



## Sequence of teaching overview in PE 2025 2026

| THRIVE<br>VALUES | Autumn Term  |  |  | Spring Term   |   |   | Summer Term  |  |                            |
|------------------|--|--|--|---|---|---|--|--|----------------------------|
|                  | <b>Team</b> – All units will have an element of team work, whether whole class or small groups. Children will work within both similar and mixed ability groups to refine their social skills.   |  |  | <b>Responsibility</b> – All children are encouraged to manage and maintain their own learning. By utilising a small sided games approach to teaching PE, it ensures children are constantly challenged to take responsibility within their lessons              |   |   | <b>Valued</b> – Children are repeatedly encouraged to value and include all members of their team. By including larger team games (rounders) and mixed ability pairs (tennis) our children learn to thrive when working within a wide range of different environments. |  |                            |
| Nursery          | Unit outcome- Autumn   |  |  | Unit Outcome- Spring  |   |   | Unit Outcome- Summer   |  |                            |
|                  | <u>Locomotion: Running 1</u><br>Honesty, fairness, concentration<br><u>Ball Skills: Foundation Hands 1</u><br>Imagination, gratitude, courage  |  |  | <u>Ball skills: Foundation Feet 1</u><br>Empathy, concentration, courage<br><u>Ball skills: Foundation Rackets, bats, balls, balloons</u><br>Fairness, concentration, courage<br><u>Gymnastics: high, low, over, under</u><br>Curiosity, gratitude, self-belief |   |   | <u>Dance: Nursery Rhymes</u><br>Curiosity, empathy, self-belief<br><u>Games for understanding</u><br>Fairness, self-belief, concentration  |  |                            |
|                  | Knowledge  | Skills                                 | Vocabulary   | Knowledge   | Skills                                    | Vocabulary  | Knowledge  | Skills   | Vocabulary                 |
|                  | <u>Locomotion: Foundation Walking 1</u><br>-Use of head/arms/ feet when walking<br>-Walking at different speeds<br>-Walking following a route<br>-Marching techniques<br>-Marching speeds<br><u>Ball Skills: Foundation Hands 1</u><br>-Using hands to move a ball<br>-Different ways of pushing a ball<br>-Different ways of rolling a ball<br>-Bouncing a ball | Walk<br>Space<br>March<br>Fast<br>Slow | Direction<br>Rolling<br>Bouncing<br>Accuracy<br>Defender | <u>Ball Skills: Foundation Feet 1</u><br>-Explore moving a ball with feet<br>- Keeping a ball close<br>-Dribbling with feet<br>- Kicking/ dribbling in competitions<br>- Dribbling against an opponent<br>- Collaborate and work together                       | Control<br>Dribble<br>Accurate<br>Balance | <u>Dance: Nursery Rhymes</u><br>-Moving using different body parts<br>-Add movements to form a sequence<br>- Respond to music and words<br>-Character movements<br><u>Games for understanding</u><br><u>Foundation</u><br>-Understand turn taking<br>-Understand score taking | Pushing<br>Balance<br>Power  | <u>Dance</u><br>Movement<br>Sequence<br>Character<br>Perform | Game<br>Fair play<br>Turns |



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|   |   |  |   |  |   |   |           |        |
|---|---|--|---|--|---|---|-----------|--------|
|   | <ul style="list-style-type: none"><li>- Bouncing and moving</li><li>-Combining rolling, pushing and bouncing</li><li>- Understand what a defender is</li><li>-</li></ul>  |  | <ul style="list-style-type: none"><li>-Working together to keep a balloon in the air</li><li>-Hitting a balloon with power/accuracy</li><li>-Balancing with a racket</li><li>-Balancing with a racket when pressure is applied during a race/game</li></ul> <p><u>Gymnastics: High, Low, over, under</u></p> <ul style="list-style-type: none"><li>-High shapes, low shapes</li><li>-Using apparatus safely</li><li>-High and low movements on apparatus,</li><li>-Over and under on apparatus</li><li>-Apply 'champion gymnastics'</li></ul> | Apparatus<br>High<br>Low<br>Over<br>Under  | <ul style="list-style-type: none"><li>-Understanding the importance of following rules</li><li>- How to avoid a defender</li><li>- Understand the consequences of a game (eg being tagged)</li></ul>                                  |   |           |        |
| Cross Curricular Links  | PSHE- Autumn Term 1- Healthy  |  | Music- Summer Term 1 - Explore the sound of instruments   |  | PSHE- Summer Term 2 – Empathy- communicating with others.   |   |           |        |
| Reception   | <p><u>Unit Outcome-Autumn</u></p> <p><u>Learning through play</u><br/>Imagination, empathy, self-belief, concentration, fairness<br/><u>Locomotion: Running 1</u><br/>Honesty, fairness, concentration<br/><u>Ball Skills: Foundation Hands 1</u><br/>Imagination, gratitude, courage</p> |  |   | <p><u>Unit Outcome-Spring</u></p> <p><u>Ball skills: Foundation Feet 1</u><br/>Empathy, concentration, courage<br/><u>Gymnastics: high, low, over, under</u><br/>Curiosity, gratitude, self-belief</p> |   | <p><u>Unit Outcome-Summer</u></p> <p><u>Dance: Ourselves</u><br/>Curiosity, empathy, self-belief, imagination<br/><u>Games for understanding</u><br/>Fairness, self-belief, concentration</p> |           |        |
|   | Knowledge   | Skills   | Vocabulary  | Knowledge  | Skills  | Vocabulary  | Knowledge | Skills |
| <p><u>Learning through play</u></p> <ul style="list-style-type: none"><li>-Different ways of playing with equipment</li><li>-Using imagination whilst exploring different pieces of equipment</li><li>-Play with equipment safely</li></ul> |   | Play<br>Share<br>Safe<br>Taking turns<br>Fairness<br>Travel<br>Vehicle | <p><u>Ball skills: Foundation Feet 1</u></p> <ul style="list-style-type: none"><li>-Explore moving a ball with feet</li><li>- Keeping a ball close</li><li>-Dribbling with feet</li><li>- Kicking/ dribbling in competitions</li><li>- Dribbling against an opponent</li><li>- Collaborate and work together</li></ul>  | Attacker<br>Defender<br>Space<br>Opponent<br>Dribbling<br>Control  | <p><u>Dance: Ourselves</u></p> <ul style="list-style-type: none"><li>- Moving in sequence with different body parts</li><li>- Larger scale travelling movements</li><li>- Respond to words and music using bodies and props</li></ul> | <p><u>Champion dancers</u></p> <ul style="list-style-type: none"><li>Beat</li><li>Moving</li><li>Control</li><li>Rhythm</li><li>Timing</li></ul>  |           |        |



