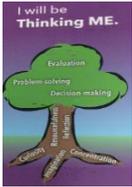
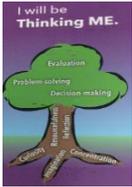
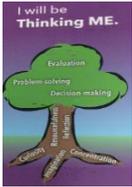




# St. Katharine's Primary School PE Progression Pathway Year 5

Focus	Curriculum Content								
<p><b>SEASIDE CURRICULUM</b> </p> <p><b>Sport and Wellbeing</b></p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development:</p> <p><b>Head Heart Hands</b></p> <div data-bbox="152 834 418 979" style="background-color: #333; color: white; padding: 5px; text-align: center;"> <p><b>OUR VALUES</b> GRACE INTEGRITY ASPIRATION</p> </div> <div data-bbox="118 994 479 1302" style="background-color: #f9c74f; padding: 10px;"> <p><b>POWERFUL LEARNING ATTRIBUTES</b></p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p> </div>	<p style="text-align: center;"><b>'My Personal Best' YST resource cards</b></p> <table border="1" data-bbox="501 437 1205 1078"> <thead> <tr> <th data-bbox="501 437 734 499">Head</th> <th data-bbox="734 437 969 499">Heart</th> <th data-bbox="969 437 1205 499">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 499 734 1078"> <p>Thinking me: Reflection &amp; Evaluation</p>  </td> <td data-bbox="734 499 969 1078"> <p>Social me: Gratitude &amp; Empathy</p>  </td> <td data-bbox="969 499 1205 1078"> <p>Healthy me: Responsibility &amp; Self-belief</p>  </td> </tr> </tbody> </table> <p><b>NB – see new PSHE curriculum</b></p>	Head	Heart	Hands	<p>Thinking me: Reflection &amp; Evaluation</p> 	<p>Social me: Gratitude &amp; Empathy</p> 	<p>Healthy me: Responsibility &amp; Self-belief</p> 	<p><b>Trickbox cards</b></p> <p>Super Stretch</p>  <p>Calm Thumb</p>  <p>Marvellous Me</p> 	
Head	Heart	Hands							
<p>Thinking me: Reflection &amp; Evaluation</p> 	<p>Social me: Gratitude &amp; Empathy</p> 	<p>Healthy me: Responsibility &amp; Self-belief</p> 							

	Key Outcomes	Skills	Vocabulary
<p><b>Games</b></p> <p><b>INVASION</b></p>	<ul style="list-style-type: none"> <li>Apply the most appropriate techniques to send and receive</li> <li>Show growing consistency and control in games</li> <li>Begin to show an understanding of positional play</li> <li>Collaborate as part of a team and be an effective team player</li> <li>Show and tell the difference between defending and attacking</li> <li>Create and use tactics and compositional ideas that suit the situation with some success</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 23</b></p> <p><b>Task 1:</b></p> <p>Play the game five against three and then five against four. Play on a pitch that is 20m to 30m wide, and 30m to 40m long. Position one large goal at one end of the pitch, and two smaller goals at the other end. Use netball, basketball, hockey or football equipment and skills. Make the pitch smaller if you choose to focus on netball skills.</p> <p>The team with five players attacks the large goal, while the team with fewer players attacks the two smaller goals. There are no goalkeepers. After each goal, and whenever the ball goes out of play, the larger team starts with a free pass from the line between the goals it is defending</p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>Good understanding of space awareness and be able to use this knowledge to outwit the opposition</li> <li>Develop coping strategies when receiving feedback from peers, demonstrating resilience and determination</li> <li>Understand and be able to follow the rules and use them most of the time</li> <li>Develop a wider range of preferred skills and beginning to use these under some pressure</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>Demonstrate resilience by taking part in competitive games with a strong understanding of tactics and composition Draw on knowledge about strategy, tactics and composition when performing and evaluating</li> <li>Adapt to peoples differences with respect</li> <li>Be encouraging. Find out people goals, identify challenges, offer solutions</li> <li>Act as a positive role model offering solutions</li> <li>Begin to put the groups interest above their own</li> <li>Demonstrating self-belief select skills with coordination, control and fluency</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>Develop consistency and control in dribbling by demonstrating resilience</li> </ul>	<p>Keeping possession</p> <p>Passing</p> <p>Dribbling</p> <p>Shooting</p> <p>shielding the ball</p> <p>width/ depth</p> <p>support</p> <p>marking</p> <p>covering</p>

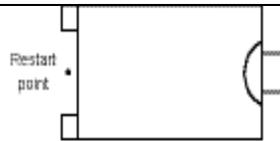


Diagram 1

**Task 2:**

Play five against four and then five against five. Play on a pitch that is about 20m x 40m, divided into four sections with a goal at either end. Use mini-hockey or mini-football rules, and play the game with small goals and no goalkeepers, or larger goals with keepers. Players must not pass the ball over more than two lines or dribble the ball across a line between sections. There is no limit on where they can go.

