

## Year 5 - Physical Education

At GJHA we aim to promote a high-quality physical education curriculum which inspires all pupils to succeed and excel in both competitive and non-competitive sport and other physically demanding activities. Our vision is to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**All pupils will attend weekly swimming lessons for one full term (approx. 12 lessons)** - *Swim competently, confidently and proficiently over a distance of at least 25 metres (at the end of KS2) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and show confidence in personal water safety*

| Year 5<br>PE | Areas | Term 1   | Term 2  | Term 3  |
|--------------|-------|--|---|---|
|              |       | Content  |   |   |
|              |       | <b>Base Line Assessment</b> <p><b>Minor Games</b> - Introduction to ball skills, basic invasion games, games for understanding<br/> <i>Develop passing and catching skills, movement, use of space, marking and apply basic principles suitable for attacking and defending</i></p> <p><b>ABC's</b> – circuits to develop and improve <i>AGILITY, BALANCE and CO-ORDINATION</i></p> <p><b>Health Related Fitness</b> – Importance of a healthy lifestyle, understanding of the cardiovascular system and safety when exercising<br/> <i>Warm up, cool down, monitoring heart rate and recover using sports hall athletics as a theme</i></p> | <b>Gymnastics</b> - Travel, balance, roll, jumps and use of apparatus<br><i>Develop flexibility, strength, technique, control and balance as an individual, pair and team</i> <p><b>Dance</b> - Sequencing and making routines<br/> <i>Perform dances using a range of movement patterns</i></p> <p><b>Trampolining</b> – Safety, basic jumps, set landings, back landings, front landings, sequencing<br/> <i>Perform controlled and accurate sequences linking jumps, seat landings, front/back landings showing safety, control, efficiency and good shape</i></p> | <b>Athletics</b> - Long jump, hurdles, sprinting, middle distance running, 80>800m ball throw, multi skills ABC's<br><i>Use running, jumping, throwing and catching in isolation and in combination</i> <p><b>Cricket</b> - Individual skills and team work<br/> <i>Batting, bowling and fielding skills - Kwik Cricket, 4/6/8 cricket, diamond cricket, team/pairs cricket</i></p> <p><b>Tennis</b> - Individual skills Short tennis Transition tennis<br/> <i>Ball handling, movement patterns, forehand, backhand, serve, rallying</i></p> <p><b>Tri Golf</b> - Ball striking, target skills, putting</p> <p><b>Rounders</b> – Individual skills, modified games and full rounders<br/> <i>Catching and throwing skills Striking skills, batting, bowling and fielding skills,</i></p> |

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|-------------------------------|---|--|--|
|                               | <p><b>Invasion games – Modified football</b><br/>         Individual skills, small sided games.<br/>         Bench Ball/Handball<br/> <i>Passing and receiving, dribbling, marking scoring</i><br/> <i>Apply basic principles suitable for attacking and defending</i><br/> <br/> <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> | <p><b>Invasion games block 2 – Hockey and HI 5</b><br/>         Netball<br/> <i>Individual skills, dribbling, passing, receiving, small conditioned games, marking, attacking and defending small sided games</i><br/> <br/> <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> | <p><i>continuous rounders, beat the ball, pairs rounders, quick rounders</i></p> <p><b>Orienteering</b> - Outdoor and adventurous activity<br/> <i>Intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p> |
| <b>Literacy link</b>          | Rules and regulations, articulation when observing performance and feeding back to peers  | Rules and regulations, articulation when observing performance and feeding back to peers   | Rules and regulations, articulation when observing performance and feeding back to peers   |
| <b>Assessment</b>             | Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills  | Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills   | Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills   |
| <b>Cross curricular links</b> | Speaking and listening, numeracy, science   | Speaking and listening, numeracy, science, music   | Speaking and listening, numeracy, science  |