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|                               |   |  |   |  |  |                   |
|-------------------------------|---|--|---|--|--|-------------------|
|                               | <ul style="list-style-type: none"><li>-Turn taking and sharing when playing with a partner</li><li>- Sharing ideas and creating new games</li><li>- Traveling at different speeds around a marked-out course</li><li>-Skills required when travelling outside</li></ul> <p><u>Running</u></p> <ul style="list-style-type: none"><li>-Running using different body parts and different techniques</li><li>-Running at different speeds</li><li>-Running in a race context</li><li>-Running over a longer duration and as part of a team</li><li>-Running as a defender/ attacker</li></ul> <p><u>Ball Skills: Foundation Hands 1</u></p> <ul style="list-style-type: none"><li>-Using hands to move a ball</li><li>-Different ways of pushing a ball</li><li>- Different ways of rolling a ball</li><li>-Bouncing a ball</li><li>- Bouncing and moving</li><li>-Combining rolling, pushing and bouncing</li><li>- Defending a ball</li></ul> | Speed  | <p><u>Gymnastics: high, low, over, under</u></p> <ul style="list-style-type: none"><li>-Moving and making high shapes</li><li>-Moving and making low shapes</li><li>-Using apparatus safely</li><li>-High and low movements on apparatus,</li><li>-Over and under on apparatus</li><li>-Being a 'champion gymnastics'</li></ul> | Champion gymnastics<br>Shapes<br>High<br>Low<br>Over<br>Under<br>Apparatus<br>Transition | <ul style="list-style-type: none"><li>- Creating independent movement ideas</li><li>- Opposites and creating simple movement sequences</li><li>- Character movements-creeping, tiptoeing and hiding</li></ul> <p><u>Games for understanding</u></p> <p><u>Foundation</u></p> <ul style="list-style-type: none"><li>-Understand turn taking</li><li>-Understand score taking</li><li>-Understanding the importance of following rules</li><li>- How to avoid a defender</li><li>- Understand the consequences of a game (eg being tagged)</li></ul> | Sequence Opposite |
| <b>Cross Curricular Links</b> | PSHE- Autumn Term 1- Team- Settling in, going over expectations<br>PSHE- Term 1- Healthy- awareness of exercise   | Music- Summer Term 1 - Explore the sound of instruments  | PSHE- Summer Term 2 – Empathy- communicating with others.<br>PSHE- Summer Term 2- Empathy- explaining own knowledge   |  |  |                   |
| <b>Year One</b>               | <p><b>Unit Outcome-Autumn</b></p> <p><u>Locomotion: Running 1</u><br/>Curiosity, empathy, courage, self-belief<br/><u>Dance: Heroes</u><br/>Gratitude, curiosity, fairness. Imagination, courage</p>  | <p><b>Unit Outcome -Spring</b></p> <p><u>Ball skills: Hands 1</u><br/>Fairness, communication, concentration, empathy, honesty<br/><u>Gymnastics: Wide, Narrow, Curled</u></p> | <p><b>Unit Outcome -Summer</b></p> <p><u>Athletics; Running</u><br/>Resilience, communication, encouragement, resourcefulness, integrity, problem-solving, reflection</p>   |  |  |                   |



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|   | <p><u>Locomotion: Jumping</u><br/>Curiosity, fairness, honesty, concentration<br/><u>Ball Skills: Feet</u><br/>Self-belief, empathy, honesty, fairness, concentration</p>   |   | <p>Empathy, imagination, courage, concentration, self-belief<br/><u>Dance: The Zoo</u><br/>Gratitude, curiosity, fairness, imagination, courage<br/><u>Gymnastics: Body Parts</u><br/>Self-belief, empathy, fairness, imagination, courage</p>   |  | <p><u>Ball skills: Rackets, bats and balls</u><br/>Fairness, integrity, empathy, concentration, self-belief<br/><u>Hands 2: Ball skills</u><br/>Concentration, honesty, fairness, empathy, self-belief<br/><u>Games for Understanding: Attack v Defence</u><br/>Creativity, fairness, empathy, curiosity, honesty</p> |           |
|---|---|---|--|--|---|-----------|
| Knowledge   | Skills  | Vocabulary  | Knowledge  | Skills   | Vocabulary  | Knowledge |
| <p><u>Locomotion: Running 1</u><br/>-Running using different body parts<br/>-Running at different speeds/different directions<br/>-Racing</p> <p><u>Dance: Heroes</u><br/>-Controlled movements<br/>-Showing character expression<br/>-Co-ordinate and control body to create movement<br/>-Creating a sequence<br/>-Perform and share short dances based on themes.</p> <p><u>Locomotion: Jumping 1</u><br/>-Jumping in different directions<br/>-Jumping at different speeds<br/>-Jumping at different levels<br/>-Different reasons when, where and why we jump in different ways</p> <p><u>Ball Skills: Feet</u><br/>-Apply effective dribbling skills.<br/>-Accuracy kicking and passing a ball<br/>-Working as a team</p> | <p>Space<br/>Speed<br/>Acceleration<br/>Tagging<br/><br/>Beat<br/>Moving<br/>Control<br/>Rhythm<br/>Sequence<br/>Motif<br/>Expression<br/><br/>Jumping<br/>Distance<br/>Space<br/>Attacker<br/>Defender<br/>Skipping<br/>Landing<br/><br/>Attacker<br/>Defender<br/>Space<br/>Dribbling<br/>Passing<br/>Control</p> | <p><u>Ball skills: Hands 1</u><br/>-Sending and receiving skills<br/>-Understanding of where to send a ball and why<br/>-Combine sending and receiving skills to keep possession<br/>-Stopping the ball</p> <p><u>Gymnastics: Wide, Narrow, Curled</u><br/>-Wide, narrow and curled movements and balances<br/>-Transitioning between wide, narrow and curled movements<br/>-Linking two movements together</p> <p><u>Gymnastics: Body Parts</u><br/>-Movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus.<br/>-Apply 'champion gymnastics' and start to link movements</p> <p><u>Dance: The Zoo</u></p> | <p>Possession<br/>Space<br/>Control<br/>Attacker<br/>Dribbling<br/>Accuracy<br/>Power<br/><br/>Champion<br/>gymnastics<br/>Wide<br/>Narrow<br/>Curled<br/>Big<br/>Small<br/>Linking<br/><br/>Champion<br/>gymnastics<br/>Wide<br/>Narrow<br/>Curled<br/>Transition<br/>Interesting<br/>Linking<br/><br/>Champion<br/>dancers</p> | <p><u>Athletics; Running</u><br/>-Correct techniques for running as fast as possible individually and within teams.<br/>-Explore pacing and running for distance.<br/>-Compare throwing accurately with throwing for distance</p> <p><u>Ball skills: Rackets, Bats and Balls</u><br/>-Control skills using a racket.<br/>-Explore and develop hitting skills using a ball and a racket<br/>-Apply understanding of accuracy and space in a variety of games</p> <p><u>Hands 2: Ball skills</u><br/>-Roll a ball towards a target.<br/>-Combine sending and stopping skills</p> <p><u>Games for Understanding: Attack v Defence</u><br/>Batter<br/>Fielder<br/>Opponent<br/>Aiming<br/>Accuracy<br/>Throwing<br/>Catching<br/>Rolling</p> | <p>Tactics<br/>Speed<br/>Acceleration<br/>Distance<br/>Accuracy<br/>Relay<br/>Changeover</p> <p>Possession<br/>Control<br/>Attacker<br/>Defender<br/>Dribbling<br/>Accuracy<br/>Hitting<br/>Power</p> <p>Batter<br/>Fielder<br/>Opponent<br/>Aiming<br/>Accuracy<br/>Throwing<br/>Catching<br/>Rolling</p>            |           |



