

## PE Medium Term Planning- Year 5

### Key Knowledge

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### **Pupils should be taught to:**

use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  
perform dances using a range of movement patterns  
take part in outdoor and adventurous activity challenges both individually and within a team  
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

#### **In particular, pupils should be taught to:**

swim competently, confidently and proficiently over a distance of at least 25 metres  
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
perform safe self-rescue in different water-based situations.

Year group Year 5	Key Knowledge	Physical skills	Social skills	Emotional skills	Thinking skills
<b>Autumn 1</b> Gymnastics- Year 5	<ul style="list-style-type: none"> <li>To understand the importance of pulse raising and warm ups.</li> <li>To be able to identify when their pulse has been raised and their body is ready for stretches.</li> <li>To know a variety of</li> </ul>	<ul style="list-style-type: none"> <li>To be able to perform symmetrical and asymmetrical balances.</li> <li>To develop the straight, forward, straddle and backward roll.</li> <li>To be able to explore different</li> </ul>	<ul style="list-style-type: none"> <li>To work safely when learning a skill</li> <li>To support others and help them to learn.</li> <li>To work with others to create a sequence.</li> <li>To work safely with a partner when learning a new skill.</li> </ul>	<ul style="list-style-type: none"> <li>To be confident to share my ideas.</li> <li>To persevere when developing a skill.</li> <li>To try my best.</li> <li>To be confident to perform in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>To create partner balances and decide on travelling actions to link them together.</li> <li>To observe others and provide feedback on their performances.</li> <li>To identify the impact canon and</li> </ul>

	<p>stretches that will prepare their bodies for a gymnastics session.</p> <ul style="list-style-type: none"> <li>• To know a variety of conditioning exercises to increase stretch and endurance.</li> <li>• To understand the importance of conditioning, stretch and endurance in gymnastics.</li> <li>• To know how to safely move equipment.</li> <li>• To know the terms “progressions” and “preps” and why they are important in developing skills safely.</li> <li>• To know a variety of preps for advance skills, such as walkovers and handsprings.</li> <li>• To know how to safely land and finish skills.</li> <li>• To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and</li> </ul>	<p>methods of travelling, linking actions in both canon and synchronisation.</p> <ul style="list-style-type: none"> <li>• To be able to perform progressions of inverted movements.</li> <li>• To explore matching and mirroring using actions both on the floor and on apparatus.</li> <li>• To be able to create a partner sequence using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss, plan and create a sequence with a partner.</li> <li>• To discuss, plan and create a partner sequence using apparatus.</li> </ul>	<p>synchronisation has on performances.</p> <ul style="list-style-type: none"> <li>• Understand that sometimes I need to move quickly and other times slowly to be successful.</li> <li>• To adapt a sequence to include apparatus and make decisions about where is best to perform each action.</li> <li>• To identify what makes a good performance and use this to provide feedback to others.</li> </ul>
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	<p>balances.</p> <ul style="list-style-type: none"><li>• To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.</li><li>• To understand the differences between a leap and a jump.</li></ul>				
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**Autumn 2**  
**Dance- Year 5**

- Knows how to compose own dances in a creative way, individually, with a partner and within a small group.
- Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece.
- Dance shows clarity, fluency, accuracy and consistency of movement
- Develop sequences in a specific style of dance.
- Choose own music and style
- Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space.
- Knows the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.
- Knows that dance can communicate an idea, as well as feelings and narratives.
- Knows and can state which aspects of own and others' performance were particularly strong

- To create a dance using a random structure and perform the actions showing quality and control.
- To understand how changing the dynamics of an action changes the appearance of the performance.
- To understand and use relationships and space to change how a performance looks.
- To work with a group to create poses and link them together using transitions.
- To use choreographing devices when working as a group.
- To copy and repeat movements in the style of Rock 'n' Roll.

- To work with a partner to create and perform an 8 action dance.
- To work with a partner to share and explore ideas.
- To work with a group to make decisions about our dance.
- To be inclusive of all members of my group.
- To share ideas with a partner.

- To be sensitive to others feelings when providing feedback.
- To show confidence to perform to others.
- To be accepting if my ideas are not used.
- To have confidence to put forward my ideas.

