



Year Five

# National Curriculum Targets

Physical education – key stages 1 and 2

## Subject content

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage one and Two national Curriculum Targets can be found at: [National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education/key-stages-1-to-2)

# Think

Think	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics
<b>Learning outcome DO</b>	Can enforce rules for an activity	Can identify the correct technique for a sporting movement	Can describe what happens to our heart rate when exercising and how this effects our pulse	Can identify the dangers of over consumption of certain foods and drinks (energy drinks)	Can identify the effect of exercise on muscles	Can identify a tactic for a team
<b>Teaching Point</b>	Can identify the rules of an activity	See DO targets for teaching points on a movement	Can identify that the harder you work the faster your heart beats	Can identify eating to much fats and sugars may result in gaining weight	Can identify that regular exercise will result in growth of muscles	Can demonstrate using tactics in a team game
<b>Teaching Point</b>	Can demonstrate when the rules apply		Can identify that the faster your heart beats the more your pulse raises	Can identify that energy drinks are bad for your heart as they raise your heart rate	Can identify that muscles can be damaged during exercise	Can explain what is meant by a tactic
<b>Teaching Point</b>	Can enforce the rules fairly to all children		Can identify that heart rate and pulse are linked together	Can identify that too many sugary foods can decay your teeth	Can identify that you can stretch muscles to improve flexibility	Can give an example of a tactic in a team game

# Feel

Feel	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being active	Leadership
<b>Learning outcome DO</b>	Can identify positive role models for winning and losing either teams or individuals	Can show respect for an opposing team or individual in a competitive activity	Can celebrate the achievements of themselves and others within an activity	Can congratulate the opposing team when defeated in an activity	Can describe why it is important to be active	Can confidently assist the leading of a warm –up activity
<b>Teaching Point</b>	Can give examples of a positive role model in relation to the sporting topic	Can follow the rules of the activity without cheating	Can identify other peoples achievements	Can demonstrate by shaking hands with the opposition at the end of an activity	Can identify benefits of exercise on the body	Can give instruction to others
<b>Teaching Point</b>	Can follow the traits of a good role model	Can congratulate opponents on their performance	Can be proud of their own achievements	Can congratulate opponents on their performance	Can identify the benefits of exercise mentally	Can be loud and confident in front of peers
<b>Teaching Point</b>		Can be graceful in victory or defeat	Can demonstrate a positive attitude	Can give three cheers to the opposing team and officials at the end of a game		Can work with the leading coach confidently

## Athletics DO

National Curriculum	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Running	Jumping	Throwing	Team Races	Match Up!
Learning outcome DO	Identify children's understanding of the topic	Run a race showing an understanding of pacing the run	Run before hurdling over an object effectively	Throw an object using the whole body	Take turns in a relay race by receiving an object from behind whilst moving forwards	Compete and success in an athletics event (degree of success, noted by positioning in events against those of similar physical development)
Teaching Point	Keep at a pace that you can control when running around the track don't burn out early on	Important to look forward in the direction you are going	Try to lead with your strongest foot when striding over the spots	When throwing we should always look to where we are throwing	When passing the bean bag look up to where your partner is	Encourage exceeding children to over take and race one another
Teaching Point	Ensure dynamic stretches are not rushed but controlled throughout the movement	Use your legs and arms in co-ordination to drive the body forwards	When jumping bend your legs, swing your arms and propel your body forwards	It is important that when we are throwing for accuracy we put the right amount of speed on the ball- not too fast and not too slow	When you are receiving a bean bag from behind you face the way you are going but hold your arm out behind you looking down your arm	Encourage emerging children to maintain a pace for the duration of the challenge
Teaching Point	When throwing, stand sideways on, allow the javelin to pass along the front of your body, rotate hips a release and when running time the release to match a step forwards	Start low and burst into speed by pushing against the floor like you are going through a brick wall	When hurdling try to kick the front foot over the hurdle before continuing to run at the other side, keep your upper body and head facing forwards	Ball throw - push into the throw Small heavy ball – shot putt style Javelin – side ways on through the body twist into the throw	Hold the baton at the end not in the middle as this will make it hard for you to pass on	Receive the baton from behind
Teaching Point	When jumping use your arms to swing forwards	Arms should be moving to show hands going in a hip to lip motion	With your back leg it is important you raise it high and to the side	Release the object at the right time	When you are approaching to pass the baton, call out so that the receiver knows you are coming	Emerging to throw a ball exceeding to throw javelin
Teaching Point	When passing the baton try to not take time to turn around, face the same way and receive the baton from behind your body, holding out your hand behind	Run with high knees for a longer stride as fast as possible	Time your take off over the hurdle so that you are not having to go so high which will slow you down	Try to bend your legs as you throw, this will give you more power- allow the javelin to pass through the front of your body	Place the baton down into the open palm of the receiver as they take steps forward	Emerging to link two jumps of their choice, exceeding to follow the pattern

