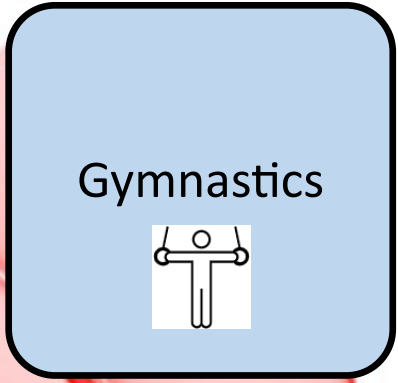


PE - Year 5 Gymnastics



What should I already know?

You will already know a range of shapes and balances that you can include in a sequence.

You will be able to select from a variety of different ways join different movements together.

You will know how to move safely including when changing direction, level (high or low) and speed (fast or slow).

Child's photo to go here

Key vocabulary	
Routine	A set of sequences followed dur-
Sequence	A particular order of 'moves' to
asymmetrical	Having two halves or sides that
symmetrical	When two or more sides are identical after a flip, slide or turn.
apparatus	Equipment made for a particular task e.g. benches/ladders.

Overview	
Practise	Explore asymmetric and symmetric shapes <div style="display: flex; justify-content: space-around; margin-top: 5px;"> Asymmetrical symmetrical </div>
	Move from the floor to a piece of apparatus safely
	Mirror actions with a partner
Application	Use symmetric and asymmetric shapes in a sequence with different levels and speeds
	Adapt a prepared routine to include more children
	Adapt a prepared routine to be used with apparatus
Evaluation	Decide on criteria—what are we looking for in this routine?
	Watch recording of own performance and use criteria to check. What did you do well? What could you do to improve?
	Watch other children's performances and use criteria to check. What did they do well? What could they do to improve?
Health and fitness	Explain why warming up is important before gymnastics. Why do we need to stretch?

Personal development	
Team work	Working together and listening to create an end product
Leadership	To lead others or a group
Communication	Sharing ideas and listening before making decisions

Core task:

In a pair or group create and perform a gymnastics routine with at least eight elements including:

- Symmetrical rolling
- An asymmetrical shape
- A change of direction or level
- Mirroring

Practise on the floor then adapt your routine using apparatus .

Connecting Concepts	
Movement 	Use a range of complex moves to create a sequence of movements. Perform with control.

PE - Year 5 Dance

Contemporary



What should I already know?

You will already be able to improvise dances that are inspired by different animals, pieces of music or themes.

You will already be able to perform dances expressively with a partner, linking different moves together.

Overview

Practise	Watch videos of Flamenco and listen to Flamenco music. Improvise dance moves.
	Explore Flamenco moves—use of arms, hands, heels, clapping and stamping rhythms.
	Create phrases using gestures, actions and body shapes linked to Flamenco.
Application	Copy and adapt different step patterns
	Create clear starting and ending positions.
Evaluation	How much is your dance inspired by Flamenco? Are the moves linked to the music?
	Evaluate the order of your dance moves. How do they flow?
Health and fitness	Discuss costumes for the dance. How would
	Organise your own warm up and cool down with moves linked to the dance.

Key vocabulary

Motif	A movement phrase encapsulating an idea that is repeated and developed throughout the dance.
Choreography	The art of creating dance.
gestures	a movement of part of the body, especially a hand or the head, to express an idea or meaning.
Step patterns	A group of dance steps that are normally repeated
Flamenco	a style of spirited, rhythmical dance performed to flamenco music, often with castanets.


Personal development

Respect	A feeling of admiration for someone else
Leadership	To lead others or a group
Communication	Sharing ideas and listening before making decisions

Core task:

As a class, learn the patterns and structure for a set dance then work in pairs or groups to choreograph a small section of the dance using moves inspired by the style of dance.

Connecting Concepts

Leadership 	Take control of part of a group dance and make decisions about positioning, dance move and timing.
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photo

PE - Year 5 Games

Invasion Games



What should I already know?

You will have experienced a range of sports and activities throughout PE lessons: football, rugby, hockey, cricket, athletics, netball.

You will already know how to choose and use a range of tactics and strategies when playing net and wall games adapting these when necessary.

You will be able to create a set of rules and follow these when playing games with a small group.

Child's photo to go here

Overview

Practise	Develop a broader range of techniques and skills defending. Could you change direction or speed?
	Develop a range of skills specific to striking and fielding. Where should you stand? Where may the ball travel to?
	Bowl underarm accurately and bat effectively using different shots.
Application	Choose carefully when to pass and when to dribble or travel with the ball
	Consider where on the pitch it is easier to score from. How can you get there? How can you find space on the pitch?
	To use and adapt rules, strategies and tactics, using your knowledge of basic principles of attack and defence
Evaluation	Use tactics to impact a game when batting and fielding
	Watch other teams playing and evaluate. Who is playing well? Why are they doing well? How could you replicate this?
Health and fitness	Evaluate own performance. Which position do you feel most comfortable in? What is a challenge?
	Physical activity in games helps our bodies to grow and develop. When a muscle contracts (bunches up), it gets shorter and so pulls on the bone it is attached to. When a muscle relaxes, it goes back to its normal size.
	Your speed, strength and stamina in games can be improved by training using different exercises.
	A warm up should consist of gentle exercise followed by stretching, followed by more vigorous exercise.

Key vocabulary

Tactics	A carefully planned strategy or action aimed at a successful outcome.
attacking	making a forceful attempt to score or otherwise gain an advantage.
defending	protecting one's goal or wicket rather than attempting to score against one's opponents.
mark	stay close to (an opponent) in order to prevent them getting or passing the ball.
Spatial awareness	Knowing where your body is in space in relation to objects or other people.

