
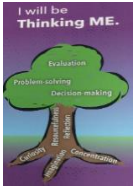


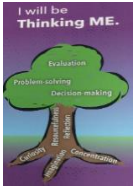





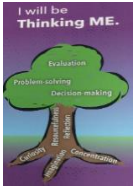






St. Katharine's Primary School PE Progression Pathway Year 5

Focus	Curriculum Content								
<p>SEASIDE CURRICULUM </p> <p>Sport and Wellbeing</p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development:</p> <p>Head Heart Hands</p> <div data-bbox="152 833 418 979" style="background-color: #333; color: white; padding: 5px; text-align: center;"> <p>OUR VALUES GRACE INTEGRITY ASPIRATION</p> </div> <div data-bbox="118 994 479 1302" style="background-color: #f9c94f; padding: 10px;"> <p>POWERFUL LEARNING ATTRIBUTES</p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p> </div>	<p style="text-align: center;">'My Personal Best' YST resource cards</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="499 437 734 497">Head</th> <th data-bbox="734 437 969 497">Heart</th> <th data-bbox="969 437 1205 497">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 497 734 1078"> <p>Thinking me: Reflection & Evaluation</p>  </td> <td data-bbox="734 497 969 1078"> <p>Social me: Gratitude & Empathy</p>  </td> <td data-bbox="969 497 1205 1078"> <p>Healthy me: Responsibility & Self-belief</p>  </td> </tr> </tbody> </table> <p>NB – see new PSHE curriculum</p>	Head	Heart	Hands	<p>Thinking me: Reflection & Evaluation</p> 	<p>Social me: Gratitude & Empathy</p> 	<p>Healthy me: Responsibility & Self-belief</p> 	<p>Trickbox cards</p> <p>Super Stretch</p>  <p>Calm Thumb</p>  <p>Marvellous Me</p> 	
Head	Heart	Hands							
<p>Thinking me: Reflection & Evaluation</p> 	<p>Social me: Gratitude & Empathy</p> 	<p>Healthy me: Responsibility & Self-belief</p> 							

1:

Play the game five against three and then five against four. Play on a pitch that is 20m to 30m wide, and 30m to 40m long. Position one large goal at one end of the pitch, and two smaller goals at the other end. Use netball, basketball, hockey or football equipment and skills. Make the pitch smaller if you choose to focus on netball skills.

The team with five players attacks the large goal, while the team with fewer players attacks the two smaller goals. There are no goalkeepers. After each goal, and whenever the ball goes out of play, the larger team starts with a free pass from the line between the goals it is defending

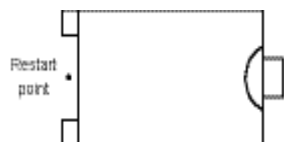


Diagram 1

2:

Play five against four and then five against five. Play on a pitch that is about 20m x 40m, divided into four sections with a goal at either end. Use mini-hockey or mini-football rules, and play the game with small goals and no goalkeepers, or larger goals with keepers. Players must not pass the ball over more than two lines or dribble the ball across a line

- Hit the object with purpose showing determinations and accuracy
- Thinking strategically, pass the ball with some control under pressure
- Apply combined skills accurately and appropriately, consistently showing precision, control and fluency

between sections. There is no limit on where they can go.

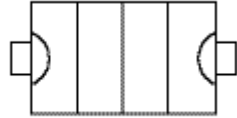


Diagram 2

GAMES

Key outcomes

Skills

vocabulary

STRIKING AND FIELDING

- Strike and throw accurately, over a good distance
- Intercept a ball when fielding
- Gauge when to run to gain the best outcome
- Make decisions to outwit the opposition
- To assess performance and actions against criteria and suggest improvements

Complete PE Curriculum map

Term 6 Example:

Racing Rounders (fielding)

Structure

- Split the class into teams of eight. Teams take turns to bat and field.
- If the batter hits the ball, they make a decision whether to run once or twice around the bases.
- If the batter misses the ball on their second go they must run but can only score half a rounder.
- Once all the batters have had a turn, swap roles. The winning team is the team with the most points.

Reduce the

If pupils drop the ball they must

Pupils (fielders) will keep the batter's score as low as possible.

