

Year 5 Scheme of Work – Physical Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
<p>Previous learning: Y4 - Pass, dribble and shoot with control; Identify and use tactics to help themselves and their team keep possession of the ball; Tackle opponents with success and intercept the ball to win back possession; Use space well to pass and receive a ball; Identify areas and suggest ways that performances and games could be improved.</p>				<p>Next learning: See unit 5.4</p>			
5.1 Games – Rounders	6-7	<p>L1 - Learn the correct techniques for batting and bowling in rounders. L2 - Use the correct techniques for throwing and catching when fielding in rounders. L3 - Know the roles and responsibilities of the backstop and base fielders in rounders. L3 - Field effectively in these positions and demonstrate good skill and technique. L4 - Know the roles and responsibilities of the deep fielders in rounders. L4 - Field effectively in these positions and demonstrate good skill and technique. L5 - Able to 'read' the game and apply tactics to outwit opponents. L6 - Know and apply the rules of rounders during a game. L6 Use a range of throwing, catching, fielding and batting strategies.</p>	<ul style="list-style-type: none"> - Hit a bowled ball out into the field; - Control the speed and direction of the ball when bowling; - Move into the correct position or space to catch a ball that is thrown or hit into the field; - Accurately throw a ball overarm or underarm to reach a designated target; - Choose and apply relevant tactics during a game according to an agreed strategy. 	<ul style="list-style-type: none"> - Different physical targets 	<p>Continuous throughout.</p> <p>Practical</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	N/A
<p>Previous learning: See unit 5.1</p>				<p>Next learning: Y6 - Apply skills and knowledge to be able to pass and move with the ball; apply a variety of attacking and defending skills and techniques in a game; invent a new game that requires attacking and defending skills; apply skills and techniques to play an invasion game and evaluate its success.</p>			
5.2 Basketball	6-7	<p>L1 - Dribble with a basketball. L2 - Use a range of techniques to pass a basketball successfully. L3 - Know how to pivot. L3 - Move effectively around the court. L4 - Use strategies to keep possession of the ball. L5 - Know how to mark a player effectively. L5 - Get free from a defender. L6 - Apply basketball skills when playing as part of a team in a game.</p>	<ul style="list-style-type: none"> - Dribble with the ball using the correct technique, varying their speed and changing direction; - Look up when dribbling while keeping the ball under control; - Use a range of techniques to pass the ball with some accuracy and control over a range of distances; - Combine dribbling and passing with some fluency, accuracy and control; - Generally, demonstrate a good technique to move around the court with and without a ball; - Stop in different ways and pivot using the correct footwork; 	<ul style="list-style-type: none"> - Different physical targets 	<p>Continuous throughout.</p> <p>Practical</p>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	

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		L6 - Evaluate own performance.	<ul style="list-style-type: none"> - Use more than one technique while dribbling to protect the ball from a defender and keep possession; - Generally, adopt the defensive stance when marking an opposition player in possession of the ball (including closing them down) and sometimes with success; - Use man-to-man marking successfully to prevent an opposition player from receiving a pass; - Use a change of pace or direction to get free from a defender, usually with success; - Use a range of attacking and defending skills and tactics to contribute towards the success of their team; - Understand and demonstrate being part of a team; - Evaluate their own performance. 				PSHCE - teamwork
<p>Previous learning: Y4 – jump and submerge in water; submerge and pick up object; push and glide from wall to pool floor; perform rotation and regain upright position; understand water safety code; exit water safely.</p>			<p>Next learning: Y6 – same outcomes</p>				
5.3 Swimming	6	<ul style="list-style-type: none"> - Amber 10m unaided: Swim unaided for 10m using recognised arm & leg actions; competently, confidently & consistently. - Amber stroke development: Swim for 5m on 3 of the following strokes (without buoyancy aids) – front paddle, back paddle, basic breaststroke, butterfly leg kick. - Amber water safety: Jump in from poolside, submerge & rise to the surface (1m depth). - Amber water safety: Float on front or back without aids for 10 seconds, moving into a standing position. - Amber water safety: Tread water in deep water without using buoyancy aids for 15 seconds. - Amber water safety: Perform a shout & signal rescue using buoyancy aids for 15 seconds. - Amber water safety: Exit the water safely without using steps (1m minimum depth). 	<ul style="list-style-type: none"> - Enter and exit water safely without steps. - Swim unaided for 10m. - Use 3 strokes with aids: front paddle, back paddle, basic breaststroke, butterfly leg kick for a 5m swim without aids. - Perform a shout & signal rescue. - Float on front or back and tread water for 15 seconds. 	- Different swimming levels	<p>Continuous throughout.</p> <p>Practical</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>To perform safe self-rescue in different water-based situations.</p>	PSCHE - safety
<p>Previous learning: Y3 – Perform movements that show good understanding and control of the key skills; describe what they have done or changed in order to improve their performance; link a series of movements together to create a longer sequence; practise and refine their own movements and advise others around them.</p>			<p>Next learning: KS3 - develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>				

