

# PE at Horwich Parish Year 5 Booklet



# Higher Key Stage 2



# Higher Key Stage 2

## End of Year Expectations

End of Year Expectations	Year5	Year 6
Dance	<p>Move in time to music, creating movements that express the meaning and mood of the piece</p> <p>Create short dance routines that relates to a piece of music</p> <p>Explain decisions when creating/choosing movements that feature in a short routine</p> <p>Perform short routines with good timing</p>	<p>Create a dance routine with a partner or a small group that has the following:</p> <ul style="list-style-type: none"><li>•Appropriate actions/movements relating to a chosen song</li><li>•Appropriate actions to represent characters within a dance</li><li>•Combine dance actions in timing of a song/rhythm/beat</li></ul> <p>Include a variety of expressions to match movements, actions and the song selected</p>
Gymnastics	<p>Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength</p> <p>Compare performance to previous ones and make suggestions for improvements</p>	<p>Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence</p> <p>Explain ways to improve their own performance in order to achieve their personal best</p> <p>Perform sequences on multiple levels using space expressively</p>

# Higher Key Stage 2

## End of Year Expectations

End of Year Expectations	Year 5	Year 6
Sending and Receiving	<p><b>Use different techniques to travel, pass/shoot in a variety of modified games</b></p> <p><b>Develop an understanding of how to improve and evaluate own performance</b></p> <p><b>Throw and catch constantly from a variety of heights, angles and distances</b></p>	<p><b>Understand and show how a team can retain possession</b></p> <p><b>Maintain possession when competing against equal numbers</b></p> <p><b>Make effective choices of when to send or travel when competing against others.</b></p> <p><b>Send and receive accurately whilst travelling</b></p>
Swimming	<p><b>Swim between 50 and 100m using 3three strokes, sustaining swimming over an extended time</b></p> <p><b>Show a problem solving approach to survival</b></p> <p><b>Perform safe self-rescue in different water-based situations</b></p>	<p><b>Swim over 100m using 3 strokes, at a sustainable pace</b></p> <p><b>Perform a wide range of survival techniques</b></p>
Athletics	<p><b>Demonstrate an awareness of speed and distance when competing against others.</b></p> <p><b>Explain the importance of breathing techniques and the effect it can have on the body</b></p>	<p><b>Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best</b></p>

# Higher Key Stage 2

## End of Year Expectations

End of Year Expectations	Year 5	Year 6
Fundamental movements	<p><b>Recognise when to use effective changes of speed when competing in a game</b></p> <p><b>Demonstrate fast reactions, control and balance when travelling past others</b></p>	<p><b>Adapt movements in response to other children's actions, movements/locations</b></p> <p><b>Negotiate space within a game to make quick decisions.</b></p> <p><b>Apply a range of skills that could offset defenders</b></p>
Tactics and Strategies	<p><b>Identify skills that are transferable to other sports/activities</b></p> <p><b>Recognise what works well and what changes would need to be made to improve performance</b></p> <p><b>Attack an area 3 V 3 or 4 v 4 using a plan</b></p>	<p><b>Recognise the main aspect of a good performance from the opposition</b></p> <p><b>Create tactics and strategies to combat other teams performance</b></p> <p><b>Defend an area 3 V 3 or 4 v 4 using a plan</b></p> <p><b>Identify suitable attacking and defending methods and adapt from the opposition</b></p>
Competing	<p><b>Recognise skills that are important to the game and apply where necessary.</b></p> <p><b>Recognise different responsibilities within formation when competing as a team</b></p> <p><b>Show resilience when competing as an individual or a team,</b></p>	<p><b>Use and adapt tactics choosing the most effective one for different situations</b></p> <p><b>Explain the importance of attacking at speed</b></p> <p><b>Make more than 1 suggestion of how to defend as a team</b></p>

