Year 5 progression

Years 5 and 6 | Outcome, evidence and teaching focus

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

These are St Mary's curriculum end points. CORE, SUPPORT and NOT FORMAL identify assessment opportunities, not pupil grades. Access is adapted while the purpose of the learning is retained.

Unit and assessment focus	Outcome	Evidence	Teaching focus
Basketball Autumn | Get Set 4 PE CORE: travel, throw, catch SUPPORT: jump, control NOT FORMAL: feet, strike Hand dribbling and shooting are also CORE.	Select a pass, hand dribble or controlled shot under manageable pressure. Receive on the move and use space to support possession.	Observe controlled dribbling, a moving pass and a set shot, then the choice between these actions in a small-sided game.	Teach controlled stops, protective dribbling and an accurate pass or shot. Use scanning and gradual defensive pressure to develop choices. Words: possession, dribble, shoot, support
Gymnastics Autumn | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Select balances, rotation, flight and travel for a composed sequence, refining its transitions and overall quality.	Observe repeated performance and a specific refinement to shape, rotation, landing or flow between actions.	Teach precise shapes, extension and controlled weight transfer. Rehearse rotation and flight separately before combining apparatus or partners. Words: composition, extension, rotation, transition
Swimming and water safety All year | Swimming instructors CORE: distance competence, effective strokes and safe self-rescue NOT FORMAL: travel, jump, control, throw, catch, feet, strike	Progress towards or consolidate 25-metre swimming, effective strokes and safe self-rescue from individual starting points.	Use instructor-confirmed evidence for each of the three outcomes, with dates and the next teaching step.	Group by aquatic readiness, retain water-safety teaching for confident swimmers and plan further instruction where outcomes remain unsecured. Words: stroke, flotation, self-rescue, survival

Swimming is taught in Year 5. Distance competence, stroke effectiveness and safe self-rescue are assessed separately through instructor evidence.

Year 5 progression continued

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Unit and assessment focus	Outcome	Evidence	Teaching focus
Dance Spring | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Develop a motif into a group phrase using timing, formations and expressive changes in dynamics.	Observe a rehearsed performance and ask pupils to identify a specific refinement after feedback.	Teach variation of a motif, deliberate formations and transitions; rehearse rhythmic accuracy and expressive detail. Words: formation, dynamics, expression, refine
Fitness Spring | Get Set 4 PE CORE: pacing, technique and healthy participation SUPPORT: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Select an appropriate pace and sustain controlled technique through a planned sequence of activities.	Observe repeated intervals and a short explanation of pacing, recovery or technique choices.	Teach suitable work and recovery patterns, controlled repetitions and adjustment of effort; compare individual improvement over time. Words: intensity, recovery, technique, stamina
Football Spring | Get Set 4 PE CORE: travel, feet SUPPORT: control, throw NOT FORMAL: jump, catch, strike	Control and pass with the feet, dribble into useful space and choose an attacking or defending response.	Observe a possession task and a small game; foot control is the primary object-control evidence.	Teach first touch, close dribbling, scanning before a pass and a balanced change of direction; separate throw-ins from core foot assessment. Words: first touch, dribble, pass, intercept

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. Teaching includes feedback, practice and a clear next step.

Year 5 progression continued

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Unit and assessment focus	Outcome	Evidence	Teaching focus
Volleyball Years 5 and 6 Summer | Get Set 4 PE CORE: strike SUPPORT: travel, jump, control NOT FORMAL: throw, catch, feet	Select a controlled serve or hand contact to send over a low net, direct the ball towards space and recover for the next contact.	Observe a controlled starting send, a cooperative rally and a modified opposed task, checking contact, direction and recovery.	Teach ready position, appropriate contact surface and controlled force. Develop placement and recovery; use a bounce or catch as a teaching scaffold. Words: serve, rally, placement, recover
Athletics Summer | Get Set 4 PE CORE: travel, jump, throw SUPPORT: control NOT FORMAL: catch, feet, strike	Select and refine technique to improve running, jumping and throwing while managing effort appropriately.	Compare repeated events and ask pupils to connect a measured change to a technical adjustment.	Teach efficient sprint and endurance mechanics, coordinated take-off and a controlled throwing sequence; use fair measurement and recovery. Words: efficiency, pacing, trajectory, refinement
OAA route choices and roles Annual programme | Get Set 4 PE CORE: navigation, decisions and cooperation SUPPORT: travel, control NOT FORMAL: jump, throw, catch, feet, strike	Compare routes, allocate roles and adapt a plan when a condition changes.	Observe a route choice and ask why the group revised it.	Teach landmark checking, efficient routes and constructive discussion. Words: landmark, strategy, adapt

OAA forms part of the annual programme in Years 3 to 6. Navigation, cooperation and problem solving use their own unit-specific evidence.

Year 6 progression

Years 5 and 6 | Outcome, evidence and teaching focus

CORE (C) main assessed learning; SUPPORT (S) supporting practice; NOT FORMAL (NF) not a designated formal evidence point.