## Health Related Fitness (HRF) Dodgeball DO

National Curriculum	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Speed- Anaerobic Fitness	Strength	Endurance/Aerobic	Agility	Match Up!
Learning outcome DO	Understand the rules and game format specific to age group	Can demonstrate speed endurance	Can show strength to throw a fast straight ball over a short distance	Can play a game of dodgeball with no stoppages	Can show agility to link dodging with retrieving a ball	Play an inter class competition to age specific games of dodgeball
Teaching Point	When performing the activities try to sustain your activity level so that your body can improve its fitness	Encourage children to show repeated moments of high speed throughout the game, inform them that this is speed endurance	Try to use your stomach muscles, this is core strength training	When we are running for endurance we aim to keep going, try not to stop, if you are getting tired slow down the pace a little	Take short quick steps when changing direction and keep your body in a low position	Children can explain the difference between the four components of fitness
Teaching Point	Can you name some areas of fitness	Important to use the rest time to open lungs (stand tall) and take in oxygen	Throw with power, the harder you hit the further the fitness ball will go. Relate to a match the harder you hit, the harder it is for your opponents to catch your shot	When we are running showing aerobic endurance it is important that we pace ourselves. its a marathon not a sprint	Change speed and direction when running to make it harder for the thrower	See if anyone is confident enough to assist with the first part of the warm up- the dynamic stretches
Teaching Point	The aim of the session is for children to understand the game. A benefit of this game is its high intensity nature, games should stretch children physically	Encourage children to be as fast as possible through the dead ball zone in order to get back into the game	Don't waste time, fire the ball in quickly. Relate to a match, the more shots thrown the more chances of getting the opposing team out	What is the difference between anaerobic and aerobic exercise? Anerobic is exercise without oxygen, aerobic is exercise with oxygen	Use jab steps to pretend to run and try and trick the thrower to release the ball	When specifically do we use each component of fitness throughout the game? How can we improve one of the components of fitness?
Teaching Point		Inform children that speed endurance is the ability to repeat bouts of speed. Ask them why it is important to develop speed endurance for the game of dodgeball	A ball thrown straight is going to be harder for an opponent to catch. To get a straight ball throw with power		Eyes on the ball when dodging, create a good balanced base to dodge or catch the ball	Team tactics- strengths and weaknesses of your team and your opponents
Teaching Point		When we are running at full speed it is important that we can stay low in case we need to change direction quickly				

