



Physical Education

Curriculum Overview

Year 5



Concepts	Resilience	Begin to accept defeat, congratulate others and evaluate own performance	
	Cooperation and courtesy	Show respect towards teammates during matches and competitive sports	
	Health (mental and physical)	Explain the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	
	Competition	Play competitively with confidence and be driven to win in sport against another team	
Gymnastics	NC: Develop flexibility, strength, technique, control and balance		
Skills	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. 		
Vocabulary	balance, shape, roll, turns, jumps, travel, expression, fluidity, flexibility, linking movements, sequence, perform, strength		
Recap from Y4	<ul style="list-style-type: none"> • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). 		
Dance	NC: Perform dances using a range of movement patterns		
Skills	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. • Perform expressively and hold a precise and strong body posture. 		
Vocabulary	performance, sequence, movements, speed, levels, strength, balance, dynamics, rhythm, refine, unison, canon, posture		
Recap from Y4	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 		
Competitive Games	NC: 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		
Skills	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). 		

	<ul style="list-style-type: none"> • Work alone, or with team mates • Strike a bowled or volleyed ball sometimes with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically • Choose tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Act as a good role model within a team. 	
Vocabulary	throw, catch, rally, control, rules, teamwork, balance, accuracy, tactics, possession, fair play, competition	
Recap from Y4	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	
Athletics	NC: Use running, jumping, throwing and catching in isolation and in combination	
Skills	<ul style="list-style-type: none"> • Combine sprinting with low hurdles • Choose the best place for running over a variety of distances. • Throw accurately and refine performance • Show some control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	
Vocabulary	run, sprint, throw, accuracy, jump, aim, distance, personal best, compete	
Recap from Y4	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distances and cross-country, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm) developing upper body strength. • Throw with consistent 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 improve personal best performances and set targets. 	
Outdoor and Adventurous Activity	NC: Take part in outdoor and adventurous activity challenges both individually and within a team	
Skills	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. 	

	<ul style="list-style-type: none"> • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	
Activity	Year 5 visit Perlethorpe and complete orienteering and river dipping activities.	
Recap from Y3/4	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary. 	