

Year group Year 5 - PE

Games	Gym	Dance	Outdoor Adventure Activities	Athletics	Evaluation	Swimming
G1 I can travel with a ball showing changes of speed and directions using either foot or hand.	Gy1 I can perform taught skills in a consistent performance.	D1 I can begin improvise, still demonstrating fluency across my sequence on my own, with a partner or group.	O1 I can develop strong listening skills.	A1 I can build a variety of running techniques and use with confidence.	E1 I can watch and describe a performance accurately.	S1 I can swim competently, confidently over a distance of at least 25m.
G2 I can vary skills and link these in ways that suit the games activity.	Gy2 I can use more complex gym vocabulary describe how to improve and refine performances	D2 I can move appropriately and with the required style in relation to the stimulus.	O2 I can use and interpret simple maps.	A2 I can perform a jump with more than one component for specific height or distance.	E2 I can learn from other in how I can improve my skills.	S2 Use a range of strokes effectively.
G3 I can use a range of techniques when passing, e.g. high, low, bounced, fast and slow.	Gy3 I can create sequences and adapt them.	D3 I can begin to exaggerate dance moves and motifs (using expression when moving).	O3 I can think activities through and problem solve using basic general knowledge.	A3 I can demonstrate accuracy and confidence in throwing activities, understanding when throws needs to change for distance or equipment.	E3 I can comment on tactics and techniques to help improve performances.	S3 I can perform safe self-rescue in different water-based situations.
G4 I can show confidence in using ball skills in various ways and can link these together.	Gy4 I can develop strength, technique and flexibility	D4 I can modify part of a sequence using complex dance vocabulary as a result of self	O4 I can choose and apply strategies to solve problems with support.		E4 I can make suggestions in how to improve my work, commenting on	

	throughout performances.	and peer evaluation.			similarities and differences.	
G5 I can show confidence in using ball skills in various ways and can link these together.	Gy5 I can begin to understand composition by performing more complex sequences and apply them to equipment.	D5 I can perform using the space provided to its maximum potential.	O5 I can demonstrate an understanding in how to stay safe.			
G6 I can take part in a competitive game with an understanding of tactics.		D6 I can begin to show change of pace and timing and combine flexibility, techniques and movements to create a fluent sequence.				
G7 I can create my own game using knowledge and skills taught.		D7 I can organise my own warm up and cool down, understanding the importance of it.				
G8 I begin to use a range of skills to keep possession and control of the ball.						
G9 I can begin to make suggestions as to what resources can be used to differentiate a game.						
G10 I can select the right approach to attack and						

defend in games situations.						
G11 I can show an understanding of when to attack and defend.						

### Topic coverage

Autumn Battle of Britain	Spring Saxons & Vikings	Summer Ancient Maya
E1-4 G1-11 S1-3	E1-4 Gy1-Gy5 G2, G5, G6, G7, G9 S1-3	E1-4 D1-7 O1 - 5
Vocabulary	Vocabulary	Vocabulary
Possession, Speed, Direction, Range, Techniques, Combinations, Competition Tactics, Co-operation, Create, Control, Decisions, Passing, Dribbling, Shooting, Shield ball, Support, Marking, Repossession, Attackers, Defenders, Team play, Court, Target, Defending, Stance, Pitch Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery	Dynamics, Combination, Contrasting, Control Mirroring, Matching, Accurately, Refine, Evaluate, Asymmetry, Performance, Create Symmetry, Refinements, Assessment, Suppleness, Strength, Muscles, Joints, Explore Rotation, Spin, Turn, Sequence, Landing Take-off, Point, Flight, Agility, Strength, Technique, Control, Balance, Evaluate, Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue	Dance phrase, Technique, Formation, Pattern Rhythm, Expression, Improvisation, Modify, Pace, Timing, Action, Reaction, Motif, Dynamics, Interpret, Exploration, Agility Flexibility, Combination, Strength, Control, Balance, Evaluate, Improve, Perform Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery

	<p>Team play, Batting, Fielding, Bowler, Wicket, Boundary, Innings</p> <p>Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery</p>	
<b>I will learn.....</b>	<b>I will learn.....</b>	<b>I will learn.....</b>
<ul style="list-style-type: none"> <li>- How to travel with a ball showing changes of speed and directions using my feet.</li> <li>- How to travel with a ball showing changes of speed and directions using my hand.</li> <li>- How to vary skills and link these in ways that suit the games activity</li> <li>- How to select the right approach to attack and defend in games situations.</li> <li>- How to show confidence in using ball skills in various ways and can link these together.</li> <li>- How to take part in a competitive game with an understanding of tactics.</li> <li>- How to create my own game using knowledge and skills taught</li> <li>- How to range of skills to keep possession and control of the ball such as shielding</li> <li>- How to make suggestions as to what resources can be used to differentiate a game such as time, space, difficulty</li> <li>- To show an understanding of when to attack and defend.</li> </ul>	<ul style="list-style-type: none"> <li>- How to perform taught skills in a consistent performance.</li> <li>- How to use more complex gym vocabulary describe how to improve and refine performances</li> <li>- How to create sequences and adapt them</li> <li>- How to develop strength, technique and flexibility</li> <li>- How to begin to understand composition by performing more complex sequences and apply them to equipment</li> <li>- How to use a range of balances</li> <li>- How to organise my own warm up and cool down, understanding the importance of it</li> <li>- How to watch and describe a performance accurately.</li> <li>- How to listen and learn from others</li> <li>- How to comment on tactics and techniques to help improve performances</li> <li>- How to suggestions in how to improve my work, commenting on similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- How to improvise dance techniques</li> <li>- How to maintain fluency in my dancing sequence</li> <li>- How to perform individually and as part of a group</li> <li>- How to move appropriately and with the required style in relation to the stimulus.</li> <li>- How to begin to exaggerate dance moves and motifs (using expression when moving).</li> <li>- How to modify part of a sequence</li> <li>- How to use complex dance vocabulary How to use self and peer evaluation to improve.</li> <li>- How to perform using the space provided to its maximum potential.</li> <li>- How to begin to show change of pace and timing</li> <li>- How to combine flexibility, techniques and movements to create a fluent sequence.</li> <li>- How to organise my own warm up and cool down, understanding the importance of it.</li> </ul>

<ul style="list-style-type: none"> <li>- How to fully submerge my body into the water</li> <li>- How to enter the water by jumping in the deep end independently and exit the pool without the use of steps</li> <li>- How to perform safe self-rescue in different water-based situations.</li> <li>- How to swim competently, confidently over a distance of at least 25m.</li> <li>- How to use a range of strokes effectively such as front crawl, back stroke and breast stroke</li> <li>- How to organise my own warm up and cool down, understanding the importance of it</li> <li>- How to watch and describe a performance accurately.</li> <li>- How to listen and learn from others</li> <li>- How to comment on tactics and techniques to help improve performances</li> <li>- How to suggestions in how to improve my work, commenting on similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- How to watch and describe a performance.</li> <li>- How to improve my and others performances by making suggestions using the correct vocabulary</li> <li>- How to fully submerge my body into the water</li> <li>- How to enter the water by jumping in the deep end independently and exit the pool without the use of steps</li> <li>- How to perform safe self-rescue in different water-based situations.</li> <li>- How to swim competently, confidently over a distance of at least 25m.</li> <li>- How to use a range of strokes effectively such as front crawl, back stroke and breast stroke.</li> </ul>	<ul style="list-style-type: none"> <li>- How to watch and describe a performance accurately.</li> <li>- How to listen and learn from others</li> <li>- How to comment on tactics and techniques to help improve performances</li> <li>- How to suggestions in how to improve my work, commenting on similarities and differences.</li> <li>- How to develop strong listening skills.</li> <li>- How to use and interpret simple maps.</li> <li>- How to think activities through and problem solve using basic general knowledge.</li> <li>- How to choose and apply strategies to solve problems with support.</li> <li>- How to demonstrate an understanding in how to stay safe in the outdoors.</li> </ul>
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