## Basketball DO

National Curriculum	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Dribbling	Passing	Receiving	Shooting	Match Up!
Learning outcome DO	Take notes on current general ability of children to aid planning	Dribble in different ways linking with passing and moving	Pass in the best way linking with dribbling and moving	Receive a ball linking with passing and moving	Shoot linking with moving and passing or dribbling	Compete and succeed individually in an invasion game (degree of success, noted by moments noticed within the invasion game environment)
Teaching Point	See if children can identify the movement skills, technical and tactical skills required for invasion games	Low bounces for control	Ask children if they can recognise different types of basketball passes? Overhead, chest, bounce	How can we show and tell that we are ready? Show- eyes looking, hands ready showing where you want it, tell- call for the ball	Balance, try to keep your valance when shooting	Children must be looking to where the ball is in possession to attempt to steal
Teaching Point	Ask children officiate the games	Dribble in front and to the side of the body when moving at speed, head up	Follow through for more power, one foot must be glued to the floor, other steps into it when passing	Hands ready to show where you want to receive the ball, step or jump into that position when receiving- where possible use both hands to catch	Loop the ball into the hoop, not a chest shot but a shot coming from above your body	As they approach the player with the ball it is important that they have strong body position – player low with a wide stance
Teaching Point	Who are good role models for winning and losing?	Head up to pass to a team mate	If we move quickly with the pass the player doesn't get marked, if you see it pass it	Good balance when receiving	Eyes look to where you are shooting	Once you have stolen the ball be ready to make the pass, keep balance and know where your player is
Teaching Point	Ask children to officiate the games	Are children showing Olympic and Paralympic values within the game	Creative passing, try passing when others are not expecting - look the other way, dummy your pass	Once received react quickly for the next decision, release the ball quickly	Shoot away from danger making it harder for a blocking player	Important that we approach quickly only fully commit t the steal when it is the right time

## Cricket DO

National Curriculum	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Fielding part 1- intercepting	Fielding part 2 –Returning the ball	Batting	Bowling	Match up!
Learning outcome DO	Observe current understanding and introduce a cricket game	Can intercept a bouncing ball with 2 hands whilst moving in different directions towards the ball	Can perform a moving pick up into an overarm throw	Can strike a ball that has been bowled in different directions	Can over arm bowl a ball with a short approach	Play a cricket match appropriate to the children's ability
Teaching Point	Introduce what movements and actions are required for a striking Fielding game and encourage children to display these in the game	Hands up ready and together	Aim the other hand	Hands ready knees bent, hands behind the ball	Stand sideways on, opposite foot forward when bowling	Merging children to roll the ball, exceeding to bowl the move
Teaching Point	Quick decision making with the ball	Intercepting a ball below the waist, fingers down and above the waist fingers up	Release at the right point to suit the throw – elbow above shoulders	Transfer your weight onto the front foot when you hit the ball	Hold ball spider fingers down	Emerging children the ball can be drop fed from the side of the batter or hit from a tee
Teaching Point	Fielders spread out and be ready to move to the ball always be ready	Make soft hands to receive the ball, react to ho the ball in moving and be on your toes	Drive hips round to use body to generate more power	Head still, eyes level, side on to the fielders, step and strike	Lean slightly back just before you bowl, with a straight arm rotate around the shoulder keeping arm close to the side of your body	
Teaching Point	Two hands on the bat, favourite hand at the bottom when holding it and watch the ball onto the bat when striking it	If possible place your body behind the ball as back up if you miss the catch	Step through with back foot, same side as ball holding side	Communicate when you want to run	Lean forward when releasing and release at the right time	
Teaching Point	Bowlers aim for the ball to bounce once and aim for the wickets when bowling		Follow through extending into a straight arm	Head level, eyes on the ball when batting		

## Tennis DO

National Curriculum	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>				
Week	Week 1	Week 2	Week 3	Week 4	Week 5
Area	Introduction	Hit	Return	Serving	Match Up!
Learning outcome DO	Identify children current understanding of the topic	Can hit a ball accurately with a racquet over a net to another child	Can return a ball with a racquet accurately over a net to another child	Can serve a ball underarm accurately with a racquet over a net to another child	Play tennis match appropriate to the child's age
Teaching Point	Ready position feet shoulder width apart, knees bent and on the balls of your feet ready to move	Ready position feet shoulder width apart, knees bent and on the balls of your feet ready to move	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Short quick steps, knees bent	Use either hand, ready position with knees bent
Teaching Point	When moving on court stay on the balls of your feet with bent knees for balance, performing quick changes of direction	Use the shot stimulate to asses their current knowledge	Hold the racquet with a V-shape at the side of the handle	Nike tick position and side on for the over arm throw	Hit the ball in a rainbow shape
Teaching Point	Keep a locked wrist when hitting through the ball, aim to hit the ball with the nose of the racquet	Strings face your partner, hit from low to high	Shots are played with a open face directing upwards to get use to the eventual swing that drives up and across	Catapult serve hold the ball on the racquet at head height and catapult it in a rainbow shape.	Move your feet to the ball
Teaching Point	Get the right amount of power soft enough for partner to return and hard enough to get over the net	Stand sideways on and lock your wrist	If possible when returning stand slightly sideways on allow your hit to follow through the front of your body	Contact point serve – racquet held over head, ball thrown up underarm and hit the ball stopping at point of contact	Racquet cheek to the floor, strings face the target
Teaching Point	Make the hit at the right time	Make the hit at the right time	Keep your head up before you return the ball ensuring you are aware of where your opponent is positioned	Brush the back of your hair serve- same as the contact point serve but this time the racquet moves behind your head before hitting the ball	