# Higher Key Stage 2

## End of Year Expectations

End of Year Expectations	Year 5	Year 6
Striking and Fielding	<p>Strike a moving ball with control and accuracy</p> <p>Throw at a target with speed and accuracy when competing</p> <p>Recognise danger areas when fielding and react to situations presented by batting children</p>	<p>Set up appropriate fielding positions as a team and as an individual</p> <p>Perform an over arm bowl with good weight and speed</p> <p>Use effective communication when batting</p>
Outdoor Adventurous Activities	<p>Create a simple trail on a orienteering map</p> <p>Pinpoint locations using lining up techniques</p> <p>Create a simple map using scale and Birdseye view</p>	<p>Evaluate other children's decisions when pinpointing locations on a map</p> <p>Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course</p>

# Year 5 PE Overview



Y5

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

**Fundamental movements**

Recognise when to use effective changes of speed when competing in a game

Demonstrate fast reactions, control and balance when travelling past others

**Gymnastics**

Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength

Compare performance to previous ones and make suggestions for improvements

**Outdoor Adventurous Activities**

Create a simple trail on a orienteering map

Pinpoint locations using lining up techniques

Create a simple map using scale and Birdseye view

**Dance**

Move in time to music, creating movements that express the meaning and mood of the piece

Create short dance routines that relates to a piece of music

Explain decisions when creating/choosing movements that feature in a short routine

Perform short routines with good timing

**Sending and Receiving**

Use different techniques to travel, pass/shoot in a variety of modified games

Develop an understanding of how to improve and evaluate own performance

Throw and catch constantly from a variety of heights, angles and distances

**Tactics and Strategies**

Identify skills that are transferable to other sports/activities

Recognise what works well and what changes would need to be made to improve performance

Attack an area 3 V 3 or 4 v 4 using a plan

Recognise skills that are important to the game and apply where necessary.

Recognise different responsibilities within formation when competing as a team.

**Athletics**

Demonstrate an awareness of speed and distance when competing against others.

Explain the importance of breathing techniques and the effect it can have on the body.

**Striking and Fielding**

Strike a moving ball with control and accuracy

Throw at a target with speed and accuracy when competing

Recognise danger areas when fielding and react to situations presented by batting children

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

# Year 5-6 Medium Term Plans



# Year 5+6 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
<p><b>Travel with awareness of others when travelling at speed</b></p> <p><b>Negotiate space within a game to make quick decisions</b></p> <p><b>Recognise when to use effective changes of speed when competing in a game</b></p> <p><b>Demonstrate control, coordination, agility and balance when travelling through equipment</b></p> <p><b>Apply basic principles suitable for attacking and defending</b></p> <p><b>Compare own performances with previous ones and identify areas for improvement</b></p> <p><b>Demonstrate resilience when participating in activities</b></p> <p><b>Apply a range of skills that could offset defenders</b></p> <p><b>Adapt movements in response to other children's actions, movements/locations</b></p> <p><b>Combine SAQ skills when travelling through a range of equipment and demonstrate good body control</b></p> <p><b>Identify and evaluate others performances when travelling through SAQ equipment</b></p> <p><b>Demonstrate fast reactions, control and balance when travelling past others</b></p>	<p><b>Passing through SAQ equipment as individuals or as large groups</b></p> <p><b>Games that include guards/defenders/taggers</b></p> <p><b>Travelling past lots of children (traffic) in small and large spaces at a variety of speeds</b></p> <p><b>Games that include change of direction and change of speed</b></p> <p><b>Small team games</b></p> <p><b>Games competing against others</b></p> <p><b>Psychomotor (physical)</b>  <b>Cognitive (mental &amp; psychological)</b>  <b>Affective (social &amp; emotional)</b></p>	<p><b>To be able to move limbs in coordination</b></p> <p><b>Travel in limited spaces avoiding contact with other children</b></p> <p><b>Demonstrate a smooth flowing motion when travelling through equipment</b></p> <p><b>Completing foot patterns and sequences</b></p> <p><b>Change speed and direction maintaining control and balance when competing against others</b></p> <p><b>Show determination and resilience when competing against self and others</b></p> <p><b>Explain and describe running techniques and identify areas for improvement</b></p> <p><b>Apply correct techniques for fundamental movements</b></p> <p><b>Demonstrate a climate of joy, freedom, respect and celebration</b></p> <p><b>Know and explain key skills of a good performance</b></p> <p><b>Make quick, effective decisions when travelling past defenders/guards</b></p> <p><b>Can travel through a variety of equipment, demonstrating body control and balance/awareness</b></p> <p><b>Can use key aspects of a good performance and explain ways to improve</b></p>