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<p>5.4 Gymnastics – Movement</p>	<p>5</p>	<p>L1 - Perform a stag jump and split leap. L2 - Perform a squat through vault. L3 - Perform a round-off. L4 - Independently plan a sequence of gymnastics movements that are creatively linked together. L5 - Perform a gymnastics sequence in a pair or group.</p>	<ul style="list-style-type: none"> - Describe how to perform the new movements learnt in the unit; - Perform movements that show good understanding and control of the key skills needed; - Describe what they have done or changed in order to better their performance during a lesson; - Link a series of movements together to create a routine with a theme or style; - Practise and refine their own movements and 'spot' and advise others around them. 	<p>- Different physical targets</p>	<p>Continuous throughout. Practical</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>N/A</p>
<p>Previous learning: Y4 - Recognise a variety of different athletic events and techniques; apply and try to improve existing skills; show increasing control and co-ordination when running and performing a jump or throw; follow step-by-step instructions, copy actions and learn new techniques with some accuracy, control and fluency; combine and apply new skills; identify ways to improve performance; work effectively as part of a team.</p>				<p>Next learning: Y6 – Practise and refine fundamental movement skills needed for athletics; work as a team to perform a sprint relay; control running pace over a range of distances; refine hurdling technique; practise and refine jumping techniques; throw for distance using a heave throw technique.</p>			
<p>5.5 Athletics</p>	<p>6</p>	<ul style="list-style-type: none"> - Practise and refine existing running, jumping and throwing skills. - Use an effective technique for sprinting including the sprint start. - Sustain my running pace over longer distances. - Practise jumping for height. - Learn the fling throw technique. - Use a variety of throwing techniques. 	<ul style="list-style-type: none"> - Identify and know about a variety of athletic events and techniques; - Apply and develop existing running, throwing and jumping skills; - Practise and improve reaction times and identify an effective sprint start; - Demonstrate a sound technique for a sprint start to improve the acceleration phase; - Develop and improve their running technique for sprinting, showing good coordination and control; - Demonstrate stamina in order to maintain a sustained run; - Show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy; - Follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success; - Compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best. <p>the effectiveness of a performance, offering suggestions of how to improve a skill or technique.</p>	<p>- Different physical targets</p>	<p>Continuous throughout. Practical</p>	<p>To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance.</p>	<p>N/A</p>
<p>Previous learning: N/A</p>				<p>Next learning: Y6 – same outcomes</p>			

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<p>5.6 OAA – Canoeing, High Ropes, Wall Climbing, Kayaking</p>	<p>6-7</p>	<p>Shadwell Basin's OAA scheme</p>	<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 including maps, compasses and digital devices. - Quickly assess changing conditions and adapt plans to ensure safety comes first. 	<p>- Different physical targets</p>	<p>Continuous throughout. Practical</p>	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>N/A</p>
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