## Tag Rugby DO

National Curriculum	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Passing	Receiving	Evasive running	Defending skills	Match Up !
Learning outcome DO	Introduce the game and observe current understanding	Can hold rugby ball effectively whilst passing accurately over a long distance	Can receive the ball effectively showing control over different distances	Can show agility to evade more than one defender	Can steal another players tag effectively in a game situation	Can play a tag rugby match appropriate to children's ability
Teaching Point	Mucky fingers clean palms grip – grip the ball with the fingers not the palms of the hand	Mucky fingers clean palms grip – grip the ball with the fingers not the palms of the hand	W hands out in front ready to receive	2 Handed carry with the ball	get low when taking a tag and keep your head	Strong body position when on the ground and ensure your body is in a straight line from your head to your heels – core strength
Teaching Point	Try not to hold the ball by the ears	Keep a firm grip on the ball, two hands on the ball	Firm grip on the ball	Short quick steps when changing direction when trying to tag	Get close when tagging as no physical contact is allowed	Try to receive the ball closer to the try line each pass
Teaching Point	No diving when scoring a try- the ball must be placed under control on the floor with one or two hands on the ball	Point the top of the ball down to 6 o'clock and scoop the ice cream swinging the ball across your body	Catch the ball in front of you and release the ball quickly	Take a quick powerful step in the opposite direction to where you are going to move to	Get low when taking a tag	Defend and attack as a team everyone run back to defend and everyone run forward behind the ball carrier when attacking
Teaching Point	Where should I stand when we have possession of the ball? Being the person with the ball	Finger follow through and point to the target when you pass the ball	Player with the ball must be at the front to pass backwards	Change your speed as well as your direction when evading		Receive the ball in front of your body to pass the ball quickly
Teaching Point		Get a good amount of speed on the ball, not too fast and not too slow	Hands out in front when receiving ready to pass the ball quickly on			

