

<u>Aims</u> The National Curriculum for Physical Education aims to ensure that all pupils <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead, healthy, active lives</li> </ul> <b>Statutory Objectives-</b> <ul style="list-style-type: none"> <li>Pupils should be taught to run, jump, throw, catch in isolation and in combination</li> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Take part in outdoor and adventurous activity challenges both individually and as a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Pupils should be taught to develop flexibility, strength, technique, control and balance</li> </ul> *The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*	Year 5 themes					
	A Voyage of Discovery		Expanding Empires (Split into two terms)		Mediterranean Life (Split into two terms)	
<b>Pupils should develop fundamentals of movement:</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Invasion skills</b>						
To jump and land with accuracy and control.	✓					
To begin to use footwork.	✓					
To throw with accuracy at a target.	✓					
To catch with control in a stationary position.	✓					
To catch with control on the move.	✓					
To shoot at a target.	✓					
To mark an opponent.	✓					
To keep possession of the ball.	✓					
To bounce the ball with control.	✓					
To run with the ball whilst bouncing.	✓					
To successfully avoid opponents.	✓					
To successfully pass to team mates.	✓					
To be aware of and utilise space.	✓					
To control the ball with a stick.	✓					
To run with the stick whilst still controlling the ball.	✓					
To strike the ball with control.	✓					

To dribble with the ball.	✓					
To change direction with control.	✓					
To demonstrate kicking techniques.	✓					
To run effectively to score runs.	✓					
To run with speed and control.	✓					
To field with awareness.	✓					
Consolidate and improve the quality of their techniques and skills.	✓					
Recognise good performance and parts that need improving.	✓					
<b>Invasion games</b>						
To pass to team mates at appropriate times.			✓			
To choose appropriate skills and actions to use in a game.			✓			
To choose appropriate tactics to cause problems for others.			✓			
To decide on the best position to be in during a game.			✓			
To have developed tactics for the various games they play.			✓			
<b>Attacking</b>						
Maintain possession of a ball.			✓			
To pass forward to support an attack			✓			
<b>Defending</b>						
Maintain possession of a ball			✓			
To defend the space in a game.			✓			
To defend an opponent in a game.			✓			
<b>Cooperative games</b>						
To work together to be successful			✓			
Make up, play and refine their own games.			✓			
<b>Competitive games</b>						
Follow the rules of the game and play fairly			✓			
Lead others and act as a respectful team member			✓			
Use the terms opponent and team mate when playing games.			✓			
<b>Boot camp</b>						
To be able to change speed.		✓				
To stop and start with control.		✓				
To develop control when running and jumping using small equipment.		✓				
To demonstrate skipping technique.		✓				
To set personal challenges.		✓				
To use a stopwatch to time performance.		✓				
To think of ways to get fit and healthy.		✓				
To travel in different ways with speed and control.		✓				
To create their own 'exercise regime'		✓				
To make a choice about the exercise they participate in.		✓				

<b>Athletics</b>						
Sprint over a short distance up to 60 metres.					✓	
Run over a longer distance, conserving energy in order to sustain performance.					✓	
Use a range of throwing techniques (such as under arm, over arm).					✓	
Throw with accuracy to hit a target or cover a distance.					✓	
Jump in a number of ways, using a run up where appropriate.					✓	
Compete with others and aim to improve personal best performances.					✓	
To be able to hurdle with speed and control.					✓	
<b>Health and Wellbeing</b>						
To know that large working muscles need oxygen to keep going.	✓	✓	✓	✓	✓	✓
To know that faster breathing and increased heart rate provides the muscles with oxygen.	✓	✓	✓	✓	✓	✓
To begin to lead a warm up and explain the reasons why.	✓	✓	✓	✓	✓	✓
To begin to lead a cool down and explain the reasons why.	✓	✓	✓	✓	✓	✓
To be able to explain the social benefits of sport – teamwork, cooperation.	✓	✓	✓	✓	✓	✓