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|                               |  |  |   |  |  |  |
|-------------------------------|--|--|---|--|--|--|
|                               |  |  | <ul style="list-style-type: none"><li>-Respond to the stimulus (different zoo animals)</li><li>-Use of different movements to express character</li><li>-How to co-ordinate and control their bodies to perform movements,</li><li>-Creating a sequence</li></ul>   | Beat<br>Control<br>Rhythm<br>Sequence<br>Motif<br>Expression                                     | <ul style="list-style-type: none"><li>-Apply principles of attack vs defence</li><li>-Creating simple tactics to win a game.</li><li>-Develop understanding of how, where and why to attack and defend in a game.</li></ul>  | Attacker<br>Defender<br>Space<br>Rules<br>Tactics<br>Team                        |
| <b>Cross Curricular Links</b> | PSHE- Autumn Term 1 – Team / Healthy   |  | Music- Autumn Term 1 - Pulse, rhythm and pitch, rapping, dancing and singing.   |  | PSHE- Autumn Term 1 – Team Autumn Term 2 – Responsibility  |  |
| <b>Year Two</b>               | Unit outcome<br>Autumn Term<br><u>Locomotion: Dodging 1</u><br>Fairness, honesty, integrity, cooperation, respect, courage, gratitude, problem-solving<br><u>Gymnastics: Linking</u><br>Self-motivation, evaluation, concentration, empathy, self-belief<br><u>Dance: Mr Candy's Sweet Factory</u><br>Resourcefulness, cooperation, honesty, curiosity, gratitude<br><u>Ball Skills: Feet 1</u><br>Respect, communication, concentration, empathy, self-belief |  | Unit Outcome<br>Spring Term<br><u>Gymnastics: Pathways</u><br>Self-motivation, evaluation, imagination, empathy, self-belief<br><u>Ball skills: Hands 1</u><br>Decision making, self-motivation, fairness, communication, integrity<br><u>Ball skills: Hands 2</u><br>Respect, communication, empathy, concentration, self-belief<br><u>Dance: The Zoo</u><br>Imagination, gratitude, fairness, curiosity, courage, respect |  | Unit Outcome<br>Summer Term<br><u>Athletics: Competitions</u><br>Resilience, communication, encouragement, integrity, resourcefulness<br><u>Ball Skills: Sticks</u><br>Honesty, Fairness, concentration, Encouragement, Integrity<br><u>Attack v Defence: Games for Understanding</u><br>Cooperation, Problem solving, self-discipline, cooperation, creativity, fairness, honesty<br><u>Locomotion: Jumping 1</u><br>Self-discipline, cooperation, imagination, empathy, self-belief. |  |
|                               | Knowledge  | Skills   | Vocabulary  | Knowledge  | Skills   | Vocabulary   |
|                               | <u>Locomotion: Dodging 1</u><br>-Apply knowledge of how, where and why to dodge.<br>-Roles of attacking and defending<br>-Understand when we attack and when we defend while using their dodging skills<br><br><u>Gymnastics: Linking</u>  | Dodging<br>Attacking<br>Defending<br>Space<br>Tagging<br><br>Champion<br>Gymnastics<br>Linking | <u>Ball skills: Hands 1</u><br>-Develop dribbling/passing and receiving<br>-Combine dribbling, passing and receiving, keeping possession<br>Develop dribbling/passing and receiving to score a point<br><br><u>Gymnastics: Pathways</u><br>-Apply Champion Gymnastics   | Dribbling<br>Passing<br>Receiving<br>Possession<br>Chest pass<br>Opponent<br><br>Linking<br>Flow | <u>Athletics: Competitions</u><br>-Explore how to use our bodies to run as fast as possible,<br>-Exploring the correct technique individually and within teams.<br>-Examine how to jump as far as possible<br>-Compare throwing accurately with throwing for   | Tactics<br>Speed<br>Acceleration<br>Distance<br>Accuracy<br>Relay<br>Change Over |



