Y5 PHYSICAL EDUCATION CURRICULUM

5	Autumn 1		Autumn 2	
	Gymnastics	**Hockey**	**Netball**	**Dance**
Key Skills	**Physical:** symmetrical and asymmetrical balances, rotation jumps, straight forward straddle backward roll, cartwheel, bridge, shoulder stand **Social:** work safely, support others collaboration **Emotional:** confidence, perseverance, resilience, determination **Thinking:** observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences	**Physical:** run, dribble, pass, receive, tackle, intercept, shoot **Social:** communication, collaboration, respect, support others **Emotional:** honesty, perseverance **Thinking:** identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection	**Physical:** throw, catch, run, jump, change direction, change speed, shoot **Social:** communication, support collaboration, respect **Emotional:** honesty, independence, perseverance, self-regulation, resilience **Thinking:** select and apply skills, apply tactics, observation, apply rules	**Physical:** actions, dynamics, space, relationships **Social:** collaboration, consideration and awareness of others, inclusion, respect, leadership **Emotional:** empathy, confidence, perseverance **Thinking:** creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills
Learning Objectives	To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation.	To use attacking skills to beat a defender. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament.	To explore different passes and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards goal. To defend an opponent and know when to try and intercept. To develop the shooting action under pressure. To use and apply skills, principles and tactics to a game situation.	THEME: Dance by Chance To create a dance using a random structure and perform the actions with quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. THEME: Rock 'n' Roll To copy movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work with a group to choreograph a dance in the style of Rock 'n' Roll.
Vocab	Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition	Ball carrier, barrier, close down, create, maintain, possession, pressure, situation, sporting behaviour, support, tactics, transition, umpire	Accelerate, angle, create, drive, intercept, maintain, opposition, pressure, receiver, rebound, situation, sportsmanship, stance, support, technique, tournament	Actions, canon, choreograph, choreography, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison
Assessment	I can create and perform sequences using apparatus individually and with a partner I can use canon and synchronisation and matching and mirroring I can use strength and flexibility to improve the quality of my performance I can set criteria to make simple judgements about performance and suggest ways they could be improved I can use feedback to improve my work	I can dribble, pass, receive and shoot the ball with some control under pressure I can use tracking, tackling and interception when playing defence I know what position I am playing in and how to contribute when attacking and defending I understand the need for tactics and can identify when to use them in different situations	I communicate with my team and move into space to keep possession and score I can identify when I was successful an what I ned to do to improve I can pass, receive and shoot the ball with some control under pressure I can stay with an opponent, and I am confident to attempt to intercept I know the position I am playing in and how to contribute when attacking and defending	I can accurately copy and repeat set choreography I can choreograph phrases individually and with others considering actions and dynamics I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus I can use counts when choreographing to say in time with others and the music

