ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 1
2026 – 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 1 Personal · Footwork · One leg balance						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – Stay on task						
LESSON OUTLINE	I'm riding on my bike.	Off for a ride.	The instructor says.	Oh! You'll never get to sea!	Popping pirates.	Pirate statues.	Consolidate and review.
LEARNING OBJECTIVE	I can move with good control. I can move with good balance. I can move smoothly.	I can move with good control. I can move with good balance. I can move smoothly.	I can move with good control. I can move with good balance. I can move smoothly.	I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble.	I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble.	I can balance with standing foot still. I can balance with non-standing foot off the floor. I can balance with minimum wobble.	—
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 1 - Personal · Shape/travel						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – stay on task						
LESSON OUTLINE	Mirror, mirror.	Shape off.	Hide and seek.	Tree hop.	Jungle trip using apparatus.	Follow my leader on apparatus.	Consolidate and review.
LEARNING OBJECTIVE	I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.	I can perform an accurate shape. I can use good body tension to hold the shape. I can perform repeatable shapes.	I can perform accurate shapes. I can use good body tension to hold the shapes. I can perform repeatable shapes.	I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns.	I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns.	I can perform accurate movement patterns. I can move with good posture. I can maintain contact with apparatus.	—
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 2 - Social · Jumping and landing Seated balance						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Understand others						
LESSON OUTLINE	I jumped aboard a rocket ship.	Asteroid shower.	Home Planet.	Five cheeky monkeys.	Monkey mirror.	Throw the fruit.	Consolidate and review.
LEARNING OBJECTIVE	I can achieve good take off and height. I can land with balance and control. I can land softy and quietly.	I can achieve good take off and height. I can land with balance and control. I can land softy and quietly.	I can achieve good take off and height. I can land with balance and control. I can land softy and quietly.	I can balance with hands/feet up for 10 seconds. I can balance with minimum wobble (control). I can maintain balance without strain.	I can balance with hands/feet up for 10 seconds. I can balance with minimum wobble (control). I can maintain balance without strain.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble (control). I can maintain balance without strain.	—
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real dance Unit 1 - Social · Shapes/artistry/partnering/circles						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Undersand others						
LESSON OUTLINE	Give your dance a shape.	Feel the beat, feel the rhythm.	With two, dancing is twice as good.	Turning, jumping, moving.	Follow the silk.	Show us you best.	Consolidate and review.
LEARNING OBJECTIVE	I can perform a range of different shapes with different leg positions creating challenge to core strength. I can perform with balance and control when holding a shape and when moving between shapes. I can perform a variety of smooth, fluent movements when moving between shapes.	I can understand how to count to the beat of the music. I can demonstrate a visible change in movement when music is changed. I can perform a range of different shapes with control to different music.	I can perform a diverse range of different standing and floor shapes with partners. I can perform with balance and control when holding shapes and when moving between shapes. I can maintain a 'Kind' touch when in contact with a partner.	I can maintain balance and control when moving, turning, jumping and landing. I can perform a diverse range of circle moves, including simple jumps and turns. I can land quietly and in balance.	I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can smoothly and fluently when transitioning between moves.	I can perform a variety of shapes, circles and silk moves with balance and control. I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can make a strong attempt at putting moves together.	—
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities** **• perform dances using simple movement patterns.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 3 - Cognitive · Dynamic balance Stance					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – Observe and describe.					
LESSON OUTLINE	Five little puffer trains.	Puffing along.	Wobbly bridge.	Children on a rope.	Tightrope twins.	Tightrope sequence.
LEARNING OBJECTIVE	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can coordinate to move with opposite arm and leg moving forwards.	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 2 - Cognitive · Flight/rotation					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – Observe and describe					
LESSON OUTLINE	Clapping Game.	I can land quietly and in balance. 3 Jump challenge.	I can land quietly and in balance. Apparatus circuit.	Bean bag rolls.	Toys alive using apparatus.	Apparatus circuit.