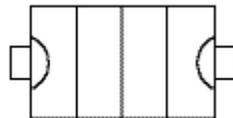
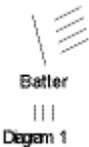


Diagram 2

- Hit the object with purpose showing determinations and accuracy
- Thinking strategically, pass the ball with some control under pressure
- Apply combined skills accurately and appropriately, consistently showing precision, control and fluency

GAMES	Key outcomes	Skills	vocabulary
<p><b>STRIKING AND FIELDING</b></p>	<ul style="list-style-type: none"> <li>• Strike and throw accurately, over a good distance</li> <li>• Intercept a ball when fielding</li> <li>• Gauge when to run to gain the best outcome</li> <li>• make decisions to outwit the opposition</li> <li>• To assess performance and actions against criteria and suggest improvements</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 25</b></p> <p><b>Task 1:</b>            Play the game two against four. One of the pair bats while the other runs. The batter is only allowed to hit the ball into one area of the field. Once the batter has hit the ball, the runner runs between two wickets or bases, scoring one run for getting there and back. The runner is not allowed to run if the fielders have caught the ball before it hits the ground, or after the fielders have got the ball back to the return base.            After six balls, the batter swaps ends but still hits into the same area of the field. After 12 balls, the runner and the batter change roles. The fielders take it in turns to bowl, and must try to stop the pair from scoring.</p> 	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Develop coping strategies when receiving feedback from peers, demonstrating resilience and determination</li> <li>• Understand and be able to follow the rules and use them most of the time</li> <li>• Develop a wider range of preferred skills and beginning to use these under some pressure</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others work</li> <li>• Collaborate as part of a team and be an effective team player by communicating effectively</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Hit the object with purpose showing determinations and accuracy</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency</li> </ul>	<p>Stance, batting point, non-striker, leg side, offside, home base, pitch, over, innings</p>

<b>GAMES</b>	<b>Key outcomes</b>	<b>Skills</b>	<b>vocabulary</b>
<b>Net/wall</b>	<ul style="list-style-type: none"> <li>• Use space to outwit opponent(s)</li> <li>• Hit the object with purpose</li> <li>• Choose the appropriate skill to gain the most points</li> <li>• Show a routine with an array of different shots in different sports</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 26</b></p> <p><b>Task 1:</b></p> <p>Play the game one against one on a long, narrow court that is about half the size of a short tennis or badminton court. Use a raked and a suitable ball. Players score a point when the ball lands in the court and bounces twice. Ask the children to choose their own way to start and restart the game. If the ball lands outside the court the rally continues – no points are lost for hitting the ball out or into the net.</p> <p>The game can also be played on a wide, short court.</p> <p><b>Task 2:</b></p> <p>The game is played in the same way as task 1, but:</p> <ul style="list-style-type: none"> <li>• Raise the height of the net, so that it is above players' head height</li> </ul>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Develop coping strategies when receiving feedback from peers, demonstrating resilience and determination</li> <li>• Understand and be able to follow the rules and use them most of the time</li> <li>• Develop a wider range of preferred skills and beginning to use these under some pressure</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate collaboration and effective communication</li> <li>• Work well with others, adapting play to suit the needs of themselves and others strengths</li> <li>• Apply rules and conventions for different activities</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Hit the object with purpose showing determinations and accuracy</li> <li>• Repeat simple skills and actions with increasing control and coordination</li> <li>• Vary the way they perform skills by using simple tactics and movement phrases</li> <li>• Direct the ball with accuracy towards their opponents target area</li> </ul>	<p>Forehand</p> <p>Backhand</p> <p>Volley</p> <p>Overhead</p> <p>Rally</p> <p>Singles</p> <p>Doubles</p> <p>using width/depth</p> <p>changing direction</p> <p>changing speed</p> <p>defending covering</p>