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|                               |  |   |   |   |  |  |
|-------------------------------|--|---|---|---|--|--|
|                               | <p>-Link movements and balances together<br/>-Apply 'champion gymnastics'<br/>-Link movement together on apparatus.<br/>-Perform a sequence on apparatus focused on; jumps, rolls and balance</p> <p><u>Dance: Mr Candy's Sweet Factory</u><br/>-Create and develop characters, adding movements, expression and emotion to their performance.<br/>-Create a motif and extend motifs with different dynamics<br/>-Include elements of Choreography that tell a story.</p> <p><u>Ball Skills: Feet 1</u><br/>-Apply knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point</p> | Flow<br>Transition<br>Jump<br>Roll<br><br>Expressions<br>Motif<br>Dynamics<br>Control<br>Rhythm<br>Emotion<br>Choreography<br>Unison<br><br>Space<br>Possession<br>Dribbling<br>Passing | <p>-Link movements and balance together while travelling along a variety of pathways.<br/>-Creation of pathway sequences</p> <p><u>Ball skills: Hands 2</u><br/>-Apply understanding of underarm and over arm throwing to beat opponents.<br/>-Extend understanding of why we need to be accurate when we throw.</p> <p><u>Dance: The Zoo</u><br/>-Respond to stimulus (different zoo animals)<br/>-Using a range of controlled movements showing character expression.<br/>-Co-ordination and control to perform movements,<br/>-Creating a sequence</p> | Transition<br>Zig-Zag<br>Curved<br>Pathways<br>Sequences<br><br>Fielder<br>Batting<br>Space<br>Throwing<br>Catching<br><br>Champion<br>dancers<br>Beat<br>Control<br>Rhythm<br>Sequence<br>Stimuli<br>Motif<br>Expression | <p>distance</p> <p><u>Ball Skills: sticks</u><br/>-Dribbling with speed in different directions<br/>- Passing with power and accuracy<br/>- Shooting to score<br/>-Blocking and intercepting</p> <p><u>Attack v Defence: Games for Understanding</u><br/>-Create and apply defensive tactics<br/>-Understanding transition from defence to attack<br/>-Consolidate the transition from defence to attack: Level 1 competition</p> <p><u>Locomotion: Jumping 1</u><br/>-Consolidate jumping<br/>-Jump in combination and link jumps<br/>-Develop ability to apply jumping in games,</p> | Attacker<br>Defender<br>Blocking<br>Control<br>Passing<br>Space<br><br>Tactics<br>Transition<br>Team<br>Opponent<br>Teamwork<br>Attacking<br>Defending<br><br>Jumping<br>Distance<br>Space<br>Attacker<br>Defender<br>Speed<br>Landing |
| <b>Cross Curricular Links</b> | PSHE- Autumn Term 1 – Team   |   | Music- Spring Term-   |   | PSHE- Autumn Term- Team  |  |
| <b>Year Three</b>             | <p>Unit outcome<br/>Autumn Term</p> <p><u>Gymnastics: Symmetry and Asymmetry</u><br/>Evaluation, cooperation, resilience, self-motivation, resourcefulness<br/><u>Games: Invasion/Netball</u></p>  |   | <p>Unit Outcome<br/>Spring Term</p> <p><u>Games: Invasion/Dodgeball</u><br/>Resourcefulness, cooperation, integrity, respect, problem-solving<br/><u>Games: Invasion/Handball</u></p>   |   | <p>Unit Outcome<br/>Summer Term</p> <p><u>Games: Striking/Golf</u><br/>Communication, overcoming challenges, teamwork, emotional regulation, self-belief<br/><u>Games: Net/Wall/ Tennis</u></p>  |  |



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|           | Determination, communication, respect, resilience, problem solving, trust<br><u>Dance: Wild Animals</u><br>Integrity, communication, creativity, cooperation, problem solving, self-motivation<br><u>Games: Invasion/Hockey</u><br>Resilience, cooperation, self-motivation, respect, problem-solving   |  |  | Resilience, cooperation, integrity, respect, problem-solving<br><u>Games: Striking and Fielding/Cricket</u><br>Resilience, cooperation, self-motivation, respect, problem-solving<br><u>Outdoor Adventure Activities: Problem solving</u><br>Trust, determination, respect, resilience, problem solving |   |   | Trust, self-motivation, Resilience, cooperation, problem-solving<br><u>Athletics</u><br>Communication, , resilience, integrity, encouragement, resourcefulness<br><u>Games: Invasion/Tag Rugby</u><br>Resilience, reflection, cooperation, problem-solving, self-motivation |            |  |
|-----------|---|--|--|---|---|---|---|------------|--|
| Knowledge | Skills  | Vocabulary   | Knowledge  | Skills  | Vocabulary  | Knowledge   | Skills  | Vocabulary |  |
|           | <u>Gymnastics: Symmetry and Asymmetry</u><br>-Introduction to Symmetry and Asymmetry<br>- Exploring movements and balances in symmetrical and asymmetrical ways.<br>-Create sequences starting with symmetrical balance on apparatus<br>-Applying flow<br><br><u>Games: Invasion/Netball</u><br>-Apply the principles of attack vs Defence<br>-Focus on passing and moving.<br>-How to keep possession and eventually score in order to win a modified game<br><br><u>Dance: Wild Animals</u><br>-Responding to stimuli<br>Sustain characters to add drama and emotion to dance.<br>-Bring together choreography to create a final performance<br><br><u>Games: Invasion/Hockey</u> | Symmetry<br>Asymmetry<br>Extension<br>Flow<br>Linking<br><br>Passing<br>Receiving<br>Shooting<br>Chest pass<br>Footwork<br><br>Expression<br>Creativity<br>Emotion<br>Stimuli<br>Motif<br>Choreography<br>Character<br><br>Control | <u>Games: Invasion/Dodgeball</u><br>-Develop changing direction (dodging)<br>-Introduce throwing with accuracy and change direction during a game<br><br><u>Games: Invasion/Handball</u><br>-Develop passing and moving<br>-Combine passing and moving<br>-How to keep possession and score<br><br><u>Games: Striking and Fielding/Cricket</u><br>-Introduce throwing underarm<br>-Introduce catching<br>-Utilise fielding skills to keep batter's score as low as possible.<br>-Explore batting skills to outwit the fielders and score as many runs (points) as possible.<br><br><u>Outdoor Adventure Activities: Problem solving</u><br>-Explore what makes an effective team through | Throwing<br>Catching<br>Speed<br>Dodging<br>Possession<br><br>Space<br>Possession<br>Shoulder pass<br>Attacker<br>Defender<br><br>Throwing<br>Catching<br>Outwit<br>Batting<br>Fielder<br>Out<br><br>Communication<br>Tactics<br>Teamwork<br>Strategy   | Games: Striking/Golf<br>-Develop the underarm throw/roll for accuracy<br>-Combine throwing and rolling with accuracy to beat an opponent<br><br>Games: Net/Wall/ Tennis<br>-Introduce the forehand shot<br>-Understand where and why to throw/hit the ball on the court<br><br><u>Athletics</u><br>-Throwing: Accuracy vs distance<br>-Jumping for distance: Standing Long Jump<br>-Compare throwing accurately with throwing for distance.<br><br><u>Games: Invasion/Tag Rugby</u> | Overarm<br>Underarm<br>Hole/Putter<br>Tee (Hoop Clock): Course Shot<br>Accuracy<br>Opponent<br>Rolling<br><br>Outwit<br>Space<br>Return<br>Recover<br>Baseline<br>Forehand<br>Rally<br>Out<br><br>Tactics<br>Speed<br>Acceleration<br>Distance<br>Accuracy<br>Change over |   |            |  |



