



Stanburn Curriculum Coverage Medium Term Plan

PE 2025-26



	Autumn 1 <i>We are learning:</i>	Autumn 2 <i>We are learning:</i>	Spring 1 <i>We are learning:</i>	Spring 2 <i>We are learning:</i>	Summer 1 <i>We are learning:</i>	Summer 2 <i>We are learning:</i>
EYFS	<p>Dance – 1</p> <ol style="list-style-type: none"> To use colours and feelings in dance. To perform as animals using different levels and directions. To work with a partner. To show expression in our sequence. To perform transport actions and movements in our dance. To use leading and following movements. <p>Fitness – 1</p> <ol style="list-style-type: none"> To work as hard as we can for 20 seconds. To know why we rest after exercise. To track and count in 5s, each type of exercise. To know what a 	<p>Gymnastics – 1</p> <ol style="list-style-type: none"> To move safely. To take off and land on two feet. To balance and move balls and beanbags. To travel on mats and benches. To copy and repeat actions. To perform simple shapes and balances. <p>Speed, Agility, Travel – 1</p> <ol style="list-style-type: none"> To move in different directions. To keep our bodies safe in running games. To jump in different directions. To stop safely. 	<p>Body Management – 1</p> <ol style="list-style-type: none"> To balance beanbags. To move through hoops in different ways. To reach and stretch to get equipment. To make bridges with our bodies. To travel over and under apparatus. To make shapes with our bodies. <p>Manipulation & Co-ordination – 1</p> <ol style="list-style-type: none"> To handle a balloon. To handle a ball. To kick a ball. To hop, jump and step. To send a ball or beanbag. To send and stop in 	<p>Gymnastics – 2</p> <ol style="list-style-type: none"> To link different shapes and ways of moving. To egg roll and log roll. To follow different pathways. To balance on points and patches. To perform our story to music. To use a start and finish position. <p>Manipulation & Co-ordination – 2</p> <ol style="list-style-type: none"> To play parachute games. To use equipment to perform actions. To use baton to push beanbags and balls. To use a baton to 	<p>Dance – 2</p> <ol style="list-style-type: none"> To move to the count of 8. To perform with a partner to the count of 8. To work with a partner to perform. To perform a dance using 4 actions. To link new actions with ones with already know. To practice and perform a dance about Africa. <p>Speed, Agility, Travel – 2</p> <ol style="list-style-type: none"> To move beanbags and balls. To move in different ways. To jump on, off and over. To perform circle dances. 	<p>Body Management – 2</p> <ol style="list-style-type: none"> To perform rolls. To show some body control. To perform different jumps. To jump using apparatus. To travel across apparatus. To work as part of a team. <p>Co-operate & Solve Problems - 1</p> <ol style="list-style-type: none"> To match colours and symbols. To work as a team to complete a task. To use our bodies to make number shapes. To follow a trail.



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	ladder workout is. 5. To relax and be calm after we have exercised. 6. To challenge ourselves to beat our best score.	5. To move at slow and fast speeds. 6. To stop safely in different ways.	a game.	dribble. 5. To perform different jumps. 6. To handle a hoop.	5. To use strength to hold shapes. 6. To work in a team.	5. To work with others to make patterns. 6. To work with a partner to complete challenges.
YR1	<b style="color: blue;">Gymnastics – 1 1. To perform ‘like’ actions in a sequence. 2. To carry and set up apparatus safely. 3. To perform shapes on both large and small body parts. 4. To take off and land and use shape in our jumps. 5. To travel on our feet, showing good body tension. 6. To create different levels in our performance.	<b style="color: blue;">Dance – 1 1. To show moods and feelings we experience in the jungle. 2. To move as if we are living in the jungle. 3. To create and perform movements which show friendship. 4. To perform leading and following movements. 5. To perform a short dance with a clear start, middle and end. 6. To use repeated actions in our dance.	<b style="color: blue;">Hit, Catch, Run – 2 1. To catch a ball over a short distance. 2. To begin to hit a ball with power. 3. To position ourselves in the path of the ball. 4. To field the ball to a base. 5. To catch a high ball. To stop the other team from scoring points.	<b style="color: blue;">Dance – 2 1. To perform actions to well-known nursery rhymes. 2. To march in time to the beat and to turn while marching. 3. To march in time as a group. 4. To perform actions in canon (one after the other). 5. To perform a short dance using canon. <b style="color: blue;">Run, Jump, Throw – 2	<b style="color: blue;">Hit, Catch, Run – 2 6. To catch a ball over a short distance. 7. To begin to hit a ball with power. 8. To position ourselves in the path of the ball. 9. To field the ball to a base. 10. To catch a high ball. 11. To stop the other team from scoring points.	<b style="color: blue;">OOA (Outdoor Adventurous Activities) 1. To follow simple instructions to complete a trail. 2. To find matching symbols. 3. To copy and create a hoop dance. 4. To work with a partner to complete a hoop challenge. 5. To recognise a drawn symbol as a real object e.g. a square. 6. To use decision-making skills to hide equipment.



