

SUBJECT:	P.E	YEAR GROUP:	5
PURPOSE OF STUDY			
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should 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.			
THE NATIONAL CURRICULUM FOR ART AND DESIGN AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. 		Maths – keeping score RSHE – teamwork, competitive aspect History and Geography – Olympics	
TOPICS COVERED:			
<ul style="list-style-type: none"> • Games: Netball and Tag Rugby and Gymnastics • Dance and Games (Tennis and Cricket) • Athletics 			
INTENT OF SUBJECT:			
<ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. 			

SKILLS OVERVIEW BY HALF TERM:	
AUTUMN ONE	AUTUMN TWO
<ul style="list-style-type: none"> • I can vary the skills and actions and then link these in a way appropriate to the game that is being played. • I can show confidence in using ball skills in various ways and link these together eg: dribbling, passing. • I can use a variety of skills needed for the game in a co-ordinated, stable, fluent and controlled manner showing a good level of confidence. • I can take part in a variety of competitive games, demonstrating a good understanding of tactics. • I can create a number of games using my own knowledge and skills • I can make confident suggestions as to what resources/equipment can be used to differentiate the game e.g.; different sizes of balls equalling different points. • I can apply basic skills learnt to attacking and defending more confidently. • I can make appropriate comment to evaluate and improve my own and others work. • I can use running, jumping, catching together in a game or as discrete skills. 	<ul style="list-style-type: none"> • I can perform and create movement sequences with increasingly complex skills displaying accuracy and consistency. • I can select & use a wide range of compositional skills in complex sequences alone & in groups. I show an ability to innovate • I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding • Links skills with control, technique and flexibility throughout performances.

SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> • I can perform & create motifs in a variety of dance styles with accuracy & consistency • I can select & use a wide range of compositional skills to demonstrate ideas • I can suggest ways to improve quality of performance showing sound knowledge & understanding • I can lead my own warm up & demonstrate all round safe practice • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus e.g., levels, ways of travelling and motifs • Beginning to show a change of pace and timing in their movements. • Use more complex vocabulary to describe how to improve and refine their performances. 	<ul style="list-style-type: none"> • I can vary the skills and actions and then link these in a way appropriate to the game that is being played. • I can show confidence in using ball skills in various ways and link these together e.g.: dribbling, passing. • I can use a variety of skills needed for the game in a co-ordinated, stable, fluent and controlled manner showing a good level of confidence. • I can take part in a variety of competitive games, demonstrating a good understanding of tactics. • I can create several games using my own knowledge and skills • I can make confident suggestions as to what resources/equipment can be used to differentiate the game e.g.; different sizes of balls equalling different points. • I can apply basic skills learnt to attacking and defending more confidently. • I can make appropriate comment to evaluate and improve my own and others work. • I can use running, jumping, catching together in a game or as discrete skills.
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • I can begin to build a variety of running techniques appropriate to the activity and use these with confidence. • I can perform a running jump with more than one component e.g., hop, skip, jump in triple jump. • I can record and evaluate other performances offering constructive suggestions for improvement. • I can demonstrate accuracy within throwing activities. • I can use correct vocabulary to describe good athletic performance. • Regardless of the sport children are taking part in, they should be able to understand the need for warm-ups and warm downs after an event and explain giving reasons as to why this is important. 	<ul style="list-style-type: none"> • I can begin to build a variety of running techniques appropriate to the activity and use these with confidence. • I can perform a running jump with more than one component e.g., hop, skip, jump in triple jump. • I can record and evaluate other performances offering constructive suggestions for improvement. • I can demonstrate accuracy within throwing activities. • I can use correct vocabulary to describe good athletic performance. • Regardless of the sport children are taking part in, they should be able to understand the need for warm-ups and warm downs after an event and explain giving reasons as to why this is important.