<b>KS2 Dance</b> <b>Aims</b> The National Curriculum for Physical Education aims to ensure that all pupils <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead, healthy, active lives</li> <li>•</li> </ul> <b>Statutory Objectives-</b> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught to develop flexibility, strength, technique, control and balance</b></li> <li>• <b>To perform dances using a range of movement patterns</b></li> <li>• <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></li> </ul> <p>*The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*</p>	<b>Year 5 Themes</b>		
	A Voyage to America (Mayflower Bound) (Pilgrim Fathers links to history). (Group and partner)	Expanding Empires  (Group Dance-War themed-either to inspire fear in the enemy or to represent war time experiences)	Mediterranean Life (Partner Dance)
<b>Acquiring and developing skills (Stimulating and Exploring Movements)</b>	Term 1 and 2	Term 3 and 4	Term 5 and 6
To respond to a different type of stimuli (Zumba music, zumba clips).	✓		
To be able to structure themselves into dance spaces.	✓		

To respond to a stimulus as a starting point.	✓			
To copy and perform their dance movements.	✓			
To work with a group to structure dance using unison, mirroring and 'follow me leader' to use in a whole class performance.	✓			
To change the speed in their dance.	✓			
To produce movements with repetition.	✓			
To demonstrate simple motifs and movement patterns as a whole class.	✓			
To develop movement using different relationships.	✓			
To rehearse and remember a class motif.	✓			
To select and use props as an integral part of the dance.	✓			
To respond imaginatively to stimuli.(Link with science...space story, short clip of a film...)		✓		
To use a stimuli as a starting point for their dance.		✓		
To work in small groups to develop movement.		✓		
To demonstrate the ability to transfer ideas into movement.		✓		
To display the ability to use a range of compositional devices with emphasis on group organisation-patterns. (rotational)		✓		
To develop these movements into 2 motifs. (16 movements with a link).		✓		
To link movements (motifs) together using appropriate transitional movement.		✓		
To use a high and low movements.		✓		
To use a variety of rhythms.		✓		
To respond to a chosen stimulus. (chn to have a variety of resources to pick from- clips of a Chinese lion dance, instruments, props, stories...)			✓	
To explore, improve and plan dances in groups.			✓	
To change and vary their actions, interpretation words into appropriate movements and gestures.			✓	
To perform a group dance by adapting and developing steps, formations and patterning from different styles.			✓	
To explore and create movement in response to the stimulus Pilgrim Farthers. (stories, pictures, films)	✓			✓
To understand how to communicates character moods, ideas and feeling through dance. (chn will retell the story of the voyage of the Pilgrim Farthers...)	✓			✓
To investigate and choose actions (motifs) to represent the different parts of the journey.	✓			✓
To create a round of 4 motifs with transition. (32 movments- whole piece dance).	✓			✓
To use simple choreographic principles to create motifs and narrative.	✓			✓
To choose and use the appropriate dynamic.	✓			✓
To work with a group, split into partners to show unison and cannon.	✓			✓
To refine, remember and repeat dance phrases.	✓			✓
To develop a motof using speed and action.	✓			✓
<b>Selecting and applying skills, tactics and compositional ideas.</b>				