# Year 5+6

# Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p><b>Apply an awareness of time, speed and distance</b></p> <p><b>Select appropriate speed when travelling at a variety of distances</b></p> <p><b>Apply running techniques to improve performance</b></p> <p><b>Apply throwing techniques to improve performance</b></p> <p><b>Throw with coordination, force, distance, control and accuracy</b></p> <p><b>Take off, jump and land demonstrating control and balance</b></p> <p><b>Compete against others in a variety of events/games</b></p> <p><b>Compare their own performances with previous ones</b></p> <p><b>Develop an understanding of how to improve and evaluate own performance</b></p> <p><b>Demonstrate resilience when participating in activities</b></p> <p><b>Compete in a relay race, maintaining speed throughout change over</b></p> <p><b>Apply throwing techniques to develop power and accuracy</b></p> <p><b>Create and develop tactics and strategies for when competing as an individual and as a team when competing in a variety of athletic events</b></p>	<p><b>Obstacle course showing variations of speed</b></p> <p><b>Races in small groups</b></p> <p><b>Competition – personal best, against others, against the clock, measuring distance</b></p> <p><b>Travelling at speed in a variety of areas</b></p> <p><b>Competing in a variety of events</b></p> <p><b>Competing against previous performance</b></p> <p><b>SAQ work</b></p> <p><b>Psychomotor (physical)</b> <b>Cognitive (mental &amp; psychological)</b> <b>Affective (social &amp; emotional)</b></p>	<p><b>Understand when to change speeds according to length of run/distance/time</b></p> <p><b>Select appropriate speed for the distance travelled</b></p> <p><b>Select appropriate force when throwing at a target</b></p> <p><b>Explain key factors in a good performance</b></p> <p><b>Throw with accuracy, balance and coordination</b></p> <p><b>Demonstrate determination and resilience during and after events when competing against self and others</b></p> <p><b>Show values of respect for others when winning and losing</b></p> <p><b>Demonstrate a climate of joy, freedom, respect and celebration</b></p> <p><b>Show enjoyment in achieving tasks set out</b></p> <p><b>Know and explain key skills of a good performance</b></p> <p><b>Enjoy communication, collaboration and competition with others</b></p> <p><b>Swap baton over during relay race whilst maintaining good flow and speed</b></p> <p><b>Apply power whilst maintaining accuracy when throwing a variety of athletic equipment</b></p> <p><b>Adapt tactics and strategies when necessary when competing in a variety of athletic events.</b></p>

# Year 5+6

# Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
<p><b>Travel with control of equipment when travelling at speed or competing against others</b></p> <p><b>Create and apply strategies suitable for attacking and defending</b></p> <p><b>Make quick decisions whilst competing against others</b></p> <p><b>Defend an area 2 v 2, 3 v 3</b></p> <p><b>Attack an area 2 v 2, 3 v 3</b></p> <p><b>Attack with speed and control</b></p> <p><b>Exploit space when attacking</b></p> <p><b>Recognise when to tackle or when to defend a space</b></p> <p><b>Demonstrate an awareness of others and space to attack</b></p> <p><b>Identify areas for improvement from your own teams performance and make suggestions for development</b></p> <p><b>Demonstrate resilience when participating in activities</b></p>	<p><b>Tag games</b></p> <p><b>Games that include guards or defenders</b></p> <p><b>Games that race against the clock, for example, encourages quick play</b></p> <p><b>Ball games that recognise space, distance and awareness of others</b></p> <p><b>Opportunities to compete against others as a team and as an individual</b></p> <p><b>Games that allow children to compete 2 v 2 or 3 v 3</b></p> <p><b>Repeat games changing the equipment (basketball-hockey)</b></p> <p><b>Psychomotor (physical)</b> <b>Cognitive (mental &amp; psychological)</b> <b>Affective (social &amp; emotional)</b></p>	<p><b>Compete against others, individually and as a group</b></p> <p><b>Create tactics and strategies when competing against others</b></p> <p><b>Evaluate own teams performance</b></p> <p><b>Receive in open spaces when attacking</b></p> <p><b>Apply transferable skills in a variety of competitions/games/events</b></p> <p><b>Attack with speed and purpose</b></p> <p><b>Identify areas of a good/bad performance and make suggestions for improvement</b></p> <p><b>Show determination and resilience when competing against self and others</b></p> <p><b>Demonstrate a climate of joy, freedom, respect and celebration</b></p> <p><b>Show enjoyment in achieving tasks set out</b></p> <p><b>Know and explain key skills of a good performance</b></p>