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	<p>Run, Jump, Throw – 1</p> <ol style="list-style-type: none"> 1. To start and stop moving at speed. 2. To use our arms when running at different speeds. 3. To take off on two feet to jump for distance. 4. To use correct technique to throw different objects for distance. 5. To show improvement in our throwing. 6. To take part in a competition using running, jumping and throwing skills. 	<p>Send & Return- 1</p> <ol style="list-style-type: none"> 1. To slide a beanbag to a target. 2. To hit a ball in different ways with our hands. 3. To move towards a ball to return it. 4. To work with a partner to stop and return a beanbag. 5. To know what a rally is and rally with a partner. 6. To send a ball into space to make it harder for our opponent. 	<p>Gymnastics – 2</p> <ol style="list-style-type: none"> 1. To move on, off and over apparatus and use the 'Magic Chair' landing. 2. To rock on different parts of our body and rock using shapes. 3. To perform specific one-foot balances such as h and y balances. 4. To perform actions at the same time as others (unison). 5. To perform actions one person after the other (canon). 6. To turn and jump a quarter and a half. 	<ol style="list-style-type: none"> 1. To use agile movements in different activities. 2. To recognise different ways to start and end an activity. 3. To develop stamina when running. 4. To develop core strength to improve throwing. 5. To stride and jump for height. 6. To choose the best starting position for running quickly. 	<p>Send & Return – 2</p> <ol style="list-style-type: none"> 1. To send the ball over a net to our partner. 2. To track and stop a moving object using both hands. 3. To know why different muscles are important when playing games. 4. To send balls accurately from different positions e.g. kneeling or sitting. 5. To spot space on the playing area and hit the ball there. 6. To play a game with a partner. 	<p>Attack, Defend, Shoot</p> <ol style="list-style-type: none"> 1. To hit a target. 2. To defend a target. 3. To roll and slide balls and beanbags. 4. To shoot in a game to get points. 5. To work with a partner to score points. 6. To use attacking and defending skills in a game.