Personal development

Communication	Share ideas verbally and non-verbally with a teammate
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Core skills which are essential for all 'games' that you will take part in:

1. Being able to find space and identify where it is best to try and score from.
2. Passing a ball with accuracy and control
3. Making choices about what to do next (pass, dribble or shoot).
4. Attacking and defending by changing direction or speed and using tactics to mark players.

Connecting Concepts

Tactics and Strategy	Apply different tactics to different invasion games to effect the outcome of the result. Evaluate the performance to see ways to improve in future.
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PE - Year 5 Athletics

Athletics— Competition



What should I already know?

- You should be able to demonstrate the difference between sprinting and running for sustained periods
- You should be able to demonstrate a range of throwing techniques and throw with some accuracy and power into a target area.
- You should be able to perform a range of jumps, showing consistent technique and sometimes using a short run-up.
- You should have a good idea of your own ability and be focussed on achieving a personal best.

Overview

Practise	Demonstrate a range of throwing actions, e.g. push, pull, sling, using different equipment. Increase the speed of release when throwing and place your feet to help the throw.
	Use a run-up to increase the distance you can jump. Sink your hips
	Follow set criteria to consistently use the correct technique in each
Application	Practise pacing yourself when running. How will you cover a longer
	Choose different equipment to fit different activities. Which equip-
Evaluation	Choose when to use a run up for jumping. How far does your run up
	Evaluate your own performance and evaluate what you need to do to beat your personal best (run, throw, jump).
Health and fitness	Develop a set of criteria that you can use to evaluate the quality of running, jumping and throwing activities. What do you need to do to be successful?
	Understand that athletic activities can increase stamina, strength
	Lead others through an effective warm-up, which is sport specific for the Athletics event.

Key vocabulary

To pace yourself	To avoid doing something too quickly or doing too much at one time, so that you have enough energy left to complete an activity.
stamina	the ability to sustain prolonged physical or mental effort.
strength	the quality or state of being physically strong.
suppleness	the quality of being able to bend easily or be bent easily
discus	a heavy thick-centred disc thrown by an athlete, in ancient Greek games or in modern field events.
hurdles	one of a series of upright frames over which athletes in a race must jump.
Long jump	an athletic event in which competitors jump as far as possible along the ground in one leap.

Personal development

Fair play	Show respect for the rules and equal treatment of others
Personal best	Working to get your best time or score ever by developing a skill further

Core Task 1:

Measure how far you can run in:

- 5 seconds
- 30 seconds
- 2 minutes

Core Task 2:

Measure how long or high you can jump using:

- standing jumps
- jumps with run-ups
- combination jumps, e.g. two-footed jump, step, hop

Core Task 3:

Measure how well you can throw:

- for height, e.g. bounce the ball and try to clear a barrier
- for distance
- with run-ups and without
- using different equipment, e.g. hoops, large and small balls, quoits, mini-discus, beanbags

See if you can improve the distance or height you throw, and set your own targets for improvement.

Child's photo to go here

Connecting Concepts

Healthy Lifestyle



Know the benefits of running and the impact it can have on strength, fitness, stamina and mental well-being

PE - Year 5 Swimming

Stamina



What should I already know?

- I can perform 2 different types of entries and tread water for 15 seconds each time
- I can use a variety of strokes, knowing the correct body, head and arm positions (front crawl, back crawl and breast stroke)
- I can perform a handstand with both hands on the pool floor.
- I can control myself in the water and move between a range of different floating positions.

Overview

Practise	Dolphin leg kicks
	Sculling, saddle entries into the pool
Application	Choose which stroke technique to use when set distance and sprint challenges
Evaluation	Recognise the stroke being used and explain the breathing technique used for both front and back stroke.
Health and fitness	Remain safe in the water at all times and be able to be rescued safely.

Key vocabulary

Front Crawl	Front crawl requires you to flutter kick your feet while reaching forward with alternating strokes
Back stroke	The backstroke is similar to the freestyle (or front crawl), in that the arm pulling motion alternates, and there is a flutter kick (albeit inverted)
Breast Stroke	This style requires the swimmer to be on their <u>chest</u> and the <u>torso</u> does not rotate. It can be referred to as the "frog" stroke, as the arms and legs move somewhat like a frog swimming in
Sculling	Using your hands at the side of your body as an 'oar' to propel yourself through the water.
Dolphin Kicks	During the butterfly stroke, the legs move up and down together, with the knees bent on the upward motion.
Breath control	Using a rhythm or pattern when swimming with your face in the water to ensure that breathing does not interrupt your strokes. E.g. three arms then turn your head to the side and breathe.
Straddle Entry	On entry to the pool, jump and open the legs 90 degrees apart.

Key outcomes:

1. Be rescued by a reaching aid
2. Perform a straddle entry and tread water for 30 seconds. *If the water is too shallow, substitute step entry and support scull for 30 seconds.*
3. Push and glide into a forward somersault
4. Scull head first for 5 metres and feet first for 5 metres
5. Swim 15 metres of a recognised front stroke with correct breathing. *Learner's first choice*
6. Swim 10 metres of front stroke with correct breathing. *Learner's second choice*
7. Swim 20 metres of back crawl
8. Swim 10 metres on the front, using dolphin leg kick, without aids
9. Start in a crouch position in the water, spring up before gliding to bottom of pool, then glide to surface
10. Swim 5 metres of lifesaving backstroke without aids

Connecting Concepts

Personal development



Use a range of stroke techniques and continue to develop stamina and strength when swimming multiple lengths.