	<ul style="list-style-type: none"> <li>• Make the court a little narrower and longer</li> <li>• Introduce the rule that a point is scored by the hitter if the ball lands in court (this teaches the children basic volleying)</li> <li>• It may be helpful to play with a shuttlecock rather than a ball</li> </ul>		
	<b>Key outcomes</b>	<b>Skills</b>	Vocabulary
Athletics	<ul style="list-style-type: none"> <li>• Use the correct jump in the correct context</li> <li>• Use a different running strategy depending on the distance of the event</li> <li>• Throw accurately and consistently, using the correct technique</li> <li>• To make accurate comments about quality of their own and others' performances and actions</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 27</b></p> <p><b>Task 1:</b></p> <p>Working with a partner or in a small group, and using floor and mats, create and perform a gymnastic sequence of at least eight elements, <i>eg a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions</i>. Your sequence should include changes of direction and level, and incorporate mirroring or matching shapes and balances.</p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Choose the best pace for a running event.</li> <li>• Understand how stamina and power help people to perform</li> <li>• Watch a partner perform and identify strengths and weaknesses</li> <li>• Explain why strength and power are important to other activities and sports</li> <li>• Think about the properties of different throwing implements and apply</li> <li>• Show control at take-off in jumping activities</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Pupils confidently evaluate their own performance and begin to evaluate a partners performance</li> <li>• Communicate with teammates to exchange a baton with success</li> <li>• Organise themselves in small groups taking on different roles</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Show good technique when throwing for distance</li> <li>• Developing the basic skills for acceleration</li> </ul>	<p>Race</p> <p>run-up</p> <p>position</p> <p>pacing</p> <p>speed</p> <p>safety</p> <p>rules</p> <p>relay</p> <p>time</p> <p>record</p> <p>set targets</p>

	<p><b>Task 2:</b></p> <p>Adapt the floor and mat sequence that you created in Task 1, so that it can be performed on apparatus that includes two sections with different levels. Design the sequence so that you start on one level of the apparatus, move to the floor, and finish on a different level of apparatus. The group must start and finish the sequence at the same time.</p>	<ul style="list-style-type: none"> <li>• Throw with greater control, accuracy and efficiency</li> <li>• Perform a range of warm up activities</li> <li>• Vary speed to match someone else</li> </ul>	
	<b>Key Outcomes</b>	<b>Skills</b>	<b>Vocabulary</b>
Gymnastics	<ul style="list-style-type: none"> <li>• Choose and apply the most appropriate gymnastics movements, showing clarity and fluency</li> <li>• Use gymnastic vocabulary to plan and inform their own performance</li> <li>• Make adaptations whilst working on their own and with others</li> <li>• Perform combinations of actions to include different levels, speeds and directions</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 27</b></p> <p><b>Task 1:</b></p> <p>Working with a partner or in a small group, and using floor and mats, create and perform a gymnastic sequence of at least eight elements, <i>eg a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping</i></p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Make up longer, more complex sequences, including contrasting actions, shapes and balances</li> <li>• Practise and refine own work</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Take the lead in a group when preparing for a sequence performance</li> <li>• Judge the strengths and weaknesses of performances and chose a single focus for improvement</li> <li>• Combine 2-3 shapes/movements individually with confidence</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Show good posture, with legs and arms straight and fingers and toes pointing</li> </ul>	<p>Asymmetry</p> <p>Symmetry</p> <p>Display</p> <p>Matching</p> <p>Display</p> <p>Matching</p> <p>Flight</p> <p>Feet part/together</p> <p>Crouch</p> <p>Inclined</p>

	<p><i>actions</i>. Your sequence should include changes of direction and level, and incorporate mirroring or matching shapes and balances.</p> <p><b>Task 2:</b></p> <p>Adapt the floor and mat sequence that you created in Task 1, so that it can be performed on apparatus that includes two sections with different levels. Design the sequence so that you start on one level of the apparatus, move to the floor, and finish on a different level of apparatus. The group must start and finish the sequence at the same time.</p>	<ul style="list-style-type: none"> <li>• Show good posture and body tension, with legs and arms straight and fingers and toes pointing</li> <li>• Travel and move with confidence in different directions at high and low heights</li> <li>• Develop travelling at different heights and directions with control</li> <li>• Perform a range of rolls with control and fluency</li> <li>• Demonstrate gymnastic shapes, balances, movements and using unison</li> </ul>	
	<b>Key Outcomes</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>DANCE</b>	<ul style="list-style-type: none"> <li>• Children should perform motifs with growing confidence and with some appropriate performance skills.</li> <li>• Children should develop motifs using several choreographic devices including (as a minimum): repetition, addition and canon with some</li> </ul>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Explore different ways to use choreographic devices.</li> <li>• Use understanding of choreographic devices and transitions to create a short dance/develop a motif</li> <li>• Help to organise a small group – duet, trio or quartet - effectively</li> </ul>	<p>Motif</p> <p>Warm up/cool down</p> <p>Parallel</p> <p>Performance skills:</p> <ul style="list-style-type: none"> <li>• Extension</li> </ul>