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YR2	<p>Dance – 1</p> <ol style="list-style-type: none"> To Explore whole body actions to create movements as a group or pair. Demonstrate comprehension of a story through dance. To create movements that shows the friendship between two characters. To create a solo dance with changes of direction and speed. To match our movements to music To choose a formation for our dance and explain our choices. <p>Send & Return – 1</p> <ol style="list-style-type: none"> To stay on our toes to move quickly to 	<p>Gymnastics – 1</p> <ol style="list-style-type: none"> To combine 4 elements into a floor sequence To create power in a variety of different jumps. To take weight on your hands and move in different ways. To use our flexibility in a bridge and japana gymnastic shape. To perform a point balance arabesque. To perform a teddy roll. <p>Hit, Catch, Run – 1</p> <ol style="list-style-type: none"> To time our run around the bases to 	<p>Run, Jump, Throw – 1</p> <ol style="list-style-type: none"> To move quickly whilst being aware of the people around To create power with our legs to turn at speed. To move through an obstacle course with speed and control. To choose the best throw for different situations. To use quick feet while sprinting. To perform static and dynamic balances. <p>Hit, Catch, Run – 2</p> <ol style="list-style-type: none"> To Hit a ball and score points by 	<p>Dance – 2</p> <ol style="list-style-type: none"> To perform actions to well-known nursery rhymes. To march in time to the beat and to turn while marching. To march in time as a group. To perform actions in canon (one after the other). To perform a short dance using canon. To perform in round in different groups. <p>Attack, Defend, Shoot - 1</p> <ol style="list-style-type: none"> To hit a target. 	<p>Attack, Defend, Shoot - 2</p> <ol style="list-style-type: none"> To throw different types of equipment To move to space after passing a ball. To pass and move forwards to a target with a partner. To position ourselves as a goalkeeper To intercept a ball from a person on the other team To use the skills we have developed in a competition. <p>Send & Return – 2</p> <ol style="list-style-type: none"> To send the ball over a net to our 	<p>OOA (Outdoor Adventurous Activities)</p> <ol style="list-style-type: none"> To work as a team to complete a task. To use problem-solving skills to complete a treasure hunt. To copy then create a simple movement pattern. To give clues to guide a blindfolded person safely. To improve performance through repetition. To use a key on a map to re-create a map with accuracy. <p>Gymnastics – 2</p> <ol style="list-style-type: none"> To use a releve walk in a sequence.



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	<ul style="list-style-type: none"> the ball. 2. To identify which hand is dominant in the game. 3. To know the basic rule of serving to our partner. 4. To develop agility and use it in a game. 5. To use the correct grip to hit a self-fed ball. 6. To use the ready position in a rally. 	<ul style="list-style-type: none"> stay "safe". 2. To kick a ball into space using different parts of the foot. 3. To respond to how a ball is bowled when hitting. 4. To learn about the role of a wicketkeeper 5. To learn about the role of the backstop 6. To bowl underarm with accuracy. 	<ul style="list-style-type: none"> running to a cone. 2. To defend a target by kicking. 3. To bowl underarm with control 4. To hit a ball using different bats and techniques 5. To throw accurately to a base. 	<ul style="list-style-type: none"> 2. To defend a target. 3. To roll and slide balls and beanbags. 4. To shoot in a game to get points. 5. To work with a partner to score points. 6. To use attacking and defending skills in a game. 	<ul style="list-style-type: none"> partner. 2. To track and stop a moving object using both hands. 3. To know why different muscles are important when playing games. 4. To send balls accurately from different positions e.g. kneeling or sitting. 5. To spot space on the playing area and hit the ball there. 6. To play a game with a partner. 	<ul style="list-style-type: none"> 2. To perform a dish and arch shape moving smoothly from one to the other. 3. To develop our strength in a back support and crab. 4. To frog jump and leap frog. 5. To hold an L-sit with a straight back. 6. To bring rhythm and flow to our sequence.
YR3	<p>OAA (Outdoor Adventurous Activities)</p> <ul style="list-style-type: none"> 1. To use clear communication, strength and flexibility to complete a task 2. To work with others to complete map-reading task 3. To draw and create 	<p>Dance - 1</p> <ul style="list-style-type: none"> 1. To represent the character of Matilda in our movements. 2. To represent Matilda's magical powers in a duet 3. To represent the character of Miss Trunchbull on our movements 	<p>Gymnastics – 1</p> <ul style="list-style-type: none"> 1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency. 3. To perform a sequence using different types of rolls 	<p>Dance - 2</p> <ul style="list-style-type: none"> 1. To perform a dance phrase inspired by the ocean's depth 2. To use improvisation to create a longer movement phrase 3. To use dynamics in a short group dance to show travelling 	<p>Hockey</p> <ul style="list-style-type: none"> 1. To keep close control of the ball using the flat side of the stick 2. To control the ball and pass it into space 3. To use a defensive body position. 4. To consistently stop 	<p>Tag Rugby</p> <ul style="list-style-type: none"> 1. To use speed to run past defenders 2. How to use a short pass in a game 3. To use agility to evade being tagged 4. To understand and apply the tag protocol in game situations