<b>( Creating and performing)</b>				
To create a class motif from a stimuli. (+8movements).	✓			
To count a beat of +8 from the music.	✓			
To structure themselves into their dance spaces.	✓			
To know and perform that basic dance actions with some understanding of mood and feeling in relation to the dance idea.	✓			
To link a whole class motif with a small group motif to show unison, mirroring and 'follow me leader'.				
To perform with expression and clarity of shape.	✓			
To perform with with clear dynamics and precise footwork.	✓			
To be able to structure themselves as a group into dance spaces.		✓	✓	
To perform with a sense of phrasing, rhythmically and musically.		✓	✓	
To produce group motifs.(A whole dance with 4 motifs).		✓	✓	
To repeat, remember and perform the phrases in a dance.		✓	✓	
To perform with expression to convey a variety of moods and feelings.		✓	✓	
To work with a group/partner to structure a dance using unison, mirroring and 'follow me leader'.		✓	✓	
To share and create dance phrases with a partner.				✓
To understand how dance communicates character moods, ideas and feelings.				✓
To perform a dance that reflects moods, ideas and feeling of the Pilgrim Farthers.				✓
To perform a dance with expression.				✓
To perform imaginatively in character.				✓
To perform a group and partnered dance to the class.				✓
<b>Type of Dance</b>				
To perform a whole class dance with group motifs linked into to show unison, mirroring and 'follow me leader'. (Record)	✓			
To produce group motifs.	✓	✓		
To work in a small groups to develop movement.	✓	✓		
To perform a group dance to the class.		✓		✓
To work in partners to create movement.			✓	✓
To structure a dance with a partner.			✓	✓
To perform a partner dance to the class.			✓	✓
<b>Evaluating and improving performance.</b>				
To observe themselves and others dancing.	✓			
To observe each other in dance and describe what they can see.	✓			
To demonstrate descriptive language when talking about dance.	✓			
To observe each other dancing and say what they like or can be made better.		✓		
To interpret and comment upon other's work.		✓		
To observe each other in partners and say what they like and can improve in their dance.			✓	✓

To recognise and talk about the movements used and the expressive qualities of the dance.			✓	✓
To describe and evaluate some of the compositional features of dances performed with a partner and in a group.			✓	✓
To evaluate their own work.				✓
To describe, interpret and evaluate their own and others dances, taking into account of character and narrative.				✓
To observe others dancing and comment constructively on compositional work using appropriate language,				✓
<b>Knowledge and understanding of fitness and health.</b>				
To know and describe what you need to do to warm up and cool down for dance.	✓			
To understand the importance of warming up and cooling down.	✓			
To be able to keep up activity over a period of time and know they need to warm up and cool down for dance.		✓		
To lead appropriate 'warming up' exercises.		✓	✓	✓
To lead appropriate 'cooling down' exercises.			✓	✓

**YEAR 5 Gymnastics**

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Bridges</b>	<b>Flight</b>	<b>Functional use of limbs</b>	<b>Spinning and turning</b>
Show a range of bridge shapes with back, front or side of body towards floor	Identify and show 5 basic jumps – 1-1, 1-2, 2-1, 2-2, 1-other	Show a range of travelling and jumping actions initiated by pushing/pulling on floor/apparatus	Understand what a spin is- occurs around a body part in contact with floor. Show variety of shapes/speeds
Demonstrate a variety of high and low bridges and join together with a roll	Understand how to take off and land safely. Join together jumps and rolls	Push/pull/grip against floor/apparatus to hold a balance	Rotation around long axis of body eg turning jumps, sideways rolls
Travel in bridge shapes	Different shapes in air- link jumps and rolls showing contrasting shapes	Travel using swinging to start movement eg scissor jumps, cartwheels	Rotation around side to side axis of body rocking, forward/backward rolling
Move smoothly into/out of bridge shape -	Spring from hands-feet and back to feet	Show various ways of gripping apparatus, and different body parts to swing/spring/balance Sequence of pushing/pulling/swinging movements	Rotation around front to back axis of body- cartwheels,
Join movements together into a sequence –individually and with partner. Show change in levels, speed and directions	Sequence including Jump., land and roll, and one action of flight (feet-hands-feet)	Link 2 jumps and 3 balances with travelling and rolling movements – create sequence of continuous movement showing variety of shape, speed and direction	Select a spin and 3 rotations around different axes and link them in travelling and balance to form a sequence showing variety in shape, speed and balance

At every stage use ideas for on/over/under/in and out of simple apparatus

For detailed lesson plans, music for the warm ups and how to teach specific skills refer to Val Sabin Primary Gymnastics 7-11 Years