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|                               |   |   |  |   |   |  |
|-------------------------------|---|---|--|---|---|--|
|                               | <p>-Introduce dribbling; keeping control<br/>Introduce passing and receiving<br/>-Combine dribbling and passing to create space<br/>-Develop passing, receiving and dribbling Introduce shooting<br/>-Explore how to apply the principles of attack vs defence,<br/>-How to keep possession</p>   | <p>Passing<br/>Receiving<br/>Intercepting<br/>Shooting<br/>Barrier<br/>Possession<br/>Space</p> | <p>different problem-solving challenges.</p> | <p>Problem solving<br/>Cooperation</p>  | <p>-Combine passing and moving to create attacking opportunities<br/>-Where and why they need to create space when they are attacking</p> | <p>Attacker<br/>Defender<br/>Dodge<br/>Try<br/>Possession<br/>Ball carrier<br/>Tagging</p>   |
| <b>Cross Curricular Links</b> | PSHE- Summer Term – Valued<br>Music- Spring Term  |   | Music- Spring Term                           |   | PSHE- Summer Term – Valued<br>Music-Spring Term   |  |
| <b>Year Four</b>              | <p>Unit outcome<br/>Autumn Term<br/><u>Gymnastics: Bridges</u><br/>Trust, Communication, Resourcefulness, Self-motivation, Encouragement<br/><u>Netball: Games: Invasion</u><br/>Responsibility, Communication, Collaboration, Self-motivation, Decision making<br/><u>Dance: Cats</u><br/>Encouragement, Decision Making, Integrity, Communication, Resourcefulness<br/><u>Hockey: Games: Invasion</u><br/>Evaluation, Communication, Cooperation, Resilience, Decision making</p> |   |  | <p>Unit Outcome<br/>Spring Term<br/><u>Handball: Games: Invasion</u><br/>Decision making, Self-discipline, Cooperation, Resilience, Reflection<br/><u>Outdoor Adventure Activities: Problem Solving</u><br/>Encouragement, Resourcefulness, Trust, Determination, Evaluation <u>Dodgeball: Games: Invasion</u><br/>Responsibility, Communication, Cooperation, Integrity, Resourcefulness<br/><u>Tag Rugby: Games: Invasion</u><br/>Decision Making, Communication, Cooperation, Resilience, Reflection</p> |   | <p>Unit Outcome<br/>Summer Term<br/><u>Athletics</u><br/>Self-motivation, Evaluation, Reflection, Resilience, Communication<br/><u>Cricket: Games: Striking &amp; Fielding</u><br/>Reflection, Communication, Respect, Resilience, Evaluation<br/><u>Golf: Games: Striking</u><br/>Integrity, Conflict resolution, Overcoming challenges, Communication, Responsibility<br/><u>Football Games: Invasion</u><br/>Self-motivation , communication, problem solving, evaluation, responsibility</p> |
|                               | Knowledge   | Skills  | Vocabulary                                   | Knowledge   | Skills  | Vocabulary   |



## Sequence of teaching overview in PE 2025 2026

|  |  |  |   |  |   |   |
|--|--|--|---|--|---|---|
|  | <p><b>Gymnastics: Bridges</b></p> <ul style="list-style-type: none"><li>-Explore movements and balances creating bridges.</li><li>- Application of bridge learning onto apparatus.</li><li>- Developing sequence ideas with bridges.</li><li>-Develop a sequence, using pair and individual bridges.</li><li>- Sequence completion.</li><li>-Perform completed sequences.</li></ul> <p><b>Netball: Games: Invasion</b></p> <ul style="list-style-type: none"><li>- Develop passing and receiving of the ball</li><li>- Develop passing and creating space</li><li>- Develop passing, moving and shooting</li><li>- Develop Footwork</li><li>- Introduce defending and the concept of marking</li><li>- Bring together what has been learnt in a tournament.</li></ul> <p><b>Dance: Cats</b></p> <ul style="list-style-type: none"><li>- Explore movement through improvisation, introducing unison and matching.</li><li>- Extending sequences with a partner in character.</li><li>- Adding drama and emotion into a dance.</li><li>- Developing sequences with a partner in character that show relationships and interlinking dance moves</li><li>- Bring together pupils choreography.</li></ul> | <p>Excellent Gymnastics Extension Control Interesting, Bridge Levels Flow</p> <p>Attacker Defender, Possession, Chest pass, footwork</p> <p>Excellent dancers, Expression, Creativity, Emotion, Motif, Flow, Character</p> | <p><b>Handball: Games: Invasion</b></p> <ul style="list-style-type: none"><li>- Refine passing and receiving</li><li>- Develop passing and creating space</li><li>- Develop passing, moving and shooting</li><li>- Combine passing and shooting</li><li>- Introduce defending</li><li>- Bring together what has been learnt into a tournament.</li></ul> <p><b>Outdoor Adventure Activities: Problem Solving</b></p> <ul style="list-style-type: none"><li>-Look at what makes an effective team with the focus on cooperation and responsibility</li><li>- Look at what makes an effective team with the focus on communication</li><li>- Look at what makes an effective team with the focus on collaboration and communication</li><li>- Learning motivation in a team and how important it is through the river rope challenge.</li><li>- Caving challenges</li><li>-Leaning importance of motivating each other in a team in an unfamiliar environment</li></ul> <p><b>Dodgeball: Games: Invasion</b></p> <ul style="list-style-type: none"><li>- Introduce jumping and ducking</li><li>- Develop throwing with accuracy and power over an increased distance</li><li>- Develop catching (dodgeball)</li><li>- Consolidate dodging, jumping and ducking into game situations</li></ul> | <p>Attacker, Defender, Transition, Marking, Free pass/Throw, Interception, Shooting</p> <p>Communication, Tactics, Teamwork, Strategy, Non-verbal communication, Verbal communication</p> <p>Attacker, Defender, Dodge, Ducking, Jumping, Aiming</p> | <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>-Sprinting: Develop running at speed</li><li>- Sprinting: Exploring our stride pattern</li><li>- Running for pace</li><li>- Understand and apply tactics when running for distance</li><li>- Throwing for distance: Javelin</li><li>- Jumping for distance: Standing Triple Jump</li></ul> <p><b>Cricket: Games: Striking &amp; Fielding</b></p> <ul style="list-style-type: none"><li>- Develop an understand of batting and fielding</li><li>- Introduce bowling underarm</li><li>- Develop stopping and returning the ball</li><li>- Develop retrieving and returning the ball</li><li>- Striking the ball at different angles and speeds</li><li>- Consolidate sequence of learning by playing pairs cricket.</li></ul> <p><b>Golf: Games: Striking</b></p> <ul style="list-style-type: none"><li>- Introduce striking with Launchers</li><li>- Develop striking with accuracy with Launchers</li><li>-Develop striking for distance with Launchers</li><li>- Combine striking with Rollers and Launchers for distance and accuracy</li></ul> | <p>Tactics, Speed, Distance, Pace, Power, Stride pattern</p> <p>Retrieving, Bowling, Strike, Batting, Fielder, The long barrier</p> <p>Launcher (Wedge), Roller (Putter), Hole (Target), Tee, Holes, Course, Shots,</p> |
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## Redbourn Primary School