Unit and assessment focus	Outcome	Evidence	Teaching focus
Rugby non-contact Autumn | Get Set 4 PE CORE: travel, throw, catch SUPPORT: control NOT FORMAL: jump, feet, strike	Pass sideways or backwards, receive on the move and adapt support lines to evade a defender while retaining possession.	Observe moving passes and a non-contact tag or touch game, checking legal passing direction and support decisions.	Teach scanning, lateral or backward release and running support. Rehearse the agreed tag or touch rules before increasing pressure. Words: support line, tag, possession, evade
Dance Autumn | realDance CORE: travel, control SUPPORT: jump NOT FORMAL: throw, catch, feet, strike	Compose and refine a coherent performance using formations, timing relationships and expressive movement.	Observe the final phrase and a repeat after specific feedback; ask pupils to justify a compositional choice.	Teach deliberate variation, transitions and performance focus; use specific peer feedback on timing and movement quality. Words: composition, relationship, dynamics, evaluate
Fitness 1 Autumn | Get Set 4 PE CORE: pacing, technique and healthy participation SUPPORT: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Plan a suitable pace and maintain the quality of a familiar sequence while monitoring effort.	Observe a circuit and ask pupils to explain a change to pace, complexity or recovery.	Teach the relationship between intensity, technique and recovery; develop a manageable personal improvement goal. Words: intensity, monitoring, recovery, goal
Gymnastics Spring | realGym CORE: jump, control SUPPORT: travel NOT FORMAL: throw, catch, feet, strike	Adapt balances, travel, rotation and flight into a fluent sequence. Refine partner timing and explain a specific improvement.	Compare a planned performance with a repeat after feedback, identifying improved control, synchronisation or flow.	Teach deliberate sequencing, controlled rotation and take-off and landing. Use feedback to refine partner timing and safe apparatus work. Words: fluency, synchronisation, rotation, evaluate

Travel = running and travelling; control = balance and body control; feet = kicking and foot dribbling. Teaching includes feedback, practice and a clear next step.

Year 6 progression continued

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Unit and assessment focus	Outcome	Evidence	Teaching focus
Fitness 2 Spring | Get Set 4 PE CORE: pacing, technique and healthy participation SUPPORT: travel, jump, control NOT FORMAL: throw, catch, feet, strike	Adjust a short activity plan using evidence from an earlier performance and explain the effect.	Compare a repeated task with a consistent procedure and review movement quality and effort.	Teach a fair comparison and a purposeful change to workload or complexity; provide accessible alternatives with the same goal. Words: compare, adapt, workload, improvement
Hockey Spring | Get Set 4 PE CORE: travel, strike SUPPORT: control NOT FORMAL: jump, throw, catch, feet	Adapt stick control, passing and dribbling to retain possession or create an attacking chance, explaining the selected option.	Observe close control, a directed push pass and decisions in a small possession game with appropriate defensive pressure.	Teach safe stick position, soft touches, low push passes and scanning. Rehearse controlled challenges within the agreed safety rules. Words: stick control, passing lane, support, possession
Cricket Summer | Get Set 4 PE CORE: travel, throw, catch, strike SUPPORT: control NOT FORMAL: jump, feet	Adapt batting placement or bowling direction to the field. Catch or collect, return efficiently and justify a running or fielding decision.	Observe a modified game and separate bowling and catching checks. Ask pupils to explain a placement, return or running choice.	Teach shot placement, controlled bowling and backing up a return. Vary manageable feeds and field positions to develop tactical decisions. Words: placement, bowl, backing up, decision

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Athletics Summer | Get Set 4 PE CORE: travel, jump, throw SUPPORT: control NOT FORMAL: catch, feet, strike	Adapt technique or pacing using evidence and explain how the change improves a run, jump or throw.	Use a fair repeat comparison and a brief explanation linked to an observable technical feature.	Teach self-evaluation of a specific running, jumping or throwing component. Use consistent measurement, repeated practice and suitable recovery. Words: evaluate, adapt, efficiency, personal best
Tennis Summer | Get Set 4 PE CORE: strike SUPPORT: travel, jump, control, throw NOT FORMAL: catch, feet	Select forehand or backhand contacts to sustain a rally, vary direction or force to use space, and recover between shots.	Observe a cooperative rally and modified competitive play, then ask pupils to explain a change in contact or placement.	Teach contact in front of the body and recovery steps. Establish controlled forehand and backhand actions before adding unpredictable feeds. Words: forehand, backhand, rally, recover
OAA navigation and evaluation Annual programme | Get Set 4 PE CORE: navigation, decisions and cooperation SUPPORT: travel, control NOT FORMAL: jump, throw, catch, feet, strike	Plan a route with increasing independence and evaluate the effect of group decisions.	Observe navigation, role rotation and an evidence-based evaluation.	Teach contingency choices and clear reasons for a route; keep agreed supervision and boundaries. Words: contingency, evaluate, navigate

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