Head:


- Develop coping strategies when receiving feedback from peers, demonstrating resilience and determination
- Understand and be able to follow the rules and use them most of the time
- Develop a wider range of preferred skills and beginning to use these under some pressure

Heart:

- Analyse and comment on skills and techniques and how these are applied in their own and others work
- Collaborate as part of a team and be an effective team player by communicating effectively

Hands:

Stance, batting point, non-striker, leg side, offside, home base, pitch, over, innings

	<p>1:</p> <p>Play the game two against four. One of the pair bats while the other runs. The batter is only allowed to hit the ball into one area of the field. Once the batter has hit the ball, the runner runs between two wickets or bases, scoring one run for getting there and back. The runner is not allowed to run if the fielders have caught the ball before it hits the ground, or after the fielders have got the ball back to the return base.</p> <p>After six balls, the batter swaps ends but still hits into the same area of the field. After 12 balls, the runner and the batter change roles. The fielders take it in turns to bowl, and must try to stop the pair from scoring.</p> 	<ul style="list-style-type: none"> • Hit the object with purpose showing determinations and accuracy • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency 	
GAMES	Key outcomes	Skills	vocabulary
Net/wall	<ul style="list-style-type: none"> • Use space to outwit opponent(s) • Hit the object with purpose • Choose the appropriate skill to gain the most points • Show a routine with an array of different shots in different sports 	<p>Head:</p> <ul style="list-style-type: none"> • Develop coping strategies when receiving feedback from peers, demonstrating resilience and determination • Understand and be able to follow the rules and use them most of the time 	<p>Forehand</p> <p>Backhand</p> <p>Volley</p>

Complete PE Curriculum map

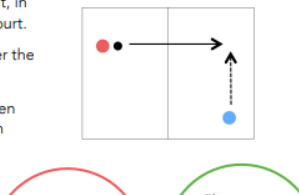
Term 5



Continuing to develop the forehand

Structure

- Structure a mini court, using cones as a net.
- In pairs, player one starts with the racket, in the ready position on one side of the court.
- Player two feeds the ball underarm, over the net to partner one to their forehand.
- Partner one lets the ball bounce and then returns it back over the net landing it on partner two's side of the court.
- Pupils rotate turns.



Pupils will hit the ball using a forehand, and land it on the inside of their opponents court.

Example

1:

Play the game one against one on a long, narrow court that is about half the size of a short tennis or badminton court. Use a racket and a suitable ball. Players score a point when the ball lands in the court and bounces twice. Ask the children to choose their own way to start and restart the game. If the ball lands outside the court the rally continues – no points are lost for hitting the ball out or into the net.

The game can also be played on a wide, short court.

2:

The game is played in the same way as task 1, but:

- Develop a wider range of preferred skills and beginning to use these under some pressure

Heart:

- Demonstrate collaboration and effective communication
- Work well with others, adapting play to suit the needs of themselves and others strengths
- Apply rules and conventions for different activities

Hands:

- Hit the object with purpose showing determination and accuracy
- Repeat simple skills and actions with increasing control and coordination
- Vary the way they perform skills by using simple tactics and movement phrases
- Direct the ball with accuracy towards their opponents target area

Overhead

Rally

Singles

Doubles

using width/depth

changing direction

changing speed

defending covering

	<ul style="list-style-type: none"> • Raise the height of the net, so that it is above players' head height • Make the court a little narrower and longer • Introduce the rule that a point is scored by the hitter if the ball lands in court (this teaches the children basic volleying) • It may be helpful to play with a shuttlecock rather than a ball 		
	Key outcomes	Skills	Vocabulary
Athletics	<ul style="list-style-type: none"> • Use the correct jump in the correct context • Use a different running strategy depending on the distance of the event • Throw accurately and consistently, using the correct technique • To make accurate comments about quality of their own and others' performances and actions <p>Complete PE Curriculum map</p> <p>Term 4 Example:</p> <div data-bbox="497 1018 1079 1342"> <p>Sprinting: Where do we finish?</p> <p>Pupils will understand the consequences of slowing down before they have crossed the finished line.</p> <p>Structure</p> <ul style="list-style-type: none"> • Set up a running track with a finishing line. • Ask pupils to stand on the track where they would start to slow down. • Explain to pupils that they should not slow down until they have crossed the finish line. • Apply this concept into a race. Do pupils slow down once they have crossed the finish line? </div>	<p>Head:</p> <ul style="list-style-type: none"> • Choose the best pace for a running event. • Understand how stamina and power help people to perform • Watch a partner perform and identify strengths and weaknesses • Explain why strength and power are important to other activities and sports • Think about the properties of different throwing implements and apply • Show control at take-off in jumping activities <p>Heart:</p> <ul style="list-style-type: none"> • Pupils confidently evaluate their own performance and begin to evaluate a partners performance • Communicate with teammates to exchange a baton with success • Organise themselves in small groups taking on different roles <p>Hands:</p>	<p>Race</p> <p>run-up</p> <p>position</p> <p>pacing</p> <p>speed</p> <p>safety</p> <p>rules</p> <p>relay</p> <p>time</p> <p>record</p> <p>set targets</p>

