technique using digital devices. Enrichment & Ofsted Evidence Sustained rallies and conditioned games Applying forehand and backhand techniques Evidence of consistency, accuracy and tactical application	Cross-Curricular Links Music – Respond to rhythm, tempo and dynamics. History – Choreograph dances inspired by historical events or cultures. English – Express stories, characters and themes through movement. Art & Design – Use creativity to develop formations and expressive movements. PSHE – Develop confidence, cooperation and respect for others' ideas. Enrichment & Ofsted Evidence Group choreography with defined roles Refining actions, timing and expression Evidence of creativity, recall and evaluation	Cross-Curricular Links Science – Learn how exercise affects the heart, lungs and muscles and promotes healthy lifestyles. Mathematics – Measure times, repetitions and distances; compare improvements over time. Computing – Present fitness data using tables or graphs. PSHE – Set personal goals, demonstrate resilience and reflect on wellbeing. Enrichment & Ofsted Evidence Circuit training and fitness stations Personal fitness targets and monitoring Evidence of stamina, strength and fitness understanding	Cross-Curricular Links Mathematics – Apply angles, spacing and positioning to improve tactics. Science – Understand friction, force and momentum when passing and receiving. English – Communicate clearly using tactical vocabulary. Geography – Explore countries where hockey is popular and major competitions. PSHE – Develop teamwork, leadership, fair play and respect. Enrichment & Ofsted Evidence Skill practices and small-sided competitive games Applying attacking and defending roles Evidence of control, decision-making and teamwork	Cross-Curricular Links Mathematics – Calculate scores, overs, simple averages and compare team performance. Science – Explore projectile motion, reaction time and striking force. English – Explain rules, tactics and evaluate performances. History – Learn about the origins and traditions of cricket. Geography – Study cricket-playing nations across the Commonwealth. Computing – Record and analyse match statistics digitally. Enrichment & Ofsted Evidence Bowling, batting and fielding practices Modified and competitive games Evidence of game understanding, teamwork and consistency
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 with gymnastics to re-establish high expectations for precision, control and safe participation. In Year 5, the emphasis moves beyond linking movements fluently to understanding weight transfer, momentum and compositional devices such as canon and mirroring. This builds directly on Year	Tennis builds on the cooperative and directional play developed in Year 4. In Year 5, pupils move from simply sustaining rallies to applying tactical principles such as shot placement, force control and recovery positioning. This unit develops decision-making under pressure and spatial awareness. Pupils	Dance in Year 5 builds on compositional understanding from Year 4 and introduces more advanced choreographic devices such as retrograde and fragmentation. Positioned after tennis, dance provides a creative counterbalance to competitive sport while continuing to develop	Fitness in Year 5 shifts from basic stamina development (Year 3) and sustained effort (Year 4) to understanding training principles and performance impact. Pupils are introduced to interval training concepts, goal-setting and understanding fatigue. They begin linking fitness	Hockey builds significantly on Year 4 invasion principles. Pupils now apply width, switching play, marking systems and transitional thinking. The curriculum sequence ensures pupils have developed physical capacity (fitness), coordination (gymnastics and tennis) and teamwork (dance) before	Cricket consolidates and extends striking and fielding skills developed earlier in KS2. Year 5 pupils now demonstrate consistent overarm bowling, varied shot selection and awareness of field placement. This unit builds directly on Year 4 accuracy work and prepares pupils for Year 6



	4's fluency and extension work. Pupils now explore paired balances, synchronisation and counterbalance, preparing them for the complexity of Year 6 sequences. Starting the year with gymnastics reinforces discipline, focus and technical accuracy. It also strengthens core stability and coordination, which underpin all later units. Resources remain apparatus-based, but tasks are more open-ended and demand greater creativity and independence. Pupils begin to refine performance using structured feedback and technical vocabulary.	begin to understand how strategy influences performance outcomes. The placement after gymnastics ensures pupils have regained coordination and control before applying these in a dynamic object-control context. Resources (rackets, low-compression balls, nets, court markings and target markers) become more structured and competitive, with scoring systems, defined court positioning and tactical challenges. Skills shift from consistency alone to tactical intention and opponent awareness. This prepares pupils for more advanced invasion and net/wall strategy in Year 6.	timing, fluency and performance confidence. Pupils now structure longer routines with greater expressive depth and technical accuracy. They begin to refine performance through self and peer feedback. Resources are minimal in equipment but high in cognitive demand. Skills move from creating short sequences to constructing structured, expressive pieces with clear thematic intent. This prepares pupils for Year 6 choreography, where independence and audience engagement are expected.	components directly to sports performance. The placement mid-year ensures pupils build resilience and physical capacity before entering tactically demanding invasion and striking/fielding units in the summer. Resources become more structured and data-informed (station cards, equipment sets per station, circuit layouts, timer systems, instruction boards), including timed intervals, repetition tracking and goal setting. Skills shift from participation to purposeful training and reflection. This prepares pupils for leadership and independent training design in Year 6.	applying them tactically. Resources (hockey sticks, cones, markers, small-sided pitches, bibs, goals and target zones) and gameplay become more complex, with structured small-sided games, rule enforcement and increased competitive intensity. Skills move from basic attacking and defending to reading play, anticipating movement and applying tactical decisions under pressure. This prepares pupils for Year 6 invasion games where strategy and team coordination become more advanced.	game strategy and leadership within competitive contexts. The end-of-year placement allows pupils to apply coordination, stamina and teamwork developed throughout the year in a structured competitive format. Resources (plastic or wooden bats, variety in balls, wicket and stumps) become more game-like, with scoring systems, overs, partnerships and tactical discussions. Skills move from executing basic roles to making strategic decisions as a team.