## Gymnastics DO

National Curriculum	<ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Shapes	Travel	Balance	Rolling	Jumping	Rhythmic
<b>Learning outcome DO</b>	Demonstrate linked shapes with a partner	Demonstrate a variety of different ways of travelling at different speeds, levels and directions.	Demonstrate solo, matching, mirroring and counter balances as part of a group	Demonstrate a forward roll to seated tuck and an egg roll with different shapes in the middle	Demonstrate the different jumping patterns and perform shapes while shapes while elevated	Demonstrate a structured sequence using rhythmic apparatus incorporating shapes, balances, rolls jumps and travel.
<b>Teaching Point</b>	Encourage them to think of different body parts that they could use.	Releve- walk on the balls of feet	Hold the balance for at least 5 seconds	If they children are able to perform these rolls ask them to think about different starting positions.	Jump upright in flight before attempting to rotate.	Using shapes, travel, balance or rolls from previous weeks that they have learnt
<b>Teaching Point</b>	Straight- Body tall, legs together, arms stretched beside ears. Tuck- Curl knees into chest, hold on to shins with legs together. Star- Arms and Legs stretched out wide as far away from each other.	Front Chasse- One leg gallop and change  Discuss how travelling can be made to look different by using different directions (forwards, backwards and sideways) and different pathways (curved, zigzag, L shape and X shape)	mirroring balances when they look at one another should be the same, if one child is picking up their left leg, the mirroring child it will be their right leg.	Forward roll – Crouch down, hands flat on the floor, head tucked under, weight taken on hands and shoulders not head and neck, round back to roll smoothly. Roll to sit in tuck or stand.	Take off- full drive arm swing, strong bend and thrust through the legs	Ball- Bouncing and catching with 2 hands, repetitive bouncing with one hand then swapping hands. throw and catch with one hand and two hands to a partner. Explore shapes/balances while holding a ball.
<b>Teaching Point</b>	Straddle – sat on bottom with legs open and arms open and stretched. Pike – sat on bottom with legs straight and together, arms straight and together.	Battement- walk tall, lifting legs straight out in front one at a time	matching balances should be identical when they are stood next to one another. Both children should have the same leg lifted for example.	Perform the rolls slowly to start with good concentration.	Flight- Tension in flight, showing shape clearly with precision and control	Hoop- Hula the hoop around different body parts. Spin the hoop, catch it before it falls, roll/throw the hoop
<b>Teaching Point</b>	Dish- Lie on back with arms and legs together and straight lifted off the floor. Arms should be above the head. Arch- Lie on Stomach with arms and legs straight and together lifted off the floor, arms should be above the head.	Children should think of as many different ways of moving as they can, the different speeds and the different levels they are moving on.	Counter balances – a wide base of support and parts pushing against each other, which would be impossible to hold if your partner moved away	Changing the start and ending position of an egg roll would be kneeling with one leg out to the side, roll across back, finish on opposite knee with leg out.	Landing- Absorb impact through legs, held and control landing position	Ropes- Skipping on the spot with the rope, skipping backwards on the spot.
<b>Teaching Point</b>	front support – lie on flat on stomach, use arms to push body off the floor so all your body weight is through your arms and feet. Legs and arms should be straight.	When jumping make sure when they land their knees are bent.	Counter tension- Narrow base of support and parts pulling away from each other which would be impossible to hold if your partner moved away.	Changing the start and ending position of an forward roll would be start standing in straddle, forward roll to finish in seated pike.	Perform shapes clearly in the air	Ribbon- Spiral the ribbon and vertical streams

## Dance DO

<b>N.C</b>	<ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul>					
<b>Week</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Area</b>	<b>Introduction</b>	<b>Timing of movements</b>	<b>Creating Movements</b>	<b>Movement Patterns</b>	<b>Movement Pathways</b>	<b>Perform</b>
<b>Learning outcome DO</b>	Introduction to developing a routine through basic action, space and dynamics.	Cooperate and collaborate to create a warmup displaying a variety of movement patterns	I can translate ideas from a stimulus showing control and fluency	Dance in unison in a group performing a range of movement patterns	Perform a canon showing a range of movement patterns	To perform using a variety of levels and using the space
<b>Teaching Point</b>	Make sure there is a clear start and ending position.	Listen to one another when leading the warmup.	Think about how you use your prop to keep it under control.	Children to remember to use different pathways when travelling.	Show control when holding the selected moves.	Think about the different transitioning moves between each performers piece.
<b>Teaching Point</b>	Encourage the children to change directions and levels to make their movements more interesting.	Arms and legs should be fully extended and pointed where applicable.	Remind the children that they are now creating a performance and so everything needs to link together smoothly.	Think about the personality of the clown, how they would act and behave.	when one dancer performs a movement and then another performs the same movement just after or sometimes overlapping.	when one dancer performs a movement and then another performs the same movement just after or sometimes overlapping.
<b>Teaching Point</b>	Ensure the moves that are being performed are in unison with the other members of the group.	Make sure that the moves that are being performed are pulse raiser moves not static.	Is there a break in the music where you could pose and then transition to the next move.	Make sure you are doing the moves to facing the audience as if you were performing in a show.	As the focus for this lesson is CANON, remind the children to work on ensuring their movements are one after the other and their timing is clear and with energy to the music.	Can moves be performed on a mixture of high, medium or low levels.