# Sequence of teaching overview in PE 2025 2026

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|                               | <p><u>Hockey: Games: Invasion</u></p> <ul style="list-style-type: none"><li>- Refine dribbling</li><li>- Refine passing: Long and short</li><li>- Develop shooting: Combine passing and dribbling to create shooting opportunities</li><li>- Develop passing and dribbling creating space for attacking opportunities</li><li>- Introduce defending: Blocking and tackling</li><li>- Bring together what has been learnt into a tournament</li></ul>   | Attacker, Defender, Dribbling, Marking, Tackling, Blocking, Free hit | <ul style="list-style-type: none"><li>- Combine, dodging, catching and throwing</li><li>- Bring together what has been learnt into a tournament.</li></ul> <p><u>Tag Rugby: Games: Invasion</u></p> <ul style="list-style-type: none"><li>- Develop passing, moving and creating space</li><li>- Extend learning into 3v3 mini games</li><li>- Develop defending</li><li>- Develop defending in game situations</li><li>- Combine passing and moving to create an attack and score</li><li>- Bring together what has been learnt into a tournament</li></ul> | Space, Attacker, Defender, Forward pass, Offside | <ul style="list-style-type: none"><li>- Combine striking with Rollers and Launchers to beat an opponent 1v1</li><li>- Combine striking with Rollers and Launchers to beat an opponent 2v2</li></ul> <p><u>Football: Games: Invasion</u></p> <ul style="list-style-type: none"><li>- Refine dribbling</li><li>- Turning to keep possession</li><li>- Refine passing and receiving</li><li>- Passing and dribbling to create a space</li><li>- Shooting to score</li><li>- Participating in tournaments</li></ul> | Accuracy, Opponent, Power |
| <b>Cross Curricular Links</b> | PSHE Autumn Term- Team   |  | PSHE Autumn Term- Team   |  | PSHE Autumn Term- Team<br>Music- Summer Term  |                           |
| <b>Year Five</b>              | <p>Unit outcome<br/>Autumn Term</p> <p><u>Netball</u><br/>Cooperation, Self-Discipline, Evaluation, Reflection and Integrity</p> <p><u>Gymnastics Counter Balance &amp; Counter Tension:</u><br/>Reflection, Respect, Self-Discipline, Trust and Integrity</p> <p><u>Games: Game Sense: Game Sense Invasion</u><br/>Respect, Reflection, Trust, Evaluation, Responsibility</p> <p><u>Hockey: Games: Invasion:</u><br/>Encouragement, Responsibility, Evaluation, Communication and Self discipline</p> |  | <p>Unit Outcome<br/>Spring Term</p> <p><u>Dodgeball, Games: Invasion:</u><br/>Self-discipline, Reflection, Communication, Responsibility, Evaluation</p> <p><u>Dance: The Circus</u><br/>Trust, Communication, Decision making, Resilience, Encouragement</p> <p><u>Cricket: Games: Striking &amp; Fielding:</u><br/>Self-discipline, problem solving, reflection, communication, responsibility</p> <p><u>Health Related Exercise</u></p>   |  | <p>Unit Outcome<br/>Summer Term</p> <p><u>Golf: Striking</u><br/>Resilience, Support structure, Decision Making, Integrity, Conflict resolution</p> <p><u>Tennis: Net/Wall</u><br/>Reflect, Communication, Integrity, Resourcefulness, Evaluation</p> <p><u>Athletics</u><br/>Responsibility, Cooperation, Evaluation, Self-motivation, Respect</p> <p><u>Tag Rugby: Invasion</u></p>   |                           |