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	<p>a clear route on a map-reading task.</p> <p>4. To work with others and identify what went well and what we could do to improve.</p> <p>5. To use the outside of the foot to control the ball and dribble.</p> <p>6. To safely take part in trust-based activities</p> <p>Dodgeball</p> <p>1. To throw with power and accuracy to eliminate an opponent</p> <p>2. To catch a quick ball</p> <p>3. To use basic dodging techniques such as sidestep</p> <p>4. To block an oncoming ball.</p> <p>5. To quickly decide whether to dodge or catch</p>	<p>4. To demonstrate Miss Trunchbull's punishments in a duet</p> <p>5. To put our ideas together to create a class dance</p> <p>6. To perform a class dance</p> <p>Basketball</p> <p>1. To keep possession of the ball while dribbling.</p> <p>2. To work as a pair to move forward and attack.</p> <p>3. To use a defensive body position.</p> <p>4. To perform a two handed shot to score a basket.</p> <p>5. To use a jump ball to restart a game.</p>	<p>4. To perform powerful jumps from low apparatus</p> <p>5. To perform in unison with a partner</p> <p>6. To create a group performance using contrasting actions</p> <p>Handball</p> <p>1. To use the ready position to catch effectively.</p> <p>2. To perform accurate passes in different situations.</p> <p>3. To move with the ball using the 3-step rule.</p> <p>4. To use a quick, effective passes to</p>	<p>on the ocean</p> <p>4. To perform as a class to show the damage that can be caused to the ocean</p> <p>5. To work as a group dance for the final performance</p> <p>Football</p> <p>1. To use the inside of the foot to pass the ball.</p> <p>2. To trap the ball that is moving along the ground with control.</p> <p>3. To pass the ball accurately into space over a short distance.</p> <p>4. To identify and move into space to</p>	<p>a moving ball ready to pass, move or shoot.</p> <p>5. To improve our agility and apply it in a game situation.</p> <p>6. To avoid our feet contacting the ball and apply basic rules to the game</p> <p>Rounders</p> <p>1. To get into the best body position to field a ball</p> <p>2. To bowl with some consistency in a game</p> <p>3. To hit a moving ball with one hand</p> <p>4. To stop a moving ball with the long barrier technique</p> <p>5. To throw longer distances using the</p>	<p>5. To close down an attacker's space as a defender</p> <p>6. To perform a backward pass to continue an attack</p> <p>Cricket</p> <p>1. To hit a stationary ball into space using the straight drive.</p> <p>2. To bowl underarm to a batter with some accuracy.</p> <p>3. To use the correct footwork to strike a bowled ball.</p> <p>4. To stop a moving ball using the long barrier technique.</p>



