

Y5 Physical Education



Autumn 1	Golf	Gymnastics - Core Task 1
Year 5	<ul style="list-style-type: none"> • To use the the tick-tock swing and develop this to putt the ball. • To develop a suitable grip and stance needed to chip the ball. • To control a putt over different distances. • To get some height with the ball when chipping it. • To understand the difference between the long and short game • To apply golf skills in a range of challenges. 	<ul style="list-style-type: none"> • To perform travelling actions and balances with asymmetrical shapes. • To explore ways of rolling and balance with symmetrical shapes. • To create a sequence that includes travel, rolling and different balances. Adapt to include a change of direction and speed. • To perform jumping, balancing and rolling with control. • To adapt a created sequence to adopt new actions. • To evaluate their own and others work using a basic criteria. • To adapt a created sequence to match balances with a partner. • To evaluate their own and others work using a basic criteria. • To perform travelling, balancing, rolling and jumping consistently and fluently. • To apply basic compositional principles to create a sequence in pair

Autumn 2	Dance themes	Gymnastics - Core Task 2
Year 5	<ul style="list-style-type: none"> • compose motifs and plan dances creatively and collaboratively in groups • adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use • perform different styles of dance clearly and fluently • organise their own warm-up and cool-down exercises • show an understanding of safe exercising • recognise and comment on dances, showing an understanding of style • suggest ways to improve their own and other people's work 	<ul style="list-style-type: none"> • To explore travelling, balancing and jumping actions • To explore performing a sequence working with a partner. • To explore creating more complex sequences. • To adapt a sequence to include apparatus and changes in levels. • To adapt a sequence to include apparatus and changes in elements.

Spring 1	Fitness	Games - Hockey
Year 5	<ul style="list-style-type: none"> • To gain a baseline assessment for stamina. • To understand components of physical fitness. • To be able to demonstrate a variety of fitness circuit tests. • To understand the importance of a healthy diet. • To be able to Evaluate and recognise their own success. • To be able to cooperate and work together as part of a competition. 	<ul style="list-style-type: none"> • To explore a range of attacking skills. - shooting accurately, change of speed to get ball away from opponent. • To explore a range of defending skills - shielding the ball. • Develop attacking and defending skills, marking opponent, using all the available space on the playing area. • To develop attacking and defending skills as a team. • Use attacking and defending skills to outwit the opposition. • Evaluate the tactics of their games and suggest improvements.

Spring 2	Games - Tennis	Games - Rounders
Year 5	<ul style="list-style-type: none"> ● Choose skills that meet the needs of the situation. ● Hit the ball with purpose, varying speed, height, and direction. ● Play shots on the forehand and backhand side of body. ● Use good footwork that allows the ball to be hit with good technique. ● Direct the ball towards the opponent's court or target area. ● Identify spaces and understand the tactic of hitting into gaps. ● Play shots on the forehand and backhand side of body. ● Show good awareness of others in game situations. ● Learn how to evaluate and recognise their own success. ● Participation in competitive games, modified where appropriate. ● Identify spaces and understand the tactic of hitting into gaps. ● Explain why a performance is good. ● Identify spaces and understand the tactic of hitting into gaps. ● Show good position on court. ● Watch and evaluate the success of the games. 	<ul style="list-style-type: none"> ● Choose skills that meet the needs of the situation. ● Show good awareness of others in game situations. ● Watch and evaluate the success of games. ● Use skills and tactics to outwit opponents when fielding. ● Work as part of a team that covers the area to make it hard for the batter to score runs. ● Explain why a performance is good. ● Develop control. ● Begin bowl at different speeds. ● Watch and evaluate the success of games. ● Hit the ball with purpose, varying speed, height and direction. ● Identify spaces and understand the tactic of hitting into gaps. ● Understand how physical activity can contribute to a healthy lifestyle. ● Use skills and tactics to outwit the opponent when batting, bowling or fielding. ● Explain how their body reacts and feels when taking part in different activities and undertaking different roles. ● Work effectively as part of a team. ● Choose skills that meet the needs of the situation. ● Identify parts of the game where they are performing well.

Summer 1	Games - Cricket	Orienteering
Year 5	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket • To develop a range of skills to use in isolation and a competitive context • To use basic skills with more consistency including striking a bowled ball • To develop the range of Cricket skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context • Consolidate existing skills and apply with consistency • Link together a range of skills and use in combination • Collaborate with a team to choose, use and adapt rules in games • Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance 	<ul style="list-style-type: none"> • Problem self with other members of your team. • Use communication skills to achieve success. • Work within your team trusting and valuing each other. • Develop communication skills. • To demonstrate all the physical skills needed for orienteering: agility, balance and co-ordination. • Participate in an orienteering game. • Meets challenges effectively working as part of a team. • To make a map with symbols and legend. • To understand scale and legend. • To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Complete a single control orienteering event. • Use features on the map to select and plan a route to a control. • Use relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges. • Work as a team to decide what approach to use to meet the challenge set. • Use a map to plot the best route between controls.

Summer 2	Athletics	OAA - Kayaking and Paddle boarding
Year 5	<ul style="list-style-type: none"> ● Choose the appropriate speed to run at for the distance to be covered. ● Choose the appropriate throwing technique to meet the demands of the task. ● Choose the appropriate jumping technique to meet the demands of the task. ● Communicate, collaborate, and compete with others. ● Develop control whilst performing skills at speed. ● Understand the importance of being physically fit. ● Perform skills with accuracy, confidence, and control. ● Provide constructive feedback about a performance. ● Run, jump, catch and throw in isolation and in combination. ● Understand how the muscles work, e.g. work by getting shorter, relax by getting longer. ● Choose skills that meet the needs of the situation. ● Combine and perform skills with control. ● Explain how their body reacts and feels when taking part in different activities and undertaking different roles. ● Choose the appropriate speed to run at for the distance to be covered. ● Choose the appropriate throwing technique to meet the demands of the task. ● Choose the appropriate jumping technique to meet the demands of the task. 	<ul style="list-style-type: none"> ● I know how to hold my paddle. ● I can paddle forwards and backwards. ● I can use the paddle to turn my craft around, on my own or part of a team. ● I help put equipment away and help other people. ● I help other people who are less confident than me on the water. ● I am enthusiastic towards all activities and help others to be excited too. ● I know what a buoyancy aid is, what it is for. I can fit my own buoyancy aid. ● I am confident to paddle my chosen craft. ● I am confident to swim in my buoyancy aid. I can float on my back and trust my buoyancy aid. ● I can sit or kneel on my craft and keep myself stable. ● I can move around my boat carefully without falling into the water.