## Sequence of teaching overview in PE 2025 2026

|   |   |   | Encouragement, Communication, Self-Motivation, Integrity, Responsibility     |   |  | Trust, Responsibility, Resourcefulness, Encouragement, Integrity |        |            |
|---|---|---|--|---|--|--|--------|------------|
| Knowledge   | Skills  | Vocabulary  | Knowledge  | Skills  | Vocabulary   | Knowledge  | Skills | Vocabulary |
| <u>Netball</u><br>-Refine passing and receiving<br>-Explore the function of other passes<br>-Develop using a range of passes<br>-Develop defending and marking the player with the ball<br>-Tactical Play<br>-Level 1 tournament  | Tactics, Transition, Possession, Marking  | <u>Dodgeball Games: Invasion:</u><br>-Introduce blocking<br>- Consolidate catching<br>- Understand where we throw and why we need to throw with accuracy and power<br>- Explore basic attacking tactics<br>- Explore basic defensive tactics<br>- Level 1 tournament  | Tactics, Transition, Accuracy, Power, Dodge, Blocking, Eliminated            | <u>Golf: Games : Striking</u><br>- Consolidate striking for accuracy with Rollers<br>- Consolidate striking with Launchers<br>- Introduce playing with hazards<br>- Develop playing with hazards<br>- Consolidate and combine skills of using Launchers and Rollers and apply their skills and understanding by competing in an individual golf tournament. | Launcher (Wedge), Roller (Putter), Hazards, Shots, Holes (Course), Opponent, Power, Penalty Shot |  |        |            |
| <u>Gymnastics: Counter Balance &amp; Counter Tension</u><br>-Introduction to counter balance<br>- Application of counter balance learning onto apparatus<br>- Sequence formation<br>- Explore the concept of counter tension<br>- Sequence completion<br>- Perform the completed sequences  | Excellency gymnastics, Interesting, Flow, Levels, Counter Balance, Counter tension, Unison, Canon | <u>Dance: The Circus: The Circus</u><br>- Exploring society in the 19th Century (1850): Dynamics and prejudices<br>- Developing character movements linked to 19th Century (1850) prejudices<br>- Creating movements to represent different characters and performers in a 19th Century (1850) circus<br>- Creating a 'Circus Performance' incorporating characterisation linked to a variety of performers<br>-Extending our 'Circus Performance' incorporating props and apparatus linked to the variety of performers<br>- Bring together what has been learnt into a Circus performance | Excellent dancers, Expression, Creativity, Emotion, Motif, Character, Unison | <u>Tennis: Games: Net/Wall</u><br>- Consolidate learning from year 4: recap how to outwit an opponent<br>- Introduce the volley<br>- Develop the volley<br>- Controlling the game from the serve<br>- Doubles: Understanding and applying tactics to win a point<br>- Bring together what has been learnt to play a tournament                              | Tactics, Space, Outwit, Forehand, Backhand, Volley, Doubles, Serve                               |  |        |            |
| <u>Games: Game Sense: Game Sense Invasion</u><br>- Develop dribbling<br>-Consolidate dribbling and passing to maintain possession to create scoring opportunities<br>- Develop defending: Application into game play<br>- Refine defensive skills: Transition from defence to attack<br>- Refine attacking skills passing, dribbling and shooting<br>- Bring together what has been learnt into a tournament. | Tactics, Transition, Counter attack, Pressure, Man-to-man marking, Tackle, Referee/Umpire         | <u>Games: Striking &amp; Fielding: Cricket</u><br>- Refine batting, understand and develop batting tactics  | Tactics, Bowling, Run out, Wicket-keeper,                                    | <u>Athletics</u><br>- Sprinting: Finishing a race<br>- Consolidate sprinting: Evaluating our performance<br>- Sprinting: My personal best   | Tactics, Speed, Distance, Evaluation, Change over,   |  |        |            |



# Redbourn Primary School

## Sequence of teaching overview in PE 2025 2026

|  |  |   |                           |  |   |
|--|--|---|---------------------------|--|---|
| <p><u>Games: Invasion: Hockey</u></p> <ul style="list-style-type: none"> <li>- Recap and refine dribbling and passing creating attacking opportunities</li> <li>- Develop defending: Blocking and tackling</li> <li>- Refine shooting</li> <li>- Refine attacking skills passing, dribbling and shooting, introduce officiating</li> <li>- Refine defending skills, developing transition from defence to attack</li> <li>- Bring together what has been learnt into a tournament</li> </ul> | <p>Counter attack, Man-to-man marking, Goal side</p> | <ul style="list-style-type: none"> <li>- Refine bowling, understand and develop bowling tactics</li> <li>- Refine fielding, stopping, catching and throwing</li> <li>- Combine fielding skills, creating and applying tactics, introduce umpiring and scoring</li> <li>- Refine batting, create and apply batting tactics to game scenarios</li> <li>- Consolidate sequence of learning into a mini game</li> </ul> <p><u>Health Related Exercise</u></p> <ul style="list-style-type: none"> <li>- Initial Fitness Assessment and compare individual scores to ones done at the end of the 6 weeks.</li> <li>- To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.</li> <li>- Flexibility: understand what is means and how it affects our bodies.</li> <li>- Strength: understand what is means and how it affects our bodies.</li> <li>- Develop understanding of aerobic fitness and how it affects our bodies.</li> <li>- Re-do the fitness assessment from week 1 and compare scores to see improvement.</li> </ul> | <p>No ball, Wide, Bye</p> | <ul style="list-style-type: none"> <li>- Consolidate running in a team: Relay changeovers</li> <li>- Throwing for distance: Shot put</li> <li>- Introducing the hurdles</li> </ul> <p><u>Tag Rugby: Games: Invasion</u></p> <ul style="list-style-type: none"> <li>- Consolidate passing and moving</li> <li>- Consolidate defending</li> <li>- Create, understand and apply attacking tactics in game situations</li> <li>- Create, understand and apply defensive tactics in game situations</li> <li>- Consolidate attacking and defending in mini games</li> <li>- Bring together what has been learnt into a tournament.</li> </ul> | <p>Personal best, Lap</p> <p>Tactics Transition, Offside, Formations, Knock on, Advantage</p> |
| <p><b>Cross Curricular Links</b></p>   | <p>PSHE- Autumn Term</p>                             | <p>Music- Spring Term</p>   | <p>Music- Summer Term</p> |  |   |