# Year 5+6

# Paralympics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show qualities of fair play when competing against others</p> <p>Recognise how commitment and determination can impact performance</p> <p>Use a variety of methods for communicating</p> <p>Be aware of how disabilities can affect performance</p>	<p><b>Compete in the following:</b></p> <ul style="list-style-type: none"><li>•Activities that remove children's sight</li><li>•Activities that remove children's hearing</li><li>•Activities that make children communicate with signals</li></ul> <p><b>Psychomotor (physical)</b> <b>Cognitive (mental &amp; psychological)</b> <b>Affective (social &amp; emotional)</b></p>	<p><b>Demonstrate respect and fair play</b></p> <p><b>Highlight positive impacts through achievement of others</b></p> <p><b>Gain respect for different abilities</b></p> <p><b>Understand the word determination</b></p> <p><b>Explain a variety of barriers for disability sports</b></p> <p><b>Understand how people can be discriminated against in sport</b></p>

# Year 5+6

# Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p><b>Defend an area as a team when faced with opponents</b></p> <p><b>Attack an area as a team when faced with opponents</b></p> <p><b>Compete against yourself and/or others</b></p> <p><b>Compete against others using a variety of equipment</b></p> <p><b>Evaluate others and make suggestions of way to Improve performances</b></p> <p><b>Adapt strategies and tactics</b></p> <p><b>Compare own performances with previous ones and identify areas for improvement</b></p> <p><b>Demonstrate resilience when participating in activities</b></p>	<p><b>Competing against others, individuals, groups and against the clock</b></p> <p><b>Improving personal best</b></p> <p><b>1 v 1 games</b></p> <p><b>Small teams games, for example, games where you can move on to the next level that increase in difficulty</b></p> <p><b>Compete in modified sports/activities</b></p> <p><b>Repeat games changing the equipment (basketball-hockey)</b></p> <p><b>2 v 2 games</b></p> <p><b>Psychomotor (physical)</b> <b>Cognitive (mental &amp; psychological)</b> <b>Affective (social &amp; emotional)</b></p>	<p><b>Pick up appropriate positions when defending an area against others</b></p> <p><b>Show determination and resilience when competing against self and others</b></p> <p><b>Apply transferable skills in a variety of competitions/games/events</b></p> <p><b>Improve owns performance from reflecting on previous attempts</b></p> <p><b>Adapt strategies/tactics depending on previous performances.</b></p>





