



PE Long Term Plan Hadrian Y5






Y5 PE	
National Curriculum Objectives KS2	Key Links
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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.	<p>Home - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk)</p> <p>National PE Curriculum - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk)</p> <p>Google Shared PE Drive - PE - Google Drive</p> <p>Twinkl Move - PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>YST - Youth Sport Trust - Youth Sport Trust</p> <p>School Games - Your School Games - Your School Games</p>


Swimming and water safety



All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:




- 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.


Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Invasion Games: Basketball	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To choose the best tactics for attacking and defending. • To shoot in a game. • To use fielding skills as a team to prevent the opposition from scoring. • To know when to pass and when to dribble in a game. • To devise and adapt rules to create their own game. • To consolidate different ways of throwing and catching, and know when each is appropriate in a game. • To use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. • To pass a ball with speed and accuracy using appropriate techniques in a game situation. • To keep and win back possession of the ball effectively in a team game. • To demonstrate an increasing awareness of space. 	Attacking Defending Running Passing Dribbling Moving Space Movement Throwing Catching Scoring possession



			<ul style="list-style-type: none"> To know how to pivot. To move effectively around the court. 	
<p>Progression</p> 	<p>By the end of Year 5 children should be able to complete the following:</p> <ul style="list-style-type: none"> Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			
Autumn 2	Dance	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to 	<ul style="list-style-type: none"> To identify and repeat the movement patterns and actions of a chosen dance style. To compose individual, partner and group dances that reflect 	<p>Dance Perform Sequence Unison Canon</p>



		<p>achieve their personal best.</p>	<p>the chosen dance style.</p> <ul style="list-style-type: none"> • To show a change of pace and timing in their movements. • To develop an awareness of their use of space. • To demonstrate imagination and creativity in the movements they devise in response to stimuli. • To use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. • To ensure their actions fit the rhythm of the music. • To modify parts of a sequence as a result of self and peer evaluation. • To use more complex dance vocabulary to compare and improve work. 	<p>Mirroring Improvise Range Actions Control Music Counting Rhythm Expression Transition</p>
<p>Progression</p> 	<p>By the end of Year 5 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Show a change of pace and timing in their movements. • Develop an awareness of their use of space. • Demonstrate imagination and creativity in the movements they devise in response to stimuli. • Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. • Ensure their actions fit the rhythm of the music. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 			
<p>Teacher Subject Knowledge</p>	<p>Primary-PE-model.pdf (afpe.org.uk)</p>			


	<p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>English - speaking and listening - evaluating performances (self & peer).</p>			
<p>Spring 1</p>	<p>Health & Fitness</p>	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. 	<ul style="list-style-type: none"> • To know and understand the reasons for warming up and cooling down. • To explain some safety principles when preparing for and during exercise. • To develop strength, technique and flexibility throughout performances. • To perform a range of exercises and stretches with safe and effective technique • To perform a range of mobility/ pulse raising exercises with safe and effective technique • To perform a range of CV exercise with safe and effective technique • To identify how to increase/ decrease the intensity of a range of CV exercises 	<p>Balance Agility Coordination Safety Space Strength Technique Flexibility Resistance Safety Exercise Perform</p>





			<ul style="list-style-type: none"> • To perform a range of resistance exercises with safe and effective technique • To identify how to increase/ decrease the intensity of a range of resistance exercises • To perform a range of stretches with safe and effective technique. 	
<p>Progression</p> 	<p>By the end of Year 5 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise. • Develop strength, technique and flexibility. • Perform a range of exercises and stretches with safe and effective techniques. • Perform a range of resistance exercises with safe and effective technique. • Use Self and peer assessment to evaluate, describe and suggest improvements. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			
<p>Spring 2</p>	<p>Gymnastics</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and 	<ul style="list-style-type: none"> • To select ideas to compose specific sequences of 	<p>Agility Coordination</p>

		<p>balance [for example, through athletics and gymnastics].</p> <ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>movements, shapes and balances.</p> <ul style="list-style-type: none"> • To adapt their sequences to fit new criteria or suggestions. • To perform jumps, shapes and balances fluently and with control. • To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • To confidently use equipment to vault in a variety of ways. • To apply skills and techniques consistently. • To develop strength, technique and flexibility throughout performances. • To combine equipment with movement to create sequences. • To perform longer, more complex sequences in time to music. • To consistently perform and apply skills and techniques with accuracy and control. 	<p>Travel Speed Direction Movement Stretch Jump Equipment Control Shapes Perform</p>
<p>Progression</p> 	<p>By the end of Year 5 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, recognising the position of their 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. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. 			

	<ul style="list-style-type: none"> • Combine equipment with movement to create sequences. • Perform longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>English - speaking and listening - evaluating performances (self & peer).</p>			
<p>Summer 1</p>	<p>Net & Wall Games: Tennis</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To use different techniques to hit a ball. • To identify and apply techniques for hitting a tennis ball. • To explore when different shots are best used. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. • To play a tennis game using an overhead serve. • To consolidate different ways of throwing and catching, and 	<p>Running, throwing Catching Strike Field Different Backhand Strokes Awareness Skills Competitive Tactics racket</p>

			<p>know when each is appropriate in a game.</p> <ul style="list-style-type: none"> • To devise and adapt rules to create their own game. • To demonstrate an increasing awareness of space. • To consistently perform and apply skills and techniques with accuracy and control. • To take part in competitive games with a strong understanding of tactics and composition. 	
<p>Progression</p> 	<p>By the end of Year 5 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Use different techniques to hit a ball. • Identify and apply techniques for hitting a tennis ball. • Explore when different shots are best used. • Develop a backhand technique and use it in a game. • Practise techniques for all strokes. • Play a tennis game using an overhead serve. • Consolidate different ways of throwing and catching, and know when each is appropriate in a game. • Devise and adapt rules to create their own game. • Demonstrate an increasing awareness of space. • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			

<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene PSHE - importance of a healthy lifestyle, mental health and wellbeing. Geography - the environment and map reading.</p>			
<p>Summer 2</p>	<p>OAA (Outdoor Adventure)</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To start to orientate themselves with increasing confidence and accuracy around an orienteering course. • To design an orienteering course that can be followed and offers some challenges to others. • To begin to choose the best equipment for an outdoor activity. • To communicate effectively and clearly with others and as part of a team. • To complete orienteering activities both as a part of a team and independently. • To identify a key on a map and begin to use the information in activities. • To choose the best equipment for an outdoor activity. 	<p>Orienteering Confidence Symbol Key Equipment Communicate Teamwork Locate navigate</p>

<p>Progression</p> 	<p>By the end of Year 5 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Start to orientate themselves with increasing confidence and accuracy around an orienteering course. • Design an orienteering course that can be followed and offers some challenges to others. • Begin to choose the best equipment for an outdoor activity. • Communicate effectively and clearly with others and as part of a team. • Complete orienteering activities both as a part of a team and independently. • Identify a key on a map and begin to use the information in activities. • Choose the best equipment for an outdoor activity. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			
<p>Key texts</p> 	<p>AFPE - 'Safe Practice: in Physical Education, School Sport and Physical Activity'</p> <p>Players and Skills by Clive Gifford – Developing Tactics – Year 5/6</p> <p>Dream to Win Series/Sporting Heroes by Rory Apps – Year 5/6</p>			

