ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 5
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 · Ball skills Reaction and response · A: Invasion B: Net and wall						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – react positively to challenge						
LESSON OUTLINE	Endball (invasion) 4 square (net and wall)	Endball (invasion) 4 square (net and wall)	Endball (invasion) 4 square (net and wall)	Endball (invasion) 4 square (net and wall)	Endball (invasion) 4 square (net and wall)	Endball (invasion) 4 square (net and wall)	I am ready to react and move. Competition week Competition week
LEARNING OBJECTIVE	I can move and work the ball in different directions. I can move the ball smoothly and fluidly. I can maintain fluidity when changing hands.	I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.	I can move and work the ball in different directions. I can move the ball smoothly and fluidly. I can maintain fluidity when changing hands.	I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.	I can move and work the ball in different directions. I can move the ball smoothly and fluidly. I can maintain fluidity when changing hands.	I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.	I can move with fluency and control. I can react, start and stop quickly.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
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.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 5
2026 – 2027

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 · Dynamic balance Counter balance						
LEARNING BEHAVIOUR	Learning behaviour: · Social – provide helpful feedback						
LESSON OUTLINE	Team tails (OAA)	Team tails (OAA)	Team tails (OAA)	Team tails (OAA)	Team tails (OAA)	Team tails (OAA)	Competition week
LEARNING OBJECTIVE	I can move with fluidity and minimum wobble. I can stay balanced on the line with head up. I can move with opposite arm and leg moving forwards.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can move with fluidity and minimum wobble. I can stay balanced on the line with head up. I can move with opposite arm and leg moving forwards.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can move with fluidity and minimum wobble. I can stay balanced on the line with head up. I can move with opposite arm and leg moving forwards.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can move with fluency and control. I can react and move quickly. I can maintain stability and control.
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
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.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 5
2026 – 2027

AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · real Gym Unit 1 Social · Dynamic balance Counter balance · Hand apparatus/low apparatus						
LEARNING BEHAVIOUR	Learning behaviour: · Social – provide helpful feedback						
LESSON OUTLINE	Ball tricks	Rhythmic sequences	Rhythmic sequences	Apparatus circuit	Bench sequences	Bench sequences	Review of both sets of FMS. Celebration of successses
LEARNING OBJECTIVE	I can perform individual movements accurately. I can maintain good body tension and extension throughout. I can keep apparatus in motion throughout.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can move with fluidity and minimum wobble. I can stay balanced on the line with head up. I can move with opposite arm and leg moving forwards.	I can move with good posture. I can perform accurate movement patterns. I can perform repeatable movements.	I can move with good posture. I can perform accurate movement patterns. I can perform repeatable movements.	I can move with good posture. I can perform accurate movement patterns. I can perform repeatable movements.	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
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.						

ST PHILOMENA'S PRIMARY SCHOOL
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2026 – 2027

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 · Stance Footwork					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – judge performance					
LESSON OUTLINE	Beanbag raid (OAA/athletics)	Beanbag raid (OAA/athletics)	Beanbag raid (OAA/athletics)	Beanbag raid (OAA/athletics)	Beanbag raid (OAA/athletics)	Competition -continuous knockouts
LEARNING OBJECTIVE	I can stay on the line/low beam throughout. I can balance with minimum wobble (control). I can maintain good posture.	I can move with smooth, controlled movements. I can move with fluency and rhythm. I can move well and perform consistently on both sides/in both directions.	I can stay on the line/low beam throughout. I can balance with minimum wobble (control). I can maintain good posture.	I can move with smooth, controlled movements. I can move with fluency and rhythm. I can move well and perform consistently on both sides/in both directions.	I can stay on the line/low beam throughout. I can balance with minimum wobble (control). I can maintain good posture.	I can move with smooth, controlled movements. I can move with fluency and rhythm. I can move well and perform consistently on both sides/in both directions.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**					
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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PE MEDIUM TERM PLANNING · YEAR 5
2026 – 2027

SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	SECOND PE LESSON · Real dance Unit 1 Social · Shapes/circles/artistry/partnering					
LEARNING BEHAVIOUR	Learning behaviour: · Social – provide helpful feedback					
LESSON OUTLINE	Making it happen.	Get turning	Make like silk	Feel the music	Flying and leaning	Epic performance
LEARNING OBJECTIVE	I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves. I can perform clear and repeatable shapes and moves.	I can perform a diverse range of circle moves, including jumps and turns. I can perform with control when moving, turning, jumping and landing. I can perform exact, repeatable movements, including circles and half-circles rather than ovals.	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 move smoothly and with control when transitioning between moves.	I can identify musical melody and express it with body movement. I can demonstrate a visible change in movement when music or musical phrase is changed. I can perform a range of shapes, circles and silk moves with control to different music.	I can demonstrate strong start and finish positions. I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner to jump. I can communicate with my partner to ensure correct timing when jumping and lifting.	I can perform a sequence of moves with a partner, executed with confidence and control. I can perform strong and balanced shapes and smooth, fluid and confident movements. I can demonstrate clear strategies of working together in a range of roles from creator to listener, jumper to lifter, first mover to last finisher.
CURRICULUM LINKS	**perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**					
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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PE MEDIUM TERM PLANNING · YEAR 5
2026 – 2027

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 – express ideas				
LESSON OUTLINE	SPORTS DAY	Scorpion handball (invasion) 4 square seated games (net and wall)	Scorpion handball (invasion) 4 square seated games (net and wall)	Scorpion handball (invasion) 4 square seated games (net and wall)	Scorpion handball (invasion) 4 square seated games (net and wall)
LEARNING OBJECTIVE	—	I can balance with good posture, for example, straight back. I can hold balance without strain. I can balance with control, for example, while transferring objects.	I can maintain stability without strain. I can balance with hands and feet off the floor throughout. I can balance with repeatable performance.	I can balance with good posture, for example, straight back. I can hold balance without strain. I can balance with control, for example, while transferring objects.	I can maintain stability without strain. I can balance with hands and feet off the floor throughout. I can balance with repeatable performance.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**				
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.				

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 5
2026 – 2027

SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	FIRST PE LESSON · REAL PE · Core real PE Unit 5 Physical · Jumping and landing One leg balance						
LEARNING BEHAVIOUR	Learning behaviour: · Physical – combining skills in specific contexts						
LESSON OUTLINE	5 jump combinations (athletics)	5 jump combinations (athletics)	5 jump combinations (athletics)	5 jump combinations (athletics)	5 jump combinations (athletics)	Competition: Levelling the playing field.	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 balance with stability and control. I can balance and move with smooth, controlled movements. I can repeat balances with consistent performance.	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 stability and control. I can balance and move with smooth, controlled movements. I can repeat balances with consistent performance.	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 stability and control. I can balance and move with smooth, controlled movements. I can repeat balances with consistent performance.	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
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.						

ST PHILOMENA'S PRIMARY SCHOOL
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2026 – 2027

SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	SECOND PE LESSON · OAA · Cross curricular orienteering Y5 – Map memory and control flow						
LESSON OUTLINE	Map memory and control flow – Flow through the cones	Map memory and control flow – POINT TO POINT - Orienteering 1	Map memory and control flow – POINT TO POINT - Orienteering 2	Map memory and control flow – Orienteering competitions -STAR relay 1	Map memory and control flow – Orienteering competitions -STAR relay 2	Map memory and control flow – Knowledge orienteering event	Assess and review
LEARNING OBJECTIVE	I can use map memory and control flow to navigate a cone orienteering course efficiently.	I can use map memory and control flow to navigate a POINT TO POINT orienteering course efficiently.	I can use map memory and control flow to navigate a POINT TO POINT orienteering course efficiently.	I know the rules and plan strategy and tactics for a STAR RELAY competition.	I can evaluate previous performance to plan strategy and tactics for STAR RELAY competitions.	I can evaluate previous performance to plan strategy and tactics for STAR RELAY competitions.	I can recall and apply knowledge and skills from this unit and previous units.
CURRICULUM LINKS	**take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
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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2026 – 2027

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 · Sending and receiving Ball chasing						
LEARNING BEHAVIOUR	Learning behaviour: · Fitness – describe basic fitness components						
LESSON OUTLINE	Scatterball (striking and fielding) To bank or not to bank (OAA)	Scatterball (striking and fielding) To bank or not to bank (OAA)	Scatterball (striking and fielding) To bank or not to bank (OAA)	Scatterball (striking and fielding) To bank or not to bank (OAA)	Scatterball (striking and fielding) To bank or not to bank (OAA)	Competition: Round robins. Levelling the playing field.	Consolidate and review.
LEARNING OBJECTIVE	I can throw with good accuracy and weight. I can send and receive with fluency. I can perform with consistency (repeatable).	I can turn over either shoulder to collect the ball. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can throw with good accuracy and weight. I can send and receive with fluency. I can perform with consistency (repeatable).	I can turn over either shoulder to collect the ball. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can throw with good accuracy and weight. I can send and receive with fluency. I can perform with consistency (repeatable).	I can turn over either shoulder to collect the ball. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
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.						