## Sequence of teaching overview in PE 2025 2026

| Year Six | Unit outcome<br>Autumn Term  |   |  | Unit Outcome<br>Spring Term  |  |  | Unit Outcome<br>Summer Term  |   |            |
|----------|--|---|--|--|--|--|--|---|------------|
|          | Knowledge  | Skills  | Vocabulary   | Knowledge  | Skills   | Vocabulary   | Knowledge  | Skills  | Vocabulary |
|          | <u>Netball: Games: Invasion</u><br>Responsibility, Self-motivation, Reflection, Integrity, encouragement<br><u>Gymnastics: Matching &amp; Mirroring:</u><br>Cooperation, responsibility, Trust, Decision making, integrity<br><u>Dance: Carnival</u><br>Trust, Self-discipline, Reflection, Respect, Responsibility<br><u>Dodgeball: Games: Invasion</u><br>Self-motivation, Respect, Reflection, encouragement, Self-discipline   |   |  | <u>Hockey: Games: Invasion</u><br>Trust, Integrity, Responsibility, encouragement, Resourcefulness<br><u>Games: Game Sense: Game Sense Invasion</u><br>Responsibility, Resourcefulness, Reflection, Respect, Integrity<br><u>Health Related Exercise</u><br>Self-motivation, Communication, Decision making<br><u>Tennis: Games: Net/Wall</u><br>Responsibility, Self-discipline, Integrity, resourcefulness, Respect  |  |  | <u>Golf: Games: Striking</u><br>Supportive, Empathy, Kindness, Resilience, Support Structure<br><u>Athletics</u><br>Trust, Self-discipline, Cooperation, Decision making, Responsibility<br><u>Tag Rugby: Games: Invasion</u><br>Trust, Responsibility, Resourcefulness, encouragement, Integrity<br><u>Cricket: Games: Striking &amp; Fielding</u><br>Trust, Integrity, Self-discipline, encouragement, Problem solving                                   |   |            |
|          | <u>Netball: Games: Invasion</u><br>- Consolidate attacking: understand and apply attacking skills.<br>- Consolidate Defending by defensive scenarios<br>- Consolidate attacking tactics: Understand and apply attacking tactics to game scenarios<br>- Consolidate Defending: Understand and apply defensive tactics in game situations<br>- Application of 'powers' into game play to challenge tactical thinking<br>- Bring together what has been learnt into a tournament<br><br><u>Gymnastics: Matching &amp; Mirroring</u><br>-Explore concept of matching<br>- Application of matching learning onto apparatus<br>-Explore the concept of mirroring | Tactics, Transition, Umpire, Netball positions, Marking | Excellent gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon | <u>Games: Game Sense: Invasion</u><br>-Consolidate the understanding and application of attacking skills into game play<br>- Consolidate the understanding and application of their defensive skills into game play<br>- Consolidate attacking tactics: Understand and apply attacking tactics to game scenarios<br>-Consolidate defending: Understand and apply defending tactics in game situations<br>- Application of 'powers' into game play to challenge tactical thinking<br>-Bring together what has been learnt into a tournament<br><br><u>Hockey: Games: Invasion</u><br>- Consolidate keeping possession of the ball | Tactics, Transition, Counter attack, Pressure, Man-to-man marking, Tackle, Referee/umpire. | Tactics, Attack, Defending, Counter attack, Free hit | <u>Golf: Games: Striking</u><br>- Consolidate playing against an opponent: Individual Match Play<br>- Consolidate playing against an opponent in teams: Team Scramble<br>- Team Better Ball: Introducing 'Power Play'<br>- Team alternate shots: Continued 'Power Play'<br>- The Little Sticks Cup Day 1: Pairs (2v2)<br>- The Little Sticks Cup Day 2: Singles (1v1)<br><br><u>Athletics</u><br>- Running for speed and culminate this into a competition | Match play, Team scramble, Team better ball, Team alternate shots, Penalty shot |            |



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## Sequence of teaching overview in PE 2025 2026

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|---|--|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>- Application of mirroring learning onto apparatus</li> <li>- Sequence development</li> <li>- Preform completed sequence</li> </ul> <p><b>Dodgeball: Games: Invasion</b></p> <ul style="list-style-type: none"> <li>- Understand and apply attacking tactics to game situations</li> <li>- Understand and apply defensive tactics to game situations</li> <li>- Transition between attack and defence</li> <li>- Applying the rules: Officiating games</li> <li>- Managing tactics and officiate games</li> <li>- Apply what has been learnt to a tournament</li> </ul> <p><b>Dance: Carnival</b></p> <ul style="list-style-type: none"> <li>- The Rio Carnival: Performing with technical control and rhythm in a group</li> <li>- Creating rhythmic patterns using our body</li> <li>- Samba: Experiencing dance from a different culture</li> <li>- Samba: Experiencing dance from a different culture and consolidating choreography</li> <li>- Carnival Day: Final chorographical elements including still imagery</li> <li>- Carnival Day: Performance and reflection</li> </ul> | Tactics,<br>Transition,<br>Referee,<br>Bank/ed line,<br>Centre line,<br>Retrievers | <ul style="list-style-type: none"> <li>- Consolidation of possession skills, develop officiating and apply this knowledge in mini games</li> <li>- Consolidate defending</li> <li>- Create, understand and apply attacking tactics in game situations</li> <li>- Create, understand and apply defensive tactics in game situations</li> <li>- Bring together what has been learnt in a tournament</li> </ul> <p><b>Health Related Exercise</b></p> <ul style="list-style-type: none"> <li>- Initial Fitness Assessment and recording personal scores.</li> <li>- Cardio Fitness</li> <li>- Perform flexibility circuits developing personal flexibility</li> <li>- Perform strength circuit developing their own strength</li> <li>- Perform an aerobic fitness circuit developing their own aerobic fitness.</li> <li>- Redo fitness assessment and compare personal scores.</li> </ul> <p><b>Tennis: Games: Net/Wall</b></p> <ul style="list-style-type: none"> <li>- Consolidate sequence of learning from year 5: Recap doubles</li> <li>- Game application: Cone tennis</li> <li>- Game application: Round robin games</li> <li>- Game application: Mixed ability doubles, round</li> <li>- Game application: Tag team tennis robin games</li> </ul> | Cardiovascular system,<br>Strength,<br>Flexibility,<br>Fitness, Circuits,<br>Fitness assessment/test | Tactics, Space,<br>Outwit,<br>Forehand,<br>Backhand<br>Volley, Doubles,<br>Serve | <ul style="list-style-type: none"> <li>- Running for distance competition</li> <li>- Throwing competition</li> <li>- Jumping competition</li> <li>- Bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition</li> <li>- Bring together all athletics learnt into a competition.</li> </ul> <p><b>Tag Rugby: Games: Invasion</b></p> <ul style="list-style-type: none"> <li>- Consolidate passing and moving</li> <li>- Consolidate defending</li> <li>- Create, understand and apply attacking tactics in game situations</li> <li>- Create, understand and apply defensive tactics in game situations</li> <li>- Consolidate attacking and defending in mini games</li> <li>- Bring together what has been learnt into a tournament.</li> </ul> <p><b>Cricket: Games: Striking &amp; Fielding</b></p> <ul style="list-style-type: none"> <li>- Consolidate batting skills</li> <li>- Consolidate fielding skills</li> <li>- Consolidate bowling skills</li> <li>- Create, understand and apply attacking tactics in game situations.</li> </ul> | Tactics,<br>Teamwork,<br>Speed,<br>Distance,<br>Evaluation,<br>False start,<br>Events |
|---|--|---|--|--|---|---|



**Redbourn Primary School**  
**Sequence of teaching overview in PE 2025 2026**

|                               |                   |  |   |  |   |                   |
|-------------------------------|-------------------|--|---|--|---|-------------------|
|                               |                   |  | <ul style="list-style-type: none"><li>- Bring together what has been learnt in a tournament</li><li>.</li></ul> |  | <ul style="list-style-type: none"><li>- Create, understand and apply defensive tactics in game situations.</li><li>- Consolidate sequence of learning</li></ul> |                   |
| <b>Cross Curricular Links</b> | PSHE- Autumn Term |  | Music- Spring Term  |  |   | PSHE- Autumn Term |