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	6. To use key skills and rules in a dodgeball game	6. To know when to move space to receive a ball.	attack as a team. 5. To use quick, effective passes to attack as a team. To develop accurate passing and move into space in a game	receive the ball. 5. To use the outside of the foot to control the ball and dribble. 6. To cushion the ball when receiving it.	overarm technique 6. To select and apply new skills in a competition.	
YR4	Dance – 1 1. To use freeze frames in our dance. 2. To perform a slide and roll confidently. 3. To use a variety of formations when performing. 4. To extend our ‘mission dance’ phrases using cannon. 5. To sequence our dance actions to show good flow. 6. To create A5 action dance routine showing good ‘stage’ entry.	Gymnastics – 1 1. To compose a 6-element sequence that uses changes in speed and direction. 2. To use the STEP principle to create and perform a partner sequence. 3. To perform actions taking weight on hands. 4. To develop a sequence using compositional ideas, e.g. pathways 5. To co-operate as a group to refine a short sequence.	Dodgeball 1. To throw with power and accuracy to eliminate an opponent 2. To catch a quick ball 3. To use basic dodging techniques such as sidestep 4. To block an oncoming ball. 5. To quickly decide whether to dodge or catch 6. To use key skills and rules in a dodgeball game	Tag Rugby 1. To use accurate passes to create an attack as a team. 2. To pick the ball up from the floor and run with it to start an attack. 3. To keep possession of the ball and build an attack. 4. To evade being tagged. 5. To use changes of speed to create gaps to run into. 6. To create attacking opportunities in a game.	Volleyball 1. The principle of ‘three contacts’ in pairs volleyball 2. To move about the court and anticipate where the ball will be played 3. To give our partner more time to react by throwing the ball higher 4. To move to the net to receive the ball from our partner. 5. To move close to the net, ready receive the ball 6. To serve underarm with correct	Tennis 1. To return to the middle of the court after playing a shot. 2. To accurately use the forehand in game situations to score points. 3. To play a backhand shot with some control. 4. To combine ready position and court movement to consistently return the serve. 5. To work with a partner to score points in a game. 6. To use forehand



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	<p>OAA (Outdoor Adventurous Activities)</p> <ol style="list-style-type: none"> To work collaboratively to complete a problem-solving task. To work collaboratively to create shapes while blindfolded. To name and recognise the cardinal points of the compass. To complete an orienteering task calmly under time pressure. To work with a 	<p>Basketball</p> <ol style="list-style-type: none"> To keep possession of the ball when dribbling To work as pair to move forward and attack To use a defensive body position. To perform a two-handed shot to score baskets To use a jump ball to restart a game. When to move to space to receive the ball. 	<p>Gymnastics -2</p> <ol style="list-style-type: none"> To compose a 6-element sequence that uses changes in speed and direction. To use the STEP principle to create and perform a partner sequence. To perform actions taking weight on hands. To develop a sequence using compositional ideas, e.g. pathways To co-operate as a group to refine a short sequence. 	<p>Badminton</p> <ol style="list-style-type: none"> To use an underarm forehand shot To hit an overhead shot To hit a backhand shot with control accuracy 'Trick' shots and interesting ways of hitting the shuttle To work collaboratively to score points in different scenarios To use forehand and backhand shots in a singles game. 	<p>volleyball technique.</p> <p>Athletics</p> <ol style="list-style-type: none"> To challenge ourselves in running, jumping and throwing tasks. To accelerate over a short distance. To run and jump using a two footed take-off. To use a sling action to throw a discus. To run on a curve and exchange baton in our team. To apply the skills we have developed in a competitive way. 	<p>and backhand shots to score points in a competitive situation.</p> <p>Dance-2</p> <ol style="list-style-type: none"> To communicate the theme of a snake through our dance actions To use dynamics and formations in our dance to help us tell a story To use space, travel and floor patterns to enhance the dance To develop our choreography skills. To work in a small group to create contact movement's way. To use peer evaluation to improve each



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						other's work
YR5	<p>Netball</p> <ol style="list-style-type: none"> To throw and catch with one hand. To use my agility to dodge a ball. To use my reaction skills to dodge multiple balls. To throw a ball at a moving target with accuracy. To use team work to create a tactic in a match. To use all the skills I have learned in a game situation. 	<p>OAA (Outdoor Adventurous Activities)</p> <ol style="list-style-type: none"> To explore different ways of communicating with a blindfolded partner. To follow a designated route at maximum speed and complete a task safely. To use memory methods to recall different objects while navigating. To use clear communication to recreate a shape as a team. To use imagination and creative thinking to create the tallest 	<p>Badminton</p> <ol style="list-style-type: none"> To use the smash shot technique and when it is used. To use the smash shot in a doubles game. To hit a drop shot using the correct technique to outwit an opponent. To develop reaction time to hit shots when close to the net. To communicate with a partner in doubles match to make sure court positioning is correct. <p>To use defensive formation in a doubles game to prevent</p>	<p>Dance 1</p> <ol style="list-style-type: none"> To dance in the Bollywood style. To create a Bollywood dance duet. To present and appreciate a Bollywood style. To dance in the Line Dancing style. To create a group Line Dance. To present and appreciate a Line Dance. 	<p>Athletics</p> <ol style="list-style-type: none"> To run for speed and distance on our own and as part of a team. To pace ourselves to run over longer distances. To use different jumping styles and exploring which one we can jump further with. To use the push throw technique. To exchange a baton within a restricted area. To design a small group either run, jump or throw event. 	<p>Cricket</p> <ol style="list-style-type: none"> To work with a partner to score runs. To throw accurately over short distances to get batters out. To follow the path of the ball to catch as a wicketkeeper. To overarm bowl with accuracy using the correct grip. To forward defensive shot. To field in the mid-on and mid-off positions.