# Year 5+6

# SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
<p><b>Recognise when to speed up and when to slow down when using equipment</b></p> <p><b>Show coordination and balance within small and large movements</b></p> <p><b>Show coordination, control and balance when travelling through equipment</b></p> <p><b>Apply agility, balance and coordination, individually and with others</b></p> <p><b>Know, apply and explain key skills of a good performance</b></p> <p><b>Show effective changes of speed and direction to travel past the defender</b></p> <p><b>Explain a variety of skills that could be transferred into main stream sports</b></p> <p><b>Create new ways to travel through equipment whilst applying SAQ skills from previous lessons</b></p>	<p><b>Passing through SAQ equipment as individuals or as large groups</b></p> <p><b>Games that include guards/defenders/taggers</b></p> <p><b>Travelling past lots of children (traffic) in small and large spaces</b></p> <p><b>Games include change of direction and change of speed</b></p> <p><b>1v1 games</b></p> <p><b>Travelling past guards/defenders</b></p> <p><b>Psychomotor (physical)</b> <b>Cognitive (mental &amp; psychological)</b> <b>Affective (social &amp; emotional)</b></p>	<p><b>Apply effective use of speed when using a variety of equipment</b></p> <p><b>Show skill and control in combination</b></p> <p><b>Select the appropriate skill to beat the defender when faced with a 1v1/ 2v2 situation</b></p> <p><b>Explain why and how to apply SAQ skills</b></p> <p><b>Show determination and begin to show resilience when competing against self and others</b></p> <p><b>Create new skills that challenge children's balance and coordination</b></p> <p><b>Demonstrate a climate of joy, freedom, respect and celebration</b></p> <p><b>Show enjoyment in achieving tasks set out</b></p> <p><b>Know and explain key skills of a good performance</b></p> <p><b>Evaluate and recognise own success</b></p>

# Year 5+6

# Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p><b>Master throwing and catching techniques when travelling</b></p> <p><b>Know, apply and understand key skills of a good performance and make suggestions for improvement</b></p> <p><b>Receive from a variety of heights, speeds, distances and angles</b></p> <p><b>Maintain control when travelling with equipment</b></p> <p><b>Identify space when sending and receiving</b></p> <p><b>Make good decisions to maintain possession</b></p> <p><b>Explain and apply receiving techniques</b></p> <p><b>Effective communication/signals to help maintain child in possession</b></p> <p><b>Recognise when to travel or when to pass</b></p> <p><b>Select appropriate speed, weight and distance when passing</b></p> <p><b>Select the correct pass type to maintain possession in a game/activity</b></p>	<p><b>Repetition of sending and receiving a variety of equipment</b></p> <p><b>Competition throwing a variety of equipment at a variety of targets</b></p> <p><b>Racing against a clock to see how many times you can hit a target successfully</b></p> <p><b>Competing against others or in small groups</b></p> <p><b>Modified sports and activities allowing up to 4v4/5v5</b></p> <p><b>Psychomotor (physical)</b> <b>Cognitive (mental &amp; psychological)</b> <b>Affective (social &amp; emotional)</b></p>	<p><b>Travel with equipment demonstrating good awareness and control</b></p> <p><b>Can receive away from other children</b></p> <p><b>Contribute to effective communication to keep possession</b></p> <p><b>Recognise when to travel or when to pass</b></p> <p><b>Demonstrate a climate of joy, freedom, respect and celebration</b></p> <p><b>Recognise when to apply speed to an attack.</b></p> <p><b>Select the appropriate pass for the distance/obstacles/pressure required</b></p> <p><b>Know and explain key skills of a good performance and suggest ways to make improvements</b></p> <p><b>Enjoy communication, collaboration and competition with others</b></p>



# Year 5 + 6 Outdoor and Adventurous Activity

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Explain the differences between similar looking orienteering symbols</p> <p>Create a simple trail on a orienteering map</p> <p>Pinpoint locations using lining up techniques</p> <p>Create a simple map using scale and birdseye view</p> <p>Evaluate other children's decisions when pinpointing locations on a map</p> <p>Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course</p> <p>Work effectively as a team to complete an orienteering course</p>	<p>Competitions identifying symbols</p> <p>Competitions identifying locations on a map</p> <p>Creating and analysing locations on a map</p> <p>Create and analyse scale drawings</p> <p>Large scale fractions activities</p> <p>Team games (problem solving)</p> <p><b>Psychomotor (physical)</b>  <b>Cognitive (mental &amp; psychological)</b>  <b>Affective (social &amp; emotional)</b></p>	<p>Highlight the importance of knowing your symbols</p> <p>Include fractions within locating/pinpointing locations on a map</p> <p>Create and complete trails on a map</p> <p>Make suggestions for improvements within a variety of tasks in pairs and in a small group</p>