

Year 5 PE Coverage

<p style="text-align: center;">'As aspiring athletes, we are physically active so we can lead healthy lives and develop skills in a variety of activities. We compete fairly, both individually and with teams. We aim to win but we can accept defeat graciously.'</p>			
Year 5	Autumn Term	Spring Term	Summer Term
	Dance (Space) Games (TT - Autumn 2)	Gymnastics Games (TT - Spring 1)	Athletics Games
National Curriculum	<ul style="list-style-type: none"> perform dances using a range of movement patterns 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best

Year 5 PE Coverage

Subject Focus	<p>In Dance in Year 5, children will: Understand why dance is good for fitness, health and wellbeing.</p> <p>Stimulus - explore and improvise movement from a given stimulus, create a dance motif that clearly shows a character considering actions and gesture.</p> <p>Choreography - understand how movements can be altered to reflect the expressive qualities of movement, compare and contrast their work with others', have a clear understanding of what unison and canon are and use them confidently in small groups.</p> <p>Dynamics - vary actions, space and dynamics, clearly be able to understand the meaning of actions and expressive features, have an understanding of how to analyse and interpret a dance.</p>	<p>In Gymnastics in Year 5, children will:</p> <p>Travelling - develop performance and creativity in travelling and space, incorporating shape, balance and travel into sequence.</p> <p>Shape and balance - perform shape and balance accurately as a solo and with a partner, explore symmetrical and asymmetrical body shapes</p> <p>Rolling - develop a range of rolling actions with approaching entrance and exits, incorporating rolls into duet sequences.</p> <p>Jumping and landing - develop a variety of jumping and landing actions on the floor and small apparatus.</p> <p>Inversions - explore and practise the different stages of inversions</p> <p>Composition, performance and evaluation - create duet sequences, use video to analyse performance, learn canon, unison and pathways, explore the apparatus, explore how the use of hand held apparatus can develop technique and be involved in the sequence.</p>	<p>In Athletics in Year 5, children will:</p> <p>Sprinting - show good coordination, run a short distance with speed and fluency</p> <p>Long distance - adapt quickly depending on the time/distance they are running for, position themselves to win a race</p> <p>Relay - transfer a baton to teammate with control and fluency in a race environment</p> <p>Jumping - show good coordination, learn the basics of a triple jump</p> <p>Throwing - to aim correctly and throw various pieces of equipment over an assigned distance.</p> <p>Competition - compete as an individual and as a team in a competition in Athletics</p>

Year 5 PE Coverage

		Understanding of fitness and health – be able to prepare the body appropriately for each given activity. Develop an understanding of simple exercises designed to improve or maintain fitness levels. Develop a basic understanding of fitness components.	
	<p>In Games in Year 5, children will:</p> <p>Football</p> <ul style="list-style-type: none"> - Dribble making small touches into space with speed. - Be able to pass the ball to someone on the team, using different parts of foot accurately. - Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). - understand basic defensive/ attacking positioning. - be able to use a variety of shots to beat a goalkeeper. - use a range of tactics in a game scenario. <p>Netball</p> <ul style="list-style-type: none"> - Use all three passes (chest, shoulder & bounce) correctly. 	<p>In Games in Year 5, children will:</p> <p>Fitness</p> <ul style="list-style-type: none"> - Know that we exercise to stay healthy and maintain our muscles. - Know that we require a larger amount of oxygen when we exercise. - Know that the heart is an organ that pumps blood around the body. - Measure and discuss resting pulse rate and pulse rate after exercise. - Explain the link between pulse and heart rate. - Develop ability in a range of fitness exercises and circuits. - Continue to improve personal bests. <p>Tag Rugby</p> <ul style="list-style-type: none"> - Be able to pass and receive a pass at speed. - Be able to pass and receive a pass at speed in a game situation. 	<p>In Games in Year 5, children will:</p> <p>Tennis</p> <ul style="list-style-type: none"> - Become more confident when striking the ball in different directions and in the middle of the racket. - Return a ball to a partner with control. - Know what type of shot to play and when to play it. - Develop their technique and improve their performance. - Get into the correct position when playing a rally. - Be able to score a rally. - Begin to understand how to control the weight of their shot. - Know the difference between playing at the front and back of the court. - Understand the rules of tennis.

Year 5 PE Coverage

	<ul style="list-style-type: none"> - Begin to use square (across the court) & straight (up & down the court) passes to change the focus of attack. - Defend a player and make some successful interceptions, using simple defensive marking techniques. - Understand basic positions on court. 	<ul style="list-style-type: none"> - Refine attacking diagonal line and defending in a defensive line. - Develop tactics as a team and implement these tactics. <p>Cricket</p> <ul style="list-style-type: none"> - To link together a range of skills and use in combination when fielding a ball. Such as type of throw, fielding position and direction of throw. - To collaborate as a team to choose a clear bowling/ fielding tactic. - To consistently bowl with correct technique and improve pace/spin - To use a range of batting shots in play. 	
Top Ten / Fab Five	<p>Dance focus</p> <ol style="list-style-type: none"> 1. I understand why dance is good for fitness, health and wellbeing. 2. I can explore and improvise movement from a given stimulus. 3. I can create a dance motif. 4. I can use actions and gestures to show a character. 5. I can reflect on the expressive qualities of movement. 	<p>Gymnastics focus</p> <ol style="list-style-type: none"> 1. I can develop my performance and creativity in travelling and space. 2. I can incorporate, shape, travel and balance into a sequence. 3. I can perform shape and balance accurately as a solo and with a partner. 4. I can perform symmetrical and asymmetrical body shapes. 	<p>Athletics/Games focus</p> <ol style="list-style-type: none"> 1. I run a short distance with speed and fluency. 2. I can position myself in a long-distance race. 3. I can transfer a baton with control. 4. I can perform a triple jump. 5. I can throw various equipment over a distance. 6. I can strike a ball confidently.

Year 5 PE Coverage

	6. I can compare and contrast my work with others. 7. I use unison and cannon confidently in a small group. 8. I understand the meaning of actions and expressive features. 9. I can vary my actions, space and dynamics. 10. I have an understanding of how to analyse and interpret a dance.	5. I can incorporate rolls into duet sequences. 6. I can show the different stages of inversions 7. I can use cannon, unison and pathways in my performance. 8. I can work with a partner to create duet sequences. 9. I can use video to analyse my performance. 10. I can prepare my body appropriately for each activity.	7. I can return a ball with control. 8. I can score a rally. 9. I can control the weight of a shot. 10. I understand the rules of tennis.
Unit specific Vocabulary	(Year 4 - Dance - lengthen, communicate, character, narrative). Year 5 - Dance -dance motif, expressive, compare, contrast, analyse, interpret. (Year 4 - Games - passing angle, high pop pass, rotate, push pass, defensive position, possession, shoulder/chest/bounce pass, pivot, overarm, court). Year 5 - Games - touch, shots, square/straight pass, intercept.	(Year 4 - Gymnastics - incorporate, precision box balance, select, demonstrate, maintain). Year 5 - Gymnastics - creativity, symmetrical, asymmetrical, pathways. Year 5 - Games - resting pulse rate, spin, collaborate.	(Year 4 - Athletics - pace, changeover, run up). Year 5 - Athletics - fluency, adapt, transfer. Year 5 - Games - position, rally, front/back court