	<p>1</p> <p>Working with a partner or in a small group, and using floor and mats, create and perform a gymnastic sequence of at least eight elements, <i>eg a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions</i>. Your sequence should include changes of direction and level, and incorporate mirroring or matching shapes and balances.</p> <p>2:</p> <p>Adapt the floor and mat sequence that you created in Task 1, so that it can be performed on apparatus that includes two sections with different levels. Design the sequence so that you start on one level of the apparatus, move to the floor, and finish on a different level of apparatus. The group must start and finish the sequence at the same time.</p>	<ul style="list-style-type: none"> • Show good technique when throwing for distance • Developing the basic skills for acceleration • Throw with greater control, accuracy and efficiency • Perform a range of warm up activities • Vary speed to match someone else 	
	<p>Key Outcomes</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>Gymnastics</p>	<p>The main KS2 National Curriculum aims covered in the Gymnastic units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Compare performances with previous ones and demonstrate to achieve their personal best. 	<p>Head:</p> <ul style="list-style-type: none"> • Make up longer, more complex sequences, including contrasting actions, shapes and balances • Practise and refine own work • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency <p>Heart:</p>	<p>Asymmetry</p> <p>Symmetry</p> <p>Display</p> <p>Matching</p> <p>Display</p>

- Choose and apply the most appropriate gymnastics movements, showing clarity and fluency
- Use gymnastic vocabulary to plan and inform own performance
- Make adaptations whilst working on their own and with others
- Perform combinations of actions to include different levels, speeds and direction
- Combine equipment with movement to create sequences

Complete PE Curriculum map

Term 2,4,6



Making counter balances 'interesting'

Structure

- In pairs, ask pupils to create different counter balances.
- Can pupils make their balances more 'interesting'? (By this we mean different levels and connection points.)
- For example, one partner could be higher and one partner could be lower. What different body parts can pupils connect with?
- Can pupils identify the excellent aspects when questioned.



- Take the lead in a group when preparing for a sequence performance
- Judge the strengths and weaknesses of performances and chose a single focus for improvement
- Combine 2-3 shapes/movements individually with confidence

Hands:

- Show good posture, with legs and arms straight and fingers and toes pointing
- Show good posture and body tension, with legs and arms straight and fingers and toes pointing
- Travel and move with confidence in different directions at high and low heights
- Develop travelling at different heights and directions with control
- Perform a range of rolls with control and fluency
- Demonstrate gymnastic shapes, balances, movements and using unison#
- Confidently develop the placement of body parts in balances, recognising the position of centre of gravity and where it should be in relation to the base of the balance
- Confidently use equipment to vault in a variety of ways

Matching

Flight

Feet
part/together

Crouch

Inclined

	<p>1:</p> <p>Working with a partner or in a small group, and using floor and mats, create and perform a gymnastic sequence of at least eight elements, <i>eg a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions</i>. Your sequence should include changes of direction and level, and incorporate mirroring or matching shapes and balances.</p> <p>2:</p> <p>Adapt the floor and mat sequence that you created in Task 1, so that it can be performed on apparatus that includes two sections with different levels. Design the sequence so that you start on one level of the apparatus, move to the floor, and finish on a different level of apparatus. The group must start and finish the sequence at the same time.</p>		
<p>SWIMMING</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. <p>1:</p> <p>How fast can you swim:</p>		

	<ul style="list-style-type: none"> • 10 metres? • 25 metres? • 50 metres? <p>2:</p> <p>Working as a team of three or four swimmers, how fast can you swim:</p> <ul style="list-style-type: none"> • 100 metres? • 200 metres? • 400 metres? <p>Task 3</p> <p>How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, <i>eg 5 minutes, 8 minutes, 12 minutes.</i></p>		
<p>OUTDOOR AND ADVENTUROUS ACTIVITY</p>	<p>Key Outcomes:</p> <p>Take part in activity challenges, using a range of equipment within different settings, both individually and within a team</p> <p>Complete PE Curriculum map</p> <p>Term 5</p> <p>Example:</p> <p>1: orienteering activities and journeying</p>		

	<p>Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.</p> <p>2: physical challenge and problem-solving activities</p> <p>Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:</p> <ul style="list-style-type: none">• one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks• one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, <i>eg making a square from a line or rope</i>• a blindfolded group following a 'night line' – a line or rope around, over or through a safe course <p>3: physical challenge and problem-solving activities</p> <p>In teams, complete a range of problem-solving adventure games, <i>eg cross an 'electric fence' made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.</i></p>		
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