- To use the feedback given to me to improve my performance.
- To understand how to improve my performance.
- To understand and apply the use of relationships and space to change the appearance of my dance.
- To create my own 8 counts of actions.
- To understand how to organise our ideas using contrasting levels and shapes.
- To create in the style of Rock 'n' Roll.

	and which they could improve on.				
<p><b>Spring 1</b> Swimming- Year 5/6</p>	<p>Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<ul style="list-style-type: none"> <li>• To develop gliding, front crawl and backstroke.</li> <li>• To develop rotation, sculling and treading water.</li> <li>• To create, use and adapt tactics to collect the most points.</li> <li>• To develop the technique for backstroke arms and legs.</li> <li>• To develop breaststroke technique.</li> </ul>	<ul style="list-style-type: none"> <li>• To support and congratulate others.</li> <li>• To safely move around in the water.</li> <li>• To be inclusive of all members of my team.</li> <li>• To communicate with my partner to help us to move through the water together.</li> <li>• To work collaboratively with a partner to catch others.</li> <li>• To use tactics to try to gain possession of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• To work hard to improve my own time.</li> <li>• To show determination not to put my feet down when treading water.</li> <li>• To show determination to swim the distance in fewer strokes.</li> <li>• To try my best.</li> <li>• To play fairly and use the rules of the game.</li> <li>• To use tactics to try to gain possession of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and apply technique.</li> <li>• To create, use and adapt tactics to collect the most points.</li> <li>• To identify strengths in my own and other's technique and use this to help me decide who should be the legs and who should be the arms.</li> <li>• To use tactics to try to gain possession of the ball.</li> <li>• To plan a route a speed to avoid the catcher.</li> </ul>
<p><b>Spring 2</b> Swimming- Year 5/6</p>	<p>Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<ul style="list-style-type: none"> <li>• To develop breaststroke and breathing technique</li> <li>• To develop basic skills of water safety and floating.</li> <li>• To develop the dolphin kick.</li> <li>• To learn techniques for personal survival.</li> </ul>	<ul style="list-style-type: none"> <li>• To work collaboratively with a partner to retrieve items from the bottom of the pool.</li> <li>• To work with a partner to discuss and collaborate on ideas.</li> <li>• To use positive words to help congratulate and celebrate other</li> </ul>	<ul style="list-style-type: none"> <li>• To be confident to add breathing technique into my breast stroke.</li> <li>• To try my best.</li> <li>• To be confident to attempt new skills.</li> <li>• To persevere when learning something new.</li> <li>• To show</li> </ul>	<ul style="list-style-type: none"> <li>• To plan tactics to overcome a task.</li> <li>• To plan my own float sequence.</li> <li>• To understand and apply technique.</li> <li>• To understand what the huddle position is and how to create it.</li> <li>• To design and create a personal</li> </ul>

