



Class: Year 5	Topic Title: Physical Education	Key Vocabulary /Skills
<p>NC Objectives: The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop competence and confidence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ aim to lead healthy, active lifestyles with an understanding of the importance of physical activity, PE and school sport. <p>Key stage 2 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</p>	<p><u>ATHLETICS</u> To develop running skills in isolation. To develop throwing skills To develop throwing skills in an athletic type activity To explore and develop ways of combining jumping actions To evaluate their own success</p> <p><u>DANCE</u> Identify and practise the patterns and actions of the chosen dance theme Produce a dance phrase in response to the music Apply key components of dance: Travel, Jump, Stillness, Gesture and Turn To create a group dance with creative ideas Evaluate own and others work</p> <p><u>GAMES-</u> <u>INVASION/TARGET</u> To develop the skill of passing and catching a netball. Develop the skill of a shoulder pass. Develop the skill of shooting in netball/Handball/Basketball. Select appropriate strategies for attack. Evaluate work and suggest ways to improve. Choose and apply netball /handball/ basketball based skills consistently in a game situation.</p> <p><u>STRIKING & FIELDING</u> To bowl underarm with accuracy, to bowl overarm with accuracy To catch a ball when fielding, to learn how to field a ball. To strike a ball with a cricket bat. To run with a bat between wickets To play a modified competitive cricket game. To evaluate what was successful in a game</p>	<p>Continue to develop athletic specific skills and perform with consistency, accuracy, confidence, control and speed. Throw-push, pull, sling and heave Jumping and landing in different ways-combining different jump skills Running for long and short distances Evaluate own performances and suggest improvements.</p> <p>Perform with fluency and control & with awareness of rhythmic, dynamic and expressive qualities. Dance vocabulary-formation, unison, canon, dynamics. Working in groups to explore, create and perform dance sequences using dance actions, levels, facial expressions to add performance qualities. Perform more complex dance phrases that communicate character & narrative Talk about & say how they might improve their own and others' work</p> <p>Continue to develop sport specific skills perform with consistency, accuracy, confidence, control Pass, dribble send and receive a ball and move into space, attacking and defending skills. Play small sided modified games using attacking and defending skills Consolidate & improve batting and bowling from Year 4. Use batting, bowling and fielding in team games Choose and use shots/throws/team tactics Reflect on own and team performance-suggest improvements</p>



<p>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.</p> <p>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.</p>	<p><u>GYMNASTICS</u> To perform partner balances (matched and mirrored). To perform counter balance. To perform Counter tension balances. To evaluate and recognise their own success. To create a gymnastic sequence with a partner. To perform the core task “Acrobatic gymnastics”. To evaluate and recognise their success. To develop a sequence onto apparatus.</p> <p><u>OAA</u> To describe how collaboration is required during OAA. To consolidate map work and orientation. To set up courses for others to navigate. To work in small groups with minimal support from teacher. To explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations. To safely perform teacher led warm-ups</p> <p><u>SWIMMING will be delivered @ KEY STAGE 2 by WLSP</u> <u>Non swimmers & developing swimmers</u> Swim between 10-20m unaided in shallow waters, using arms and legs to propel themselves. Use one basic method to swim distance, remembering to breathe. Start by using floats, swim over longer distances with more controlled leg kick. Explore how to move in and under water; recognise how the water affects their temperature & identify and describe the differences between different leg and arm actions. <u>Developing &competent swimmers</u> Swim 50-100m, keep swimming for 45-90 sec+; use three different strokes -swimming on their front & back. Control their breathing and swim confidently & fluently on the surface and under water. Know the dangers of water locally & nationally. Learn how and why to use appropriate survival & self-rescue skills if they fall by accident/get into difficulty/know how to help others.</p>	<p>Travel-i.e Feet& hands and feet. Balance-i.e partner balances. (counter balances & counter tension, Jump-different ways of jumping & landing with shape. Rolling-basic rolls. Create & perform a paired sequence on floor including 8 different elements Performing in unison, changing level, direction & speed, matching and mirroring -develop sequence to incorporate apparatus.</p> <p>Develop map reading and orienteering skills following a marked route, orientate a map -Know the eight points of a compass & grid reference points (2 figures) Develop efficient team work, co-operation & communication skills.</p> <p>Develop water confidence. Learn to keep afloat, move in water. Use swimming aids-moving to swimming without aids. meet challenges, breathe when swimming.</p> <p>Swimming more fluently, improving their swimming strokes and learning personal survival techniques</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences:</p>	
<p>WLSP, TWF Sports Events - Competitions & SEND festivals, AGT events & experiences & Local Clubs</p>	<p>WLSP Delivery throughout KS1 & KS2</p>	