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	<p>Rounders</p> <ol style="list-style-type: none"> To judge how far you can run based on the distance of a hit. To throw over short distance with power and accuracy to get batters out. To follow the path of the ball to make sure it is fielded consistently To backwards hit rule and using it tactically as the backstop To hit the ball into gaps to maximise the chance of scoring To set a field in a 	<p>marshmallow tower.</p> <ol style="list-style-type: none"> To send and interpret messages using Morse code <p>Hockey</p> <ol style="list-style-type: none"> To perform a block tackle to dispossess an attacker To use fast, accurate passes into the D to create scoring opportunities To mark an attacker closely to stop them from receiving the ball. To perform a sweep hit to send the ball 'first time' To move the ball quickly from left to right to outwit a defender. To use a variety of techniques to keep 	<p>opponents from scoring points</p> <p>Gymnastics – 1</p> <ol style="list-style-type: none"> To use space creatively along a L shaped pathway. To refine our round off technique. To refine our over the shoulder-roll and attempt an alternative action to finish. To smoothly link 2 cartwheels to perform a double cartwheel. To transition into a bridge with control. To develop a 6-element partner 	<p>Basketball</p> <ol style="list-style-type: none"> To use blocking to stop an opponent from shooting The front pivot and trying to use it in a game To use a forward pass and wing play to build an attack as a team To perform a one-handed push pass under pressure To create space using the box-out technique to recover rebounds <p>To catch the ball under pressure into the triple-threat positions.</p>	<p>Handball</p> <ol style="list-style-type: none"> To use the ready position to catch effectively To perform accurate passes in different situations To move the ball using the three step rule To prevent the ball from being passed by blocking and intercepting To use quick effective passes to attack as a team To develop accurate passing and move into space in a game 	<p>Dodgeball</p> <ol style="list-style-type: none"> To improve accuracy, aiming at different body areas To use the snatch effectively To develop smaller dodging movements like the weave and leg lift To use the black-and-catch tactic To use counter-attacking tactics in dodgeball The hand up rule and using it in a game



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	game to limit the scoring of a batter	possession in a game	sequence incorporating asymmetry.			
*Swimming is taught alongside indoor and outdoor PE in Year 5						
YR6	Dance – 1 1. To experiment the technique of stag leap and rebound jump. 2. To explore relationships through dance and perform partner lifts. 3. To compose a dance with a sport theme. 4. To choose and use suitable dynamics for our sport dance. 5. To link freeze frames in a street dance style to create a short movement phrase. 6. To perform a Top Rock and Slide step	OOA (Outdoor Adventurous Activities) 1. To work with a partner to successfully orient and follow a map. 2. To work in a partnership and use our knowledge to answer questions under pressure. 3. To safely perform a small group balance. 4. To work efficiently as part of a team to complete a range of tasks. 5. To create a fun and challenging game for others to complete. To listen to others to	Gymnastics – 1 1. To use controlled flight onto high apparatus. 2. To know what a base and flyer are in partner balances and performing them. 3. To perform more advanced partner balances and give constructive feedback to others. 4. To use rhythmic gymnastics equipment, such as hoops and balls in a sequence. 5. To incorporate	Gymnastics – 2 1. To perform a 10-element sequence using both floor and apparatus. 2. To perform with equipment and respond creatively to music. 3. To create judging criteria and assess performance against it. 4. To create and perform interesting patterns as part of a group. 5. To select and apply the appropriate walk and	Badminton 1. To use the smash shot technique and when it is used. 2. To use the smash shot in a doubles game. 3. To hit a drop shot using the correct technique to outwit an opponent. 4. To develop reaction time to hit shots when close to the net. 5. To communicate with a partner in doubles match to make sure court positioning is	Athletics 1. Sprint start technique to increase our running speed 2. The three phrases of triple jump 3. The heave throw technique and what is used for. 4. To asses our own ability to play our role in parlauff 5. The scissor jump technique and when it would be used in athletics 6. To record and relay results over of a range of track and field events.