		<ul style="list-style-type: none"> <li>• To develop water safety skills and an understanding of personal survival.</li> <li>• To increase endurance in swim challenges.</li> <li>• To identify fastest strokes and personal bests.</li> </ul>	<p>pupil's effort and achievements.</p> <ul style="list-style-type: none"> <li>• To collaborate with others to create the huddle position for safety.</li> <li>• To work in collaboration with others to achieve a set goal.</li> <li>• To work collaboratively with others to complete a team challenge.</li> </ul>	<p>determination to achieve my personal best.</p>	<p>survival to include set criteria.</p> <ul style="list-style-type: none"> <li>• To understand and apply technique.</li> </ul>
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<p><b>Summer 1</b> <b>Athletics- Year 5</b></p>	<ul style="list-style-type: none"> <li>• To understand the importance of pulse raising and warm ups.</li> <li>• To be able to identify when their pulse has been raised and their body is ready for stretches.</li> <li>• To know a variety of stretches that will prepare their bodies for a gymnastics session.</li> <li>• To know a variety of conditioning exercises to increase stretch and endurance.</li> <li>• To understand the importance of conditioning, stretch and endurance in gymnastics.</li> <li>• To know how to safely move equipment.</li> <li>• To know the terms "progressions" and "preps" and</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to apply different speeds over varying distances.</li> <li>• To develop fluency and co-ordination when running for speed.</li> <li>• To develop technique in relay changeovers.</li> <li>• To develop technique and co-ordination in the triple jump.</li> <li>• To develop throwing with force for longer distances</li> <li>• To develop throwing with greater control and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• To work collaboratively with my partner to set a pace.</li> <li>• To discuss, negotiate and agree on a running order.</li> <li>• I can communicate with my teammates to help create a smooth changeover.</li> <li>• I support, congratulate and encourage others when competing.</li> <li>• To support and encourage my teammates to achieve their best.</li> <li>• To work with my group to ensure</li> </ul>	<ul style="list-style-type: none"> <li>• To show perseverance to complete the run.</li> <li>• To be confident to take on different roles.</li> <li>• To work to my personal best.</li> <li>• To show determination to achieve my best.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify that keeping a steady breath will help me when running longer distances.</li> <li>• To provide feedback on another's sprinting technique to help them improve.</li> <li>• To identify areas for improvement in my partner's jumps and use this to provide them with feedback.</li> <li>• To explore throwing from different start points and use my findings to identify the most effective position.</li> <li>• To explore using a run up in the</li> </ul>
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	<p>why they are important in developing skills safely.</p> <ul style="list-style-type: none"> <li>● To know a variety of preps for advance skills, such as walkovers and handsprings.</li> <li>● To know how to safely land and finish skills.</li> <li>● To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances.</li> <li>● To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.</li> <li>● To understand the differences between a leap and a jump.</li> </ul>		<p>that we are ready for the activity.</p>		<p>java..... and identify the effect this has on the distance I achieve.</p>
<p><b>Summer 2</b> Rounders- Year 5/6</p>	<ul style="list-style-type: none"> <li>● Know how to apply the rules of a racquet game fairly:</li> <li>● Players cannot carry the ball or catch it with the bat.</li> <li>● Players cannot hit the ball twice.</li> <li>● Know how to hit a ball/shuttlecock accurately with control</li> <li>● Know how to vary tactics and adapt skills depending on what is happening in a game</li> <li>● The rules of batting</li> <li>● The rules of fielding</li> </ul>	<ul style="list-style-type: none"> <li>● To develop the bowling action and understand the role of the bowler.</li> <li>● To develop batting technique.</li> <li>● To make decisions about where and when to send the ball to stump a batter out.</li> <li>● To develop a variety of fielding techniques and when to use them in a game.</li> <li>● To develop long and short barriers in fielding and</li> </ul>	<ul style="list-style-type: none"> <li>• To respect towards the umpire.</li> <li>• To collaborate with others to self-manage our game.</li> <li>• To communicate with my teammates to help each other to make the right decision and reflect on the decisions we make.</li> <li>• To work with others to set up</li> </ul>	<ul style="list-style-type: none"> <li>● To be confident to make decisions.</li> <li>● To show honesty when calling 'no ball'.</li> <li>● To try my best.</li> <li>● To play games honestly and within the rules.</li> <li>● To show good sportsmanship, playing honestly and within the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the rules of bowling.</li> <li>• To identify what I need to do to improve my batting.</li> <li>• To make quick and informed decisions about what to do with the ball when fielding.</li> <li>• To understand when to use each of the different fielding techniques.</li> <li>• To select the appropriate skill</li> </ul>

		<p>understand when to use them.</p> <ul style="list-style-type: none"> <li>To apply the rules and skills you have learnt to play in a rounders tournament.</li> </ul>	<p>and manage our game.</p> <ul style="list-style-type: none"> <li>To reflect with my teammates on our performance and discuss together what we can do to improve.</li> </ul>		<p>for the situation.</p> <ul style="list-style-type: none"> <li>To think tactically about the decisions I make.</li> </ul>
<p><b>GDS Opportunities</b></p>	<ul style="list-style-type: none"> <li>-Can they persevere with a task and improve their performance through regular practice?</li> <li>-Can they set personal challenges and are able to achieve these?</li> <li>-Can they review, analyse and evaluate their own and others' strengths and weaknesses?</li> <li>-Can they effectively transfer skills from one sport to another?</li> <li>-Can they work effectively as a team showing good sportsmanship?</li> <li>-Can they show a great understanding of rules and tactics and adapt tactics where necessary?</li> <li>-Can they show ability and confidence performing skills at a competitive level?</li> <li>-Can they show an understanding of the health and fitness side of PE?</li> <li>-Do they take part in a wide variety of sports both inside and outside of school, competing with others and showing enthusiasm?</li> <li>-Do they show the skills to lead a group or become a sports leader?</li> </ul>				