	<p>understanding of how to communicate an idea to the audience.</p> <ul style="list-style-type: none"> <li>• Children should watch their peers’ and professional dance works and in doing so be able to observe the main performance skills and choreographic devices; they will also suggest some suitable ideas for improvement in their own work.</li> </ul> <p><b>CORE TASK</b> <b>Unit 1</b></p> <p>In a small group (duo or trio), create and perform a dance using Breadcrumbs as a narrative. Use the structure of the storyline to communicate the themes through dance.</p> <p>Complete the following tasks:</p> <ul style="list-style-type: none"> <li>• Learn and perform movements and actions <i>that suggest the playful and happy nature of Hazel and Jack. Develop using addition, canon and repetition.</i></li> <li>• Create a short motif using all three levels then develop by inverting the actions (high becomes low, angular become smooth etc) and perform opposite partner – to communicate the idea of the magic mirror</li> <li>• Ensure the structure of the dance has a clear beginning, middle and end by ceating a slow motion ending using repetition of movements from beginning.</li> <li>• patterning and use of spatial arrangements and pathways <i>eg circling, weaving, straight lines, facing</i></li> </ul> <p>Be aware of the dance structure A, B, A, or A, B, C and ensure appropriate transitions between each section. For an extra challenge, try taking on someone else’s role in the dance. Try being the choreographer, costume or set designer.</p>	<ul style="list-style-type: none"> <li>• Use the space and any props/other dancers in a safe and sensible manner</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Make some appropriate comments about their own and others’ dance work(s)</li> <li>• Demonstrate resilience and confidence when explaining why warming up and cooling down in dance is good for their health, fitness and wellbeing</li> <li>• Work as a small group – duet, trio or quartet - to create suitable freeze frames in a dance</li> <li>• Show an awareness of performance skills and choreographic devices that have been use and suggest appropriate ideas to improve the same dance</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a growing sense of accuracy and control when performing choreographed dance movements/motifs that have been choreographed by the teacher and their peers</li> <li>• Perform a range of movements and/or motifs with the use of the 3Es (energy, eye focus and extension), timing and other appropriate performance skills.</li> <li>• Children work together to create counter tensions and/or counter balances safely</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Eye-focus</li> <li>• Expression</li> <li>• Elevation</li> <li>• Dynamics</li> <li>• Timing</li> </ul> <p>Choreographic devices:</p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Unison &amp; canon</li> <li>• Question and answer</li> <li>• Addition</li> <li>• Transition</li> <li>• Levels – high, medium, low</li> <li>• Contact – counter balance, counter tension</li> </ul>
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	<p><b>Unit 2</b></p> <p>In pairs or small groups, create and perform a dance. Use a short video extract of Flamenco Dance, focusing specifically on the use of body percussion.</p> <p>Take ideas from the video, choosing:</p> <ul style="list-style-type: none"> <li>• percussive movements and actions, <i>eg tapping, stamping, hitting, jumping, clicking, brushing the floor and limbs</i></li> <li>• the sharp, slick dynamics in contrast to the smooth, calm dynamics</li> <li>• structure: <i>unison body percussion motif, question and answer motifs (duet vs duet), climax of the dance with counter point (two different motifs being performed at the same time, appropriate ending</i></li> <li>• patterning and use of spatial arrangements and pathways <i>eg circling, weaving, straight lines, facing</i></li> </ul> <p>Be aware of the dance structure A, B, A, or A, B, A, C (rondo) and ensure appropriate transitions between each section. For an extra challenge, try taking on someone else's role in the dance. Try being the choreographer, costume or set designer.</p>		
<p><b>SWIMMING</b></p>	<p><b>Key Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>		

	<p><b>Core Task</b> <b>UNIT 2</b></p> <p><b>Task 1</b> How fast can you swim:</p> <ul style="list-style-type: none"> <li>• 10 metres?</li> <li>• 25 metres?</li> <li>• 50 metres?</li> </ul> <p><b>Task 2</b> Working as a team of three or four swimmers, how fast can you swim:</p> <ul style="list-style-type: none"> <li>• 100 metres?</li> <li>• 200 metres?</li> <li>• 400 metres?</li> </ul> <p><b>Task 3</b> How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, <i>eg 5 minutes, 8 minutes, 12 minutes.</i></p>		
<p><b>OUTDOOR AND ADVENTUROUS ACTIVITY</b></p>	<p><b>Key Outcomes:</b></p> <p>Take part in activity challenges, using a range of equipment within different settings, both individually and within a team</p> <p><b>CORE TASK</b></p>		

### UNIT 3

#### **Task 1: orienteering activities and journeying**

Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.

#### **Task 2: physical challenge and problem-solving activities**

Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:

- one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks
- one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, *eg making a square from a line or rope*
- a blindfolded group following a 'night line' – a line or rope around, over or through a safe course

#### **Task 3: physical challenge and problem-solving activities**

In teams, complete a range of problem-solving adventure games, *eg cross an 'electric fence' made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.*