LEARNING OBJECTIVE	I can perform accurate footwork patterns and take-off. I can create a clear shape during flight. I can land quietly and in balance.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight.	I can maintain an accurate shape throughout. I can rotate with control. I can remain balanced throughout.	I can maintain an accurate shape throughout. I can rotate with control. I can remain balanced throughout.	I can rotate with control. I can remain balanced throughout. I can maintain contact with apparatus throughout (where appropriate).
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 4 - Creative · Ball skills Counter balance				
LEARNING BEHAVIOUR	Learning behaviour: · Creative – Explore and describe				
LESSON OUTLINE	SPORTS DAY	Shoulders, tummy, knees and toes.	Add a clown move.	Clown tricks.	Hold on tight.
LEARNING OBJECTIVE	—	I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.	I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	SECOND PE LESSON · Orienteering – Y1 – Orienteering symbols and working with others				
LESSON OUTLINE	Exploring school features	Travelling together	Orienteering symbols 1	Orienteering symbols 2	Finding controls with a map
LEARNING OBJECTIVE	I can work together to find school features by matching them to similar photos.	I can use teamwork to travel together with others,	I can recognize common orienteering symbols and work cooperatively to complete related challenges.	I can recognize common orienteering symbols and work cooperatively to complete related challenges.	I can understand symbols on a map to help find controls.
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities** **• participate in team games, developing simple tactics for attacking and defending**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 5 - Physical · Sending and receiving Reaction and response						
LEARNING BEHAVIOUR	Learning behaviour: · Physical – control movement.						
LESSON OUTLINE	Bouncing balls.	Big top time.	Juggle trouble.	R I N G O.	Magic beans.	Magical shapes and letters.	Consolidate and review.
LEARNING OBJECTIVE	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	—
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	SECOND PE LESSON · Athletics: Running and Jumping Focus						
LEARNING BEHAVIOUR	Aviva – Elevating Athletics Scheme of work · Pges 15-17: Warm ups						
LESSON OUTLINE	p.31 Big steps, small steps. p.41 Animal jumps	p.32 Can you be? p.42 Touch the Teddy	p. 33 Beanbag balance p.43 Change arms	p.34 Follow the leader p.44 Feet first	p.35 Traffic lights p.45 Jump the stream	p.36 Rainbow run. p.46 Ladders	Consolidate and review.
LEARNING OBJECTIVE	Travel with control using varying stride lengths Demonstrate various jumps in response to instructions	Control movement in response to specific instructions Jump for height with control and balance	Walk and run with good posture and balance Describe how the use of arms can affect jumping for height	Copy movement of a leader with co-ordination and control Take off from different positions. Demonstrate control in landing	Start, stop and change pace with control in response to instructions Increase ability to jump far	Run on a curve with co-ordination and control. Link multiple step / jump combinations with balance and co-ordination	—
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 6 - Fitness · Ball chasing Floor work						
LEARNING BEHAVIOUR	Learning behaviour: · Health and fitness – exercise and the body.						
LESSON OUTLINE	Two cheeky squirrels.	Squirrel tricks.	Collecting nuts for winter.	Hungry, hungry Caspar cat.	Create a cat.	Cat capers.	Consolidate and review.
LEARNING OBJECTIVE	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.	—
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Athletics: Throwing Focus						
LEARNING BEHAVIOUR	Aviva – Elevating Athletics · Pges 15-17: Warm ups						
LESSON OUTLINE	p. 48 Flying birds.	p.49 Arms high, arms low.	SPORTS DAY	p.50 Flying sponges	p.51 Slider	p.52 Roll a goal	p.53 Skittles
LEARNING OBJECTIVE	Demonstrate mobility and co-ordination	Perform movements which mobilise and develop arms and shoulders	—	Throw with speed and agility	Apply appropriate effort in order to control an object's flight. Throw accurately	Roll a ball accurately	Use an underarm action to throw accurately at a target. Use an underarm action to throw over increasingly longer distance.
CURRICULUM LINKS	**master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities** **• participate in team games, developing simple tactics for attacking and defending**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						