

## Year 5 - Physical Education

At GPA 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 PE	Areas Content	Term 1	Term 2	Term 3
		<p><b>Base Line Assessment</b></p> <p><b>Minor Games</b> - Introduction to ball skills, basic invasion games, games for understanding <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, BLANCE 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 <i>Warm up, cool down, monitoring heart rate and recover using sports hall athletics as a theme</i></p>	<p><b>Gymnastics</b> - Travel, balance, roll, jumps and use of apparatus <i>Develop flexibility, strength, technique, control and balance as an individual, pair and team</i></p> <p><b>Dance</b> - Sequencing and making routines <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 <i>Perform controlled and accurate sequences linking jumps, seat landings, front/back landings showing safety, control, efficiency and good shape</i></p>	<p><b>Athletics</b> - Long jump, hurdles, sprinting, middle distance running, 80&gt;800m ball throw, multi skills ABC's <i>Use running, jumping, throwing and catching in isolation and in combination</i></p> <p><b>Cricket</b> - Individual skills and team work <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 <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 <i>Catching and throwing skills Striking skills, batting, bowling and fielding skills,</i></p>

## Year 5 - Physical Education

	<p><b>Invasion games</b> – Modified football Individual skills, small sided games. Bench Ball/Handball <i>Passing and receiving, dribbling, marking scoring</i> <i>Apply basic principles suitable for attacking and defending</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><b>Invasion games block 2</b> – Hockey and HI 5 Netball <i>Individual skills, dribbling, passing, receiving, small conditioned games, marking, attacking and defending small sided games</i></p> <p><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 <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