Stanburn Curriculum Coverage Medium Term Plan

PE 2025-26



	Autumn 1 <i>We are learning:</i>	Autumn 2 <i>We are learning:</i>	Spring 1 <i>We are learning:</i>	Spring 2 <i>We are learning:</i>	Summer 1 <i>We are learning:</i>	Summer 2 <i>We are learning:</i>
	<p>and perform confidently with a partner.</p> <p>Hockey</p> <ol style="list-style-type: none"> To shoot under pressure from close range To perform long corner routines as part of a team To use goal-side marking to prevent an attacker from getting closer to the goal To use a banana run to force an oncoming attacker out wide 	<p>refine and adapt ideas to complete a complex task.</p> <p>Netball</p> <ol style="list-style-type: none"> To explore ways to improve our coordination. To mark the pass or the shot. To be organised as a team around the semi-circle. To compete to win the rebounding ball To stay active to intercept the pass. To stay onside in game depending on your position. 	<p>musicality and timing into a group sequence.</p> <ol style="list-style-type: none"> To combine our skills in pairs balance and rhythmic gymnastics into a group performance. <p>Dodgeball</p> <ol style="list-style-type: none"> To throw and catch with one hand. To use my agility to dodge a ball. To use my reaction skills to dodge multiple balls To throw a ball at a moving target with accuracy while being under pressure. To use team work to create a tactic in a match. To use all the skills I 	<p>presentation to start a sequence.</p> <ol style="list-style-type: none"> To perform a 10-element sequence with a 1-minute time limit. <p>Tag Rugby</p> <ol style="list-style-type: none"> To create attacking continuity by supporting the player with the ball. To use set plays in attack to create space for the ball carrier. To develop the 3 step rule, comparing and contrasting to the 3 second pass option. To attack the space as a ball carrier to create scoring 	<p>correct.</p> <ol style="list-style-type: none"> To use defensive formation in a doubles game to prevent opponents from scoring points. <p>Cricket</p> <ol style="list-style-type: none"> To create pressure on a batter by setting a ring field. To track and catch a high ball consistently. To perform short-pitched bowl to get the batter to hit the ball in the air. To work in pair to restrict runs scored when fielding. To play an on-drive. To set an attacking field. 	<p>Rounders</p> <ol style="list-style-type: none"> Attacking tactical bowling to make it more difficult for the batter to hit To track and catch a high ball. To difference between attacking and defensive batting To work in pair in the field to restrict scoring. To apply tactics when running around bases to



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	<ul style="list-style-type: none">5. To use a hit-out to successfully restart a game6. Indian dribble and to play competitively using new skills.		<ul style="list-style-type: none">have learned in a game situation.	<ul style="list-style-type: none">opportunities.5. To change from an attacking to a defensive formation when your team losses possession.6. To observe and analyse our classmate's performance.		<ul style="list-style-type: none">avoid overtakes.6. To apply attacking and defensive tactics in a competitive situation.
*Yoga and Mindfulness sessions are also taught in Year 6						