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Adaptations for LA/SEND pupils	Reduce the length of sequences while maintaining quality of control and safety. Focus on linking three to four movements with clear transitions. Provide structured sequence planning sheets to support organisation. Emphasise strong body tension, controlled landings and stable balances before increasing complexity. Allow repeated rehearsal time before performance. For cognition and learning needs, break sequences into smaller sections and rehearse each section before linking. Provide visual sequencing cards and key vocabulary prompts such as transition, extension and control. For pupils with ASD, maintain predictable routines and clearly defined working spaces. Provide clear expectations for apparatus use and rehearsal structure. For pupils with ADHD, keep practice blocks short and purposeful. Provide leadership roles such as timing sequences or supporting peer feedback. Use clear countdowns for transitions. For physical needs, adapt apparatus height and provide alternative balance or travel options. Allow supported partner balances where appropriate.	Allow double bounce where needed and reduce court dimensions. Focus on secure forehand and backhand technique before adding tactical play. Reinforce ready position and recovery after each shot. Provide repeated feed practice before rally situations. For cognition and learning needs, isolate technical skills before combining into rallies. Use visual targets and simplified scoring formats. For pupils with ASD, provide consistent partner groupings and clearly marked court zones. Maintain predictable game structures. For pupils with ADHD, use competitive rally targets and short conditioned games. Rotate roles frequently to maintain engagement. For physical needs, adapt racket size and reduce movement demands. Allow seated or reduced court play where necessary.	Support pupils to create structured motifs of six to eight counts. Focus on clarity, timing and repetition. Provide guided rehearsal with modelling of transitions. Emphasise strong starting and finishing positions. For cognition and learning needs, break choreography into clear sections and rehearse repeatedly. Provide visual cue cards and music count prompts. For pupils with ASD, clearly mark formation spaces and maintain predictable rehearsal routines. Provide clear beginning and ending poses. For pupils with ADHD, incorporate dynamic contrasts and assign leadership roles such as leading counts or demonstrating movements. For pupils with SEMH needs, build confidence through small group rehearsal and structured peer feedback.	Reduce duration or repetitions while maintaining technique. Focus on one fitness component at a time such as muscular endurance or agility. Provide visual demonstrations and simplified performance targets. For cognition and learning needs, use consistent circuit structures with clear station instructions. Provide visual timers and achievable personal targets. For pupils with ASD, maintain predictable station order and clear transition signals. For pupils with ADHD, incorporate measurable personal best challenges and competitive elements within structure. For physical needs, adapt exercises such as incline push-ups, resistance band alternatives or walking intervals instead of running.	Reduce defensive pressure and focus on secure dribbling and controlled passing. Shorten distances and widen goals. Reinforce correct grip and stopping technique before progressing to tactical play. For cognition and learning needs, teach skills in isolation before applying in small-sided games. Provide clear demonstrations and repeated structured practice. For pupils with ASD, define positional roles clearly and maintain consistent team organisation. Mark boundaries and safe spaces. For pupils with ADHD, use small-sided games with frequent touches of the ball. Provide skill challenges such as timed dribbling courses. For physical needs, adapt stick length and reduce movement demands. Allow walking hockey where necessary.	Focus on consistent underarm or supported overarm bowling. Use softer balls and reduce fielding distances. Allow structured batting with clear hitting zones. For cognition and learning needs, isolate skills such as bowling accuracy or catching before combining. Use visual targets and simplified scoring. For pupils with ASD, maintain structured rotation systems and clearly defined fielding areas. For pupils with ADHD, provide high-activity roles such as wicket keeper or close fielder and include timed fielding challenges. For physical needs, adapt bowling technique and provide bounce feeds where required.