Y5 PHYSICAL EDUCATION CURRICULUM

5	Spring 1		Spring 2	
	Fitness	**Volleyball**	**Gymnastics**	**Basketball**
Key Skills	**Physical: agility**, balance, coordination, speed, stamina, strength **Social:** collaboration, support, communication **Emotional:** perseverance, determination **Thinking: feedback**, comprehension, observation, evaluation	**Physical:** agility, catch, throw, jump set, dig, serve, rally **Social:** communication, respect, support and encourage others **Emotional:** perseverance, honesty, determination **Thinking:** using tactics, select and apply skills, identify strengths and areas for development, reflection	**Physical:** symmetrical and asymmetrical balances, rotation jumps, straight forward straddle backward roll, cartwheel, bridge, shoulder stand **Social:** work safely, support others collaboration **Emotional:** confidence, perseverance, resilience, determination **Thinking:** observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences	**Physical:** throw, catch, run, jump, dribble shoot **Social:** communication, cooperation, collaboration, respect **Emotional:** honesty, confidence perseverance, fair play **Thinking:** select and apply skills, make decisions, observation, tactics, observation, feedback
Learning Objectives	To understand how speed helps me in other activities and apply this. To understand how strength helps me in other activities and apply this. To understand how agility helps me in other activities and apply this. To understand how balance helps me in other activities and apply this. To understand how co-ordination helps me in other activities and apply this. To understand how stamina helps me in other activities and apply this.	To use the serve with consideration of attacking principles. To develop the fast catch volley with consideration of attacking principles. To develop the set shot and use it to pass to a teammate. To recap the set shot and develop the dig, identifying when to use each. To use a variety of shots to keep a continuous rally going. To apply rules, skills and principles to play against an opponent.	To perform progressions of inverted movements. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus.	To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation.
Vocab	Agility, consistent, drive, dynamic, motivate, persevere, power, react. Rhythm, stable, stamina, static, strength	Cooperatively, communication, cushion, dig, opposition, serve, set, situation, sportsmanship, tactics, volley	Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition	Ball carrier, close down, communicate, decision, delay, deny, drive, maintain, protect, rebound, receiver, situation, sportsmanship, tactics, technique, tournament
Assessment	I can analyse my performance in relation to the fitness component being used I can work with others to manage activities I demonstrate good balance and control when performing other fundamental skills I show accuracy and power when throwing for distance I understand the different components of fitness and how they help me in other activities	I am developing a wide range of skills, and I am beginning to sue these under pressure I understand there are different skills for different situations, and I am beginning to use these I can identify when I was successful and what I need to do to improve I can use feedback provided to improve my work I can use the rules of the game, and I can apply them honestly most of the time	I can lead a partner through short warm up routines I can create and perform sequences using apparatus individually and with a partner I can use canon and synchronisation and matching and mirroring with a partner and group and say how it affects the performance I can use strength and flexibility to improve the quality of my performance I can use feedback to improve my work	I can dribble, pass, receive and shoot the ball with some control under pressure I can use tracking and intercepting when playing in defence I understand the need for tactics and can identify when to use them in different situations I can communication with my team and move into space to keep possession and score.

Y5 PHYSICAL EDUCATION CURRICULUM

5	Summer 1		Summer 2	
	Rounders	**Flag Football**	**Tennis**	**Cricket**
Key Skills	**Physical:** throw, catch, bowl, bat, field **Social:** communication, respect, collaboration **Emotional:** perseverance, honesty, confidence and self-regulation **Thinking:** assess, make decisions, comprehension, reflection, select and apply skills, tactics	**Physical:** Running, Throwing, Catching, Evading, Tagging, **Social:** communication, respect, support others **Emotional:** perseverance, confidence, determination **Thinking:** What different routes can be used in flag football?	**Physical:** forehand and backhand groundstroke, volley, underarm serve, rally **Social:** communication, cooperation, encourage and support others collaboration **Emotional:** perseverance, honesty, **Thinking:** observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics	**Physical:** deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting **Social:** communication, respect collaboration **Emotional:** perseverance, honesty, determination **Thinking:** observation, provide feedback, select and apply skills, assessing
Learning Objectives	To develop throwing and catching and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament. Using tactics identified	**By the end of the lesson, year 5 should remember offensive and defensive positions, be able to play all positions and** throw to offensive positions in space. snap the ball with more consistency and control over the quarterback's hands. perform basic routes (hook, slant and fade) with defenders describe and demonstrate at least 5 different football plays that involve C, QB, RB and WR have a good understanding of what position is their strongest and play that within a competitive game	To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent.	To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit
Vocab	Backing up, close catch, compete, decision, deep catch, limit, long barrier, no ball, retrieve, short barrier, situation, stance, tactic, tournament	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Adjust, baseline, consecutive, continuous, dominant, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, tactic, technique, volley	Backing up, close catch, compete, decide, deep catch, grip, long barrier, momentum, run out, short barrier, situation, stance, tactic
Assessment	I am beginning to strike a ball with a rounders bat I am developing a wider range of fielding skills, and I am beginning to use these under pressure I can work cooperatively with others to manage our game I understand the rules of the game and can apply them honestly most of the time I understand the need for tactics and can identify when to use them in different situations	Can they play a full flag football game using offence and defence positions? Can they pick the correct route to throw when playing quarterback? Are we able to use sportsmanship when winning and losing	I am developing a wide range of skills, and I am beginning to use these under pressure I can use feedback provided to improve my work I understand there are different skills for different situations, and I am beginning to apply this. I understand the rules of the game and I can apply them honestly most of the time	I am developing a wider range of fielding skills and I am beginning to use these under some pressure I can strike a bowled ball with increasing accuracy I understand there are different skills for different situations, and I am beginning to apply this. I understand the rules of the game and I can apply them honestly most of the time