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Adaptations for GD pupils	Expect extended sequences that demonstrate fluency, control and creativity. Introduce counterbalance, counter-tension and synchronised partner work. Encourage use of varied pathways and apparatus combinations. Pupils should evaluate performance using technical language and refine work independently.	Introduce tactical shot placement including cross-court and into space. Encourage serving accuracy and beginning point construction. Reduce bounce allowances and increase rally consistency expectations. Pupils should demonstrate understanding of simple singles tactics and scoring systems.	Expect manipulation of dynamics, relationships and formations. Introduce more complex choreographic devices such as canon, unison and contrasting sections. Encourage expressive interpretation of stimulus and refined timing. Pupils should evaluate and adapt choreography independently.	Increase intensity, duration and complexity of exercises. Introduce combination movements requiring coordination and strength. Encourage pupils to monitor heart rate and reflect on training impact. Provide leadership roles in warm-up planning and peer coaching.	Introduce defensive marking, tackling timing and positional awareness. Encourage attacking principles such as width and creating space. Use conditioned games that require tactical decision-making such as limited touches or required passing sequences before shooting.	Develop accurate overarm bowling with tactical intent. Encourage placement batting and awareness of field positions. Introduce basic game strategy such as rotating strike and defensive fielding placements. Provide leadership roles including captaincy or umpiring.
Resources/ approaches	Resources remain apparatus-based, but tasks are more open-ended and demand greater creativity and independence.	Resources (rackets, low-compression balls, nets, court markings and target markers) become more structured and competitive, with scoring systems, defined court positioning and tactical challenges.	Resources are minimal in equipment but high in cognitive demand.	Resources become more structured and data-informed (station cards, equipment sets per station, circuit layouts, timer systems, instruction boards), including timed intervals, repetition tracking and goal setting.	Resources (hockey sticks, cones, markers, small-sided pitches, bibs, goals and target zones) and gameplay become more complex, with structured small-sided games, rule enforcement and increased competitive intensity.	Resources (plastic or wooden bats, variety in balls, wicket and stumps) become more game-like, with scoring systems, overs, partnerships and tactical discussions
Career links	Gymnastics Coach Elite Performance Coach PE Teacher Professional Gymnast Strength & Conditioning Coach Sports Scientist Performance Analyst Sports Therapist Physiotherapist Sports Rehabilitator Sports Medicine Practitioner Health & Safety Officer Sports Facility Manager Sports Programme Coordinator	Tennis Coach High-Performance Coach Professional Tennis Player Umpire Line Judge Professional Match Official Tournament Organiser Event Manager Sports Development Officer Sports Psychologist Performance Analyst Sports Broadcaster Sports Journalist Sports Marketing Executive Sports Manager Sports Agent Sports Lawyer Sports Governance Officer	Professional Dancer Choreographer Dance Teacher Performing Arts Teacher Creative Director Theatre Director Stage Manager Theatre Producer Arts Programme Leader Cultural Arts Coordinator Drama Therapist Movement Therapist Fitness Instructor Zumba / Aerobics Instructor Arts Entrepreneur Lighting Designer Costume Designer	Personal Trainer Fitness Instructor Strength & Conditioning Coach Sports Scientist Exercise Physiologist Sports Nutritionist Physiotherapist Sports Rehabilitator Sports Therapist Sports Doctor Health & Wellbeing Coach Health Promotion Officer PE Teacher Performance Analyst	Sports Coach Elite Coach Community Sports Leader Referee Professional Match Official Team Manager Sports Development Officer Talent Development Officer Match Analyst Performance Strategist Sports Journalist Sports Broadcaster Sports Administrator Sports Governance Officer	Cricket Coach Batting Coach Bowling Coach Professional Cricketer Umpire Match Official Sports Statistician Performance Analyst Sports Journalist Sports Broadcaster Groundskeeper Sports Event Manager Competition Organiser Sports Agent Sports Administrator