



Year 5 P.E Progression of Knowledge and Skills



KS2 National Curriculum

PE2/1.1 Sport & Games

- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE2/1.2 Swimming and water safety

- PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
- PE2/1.2b use a range of strokes effectively
- PE2/1.2c perform safe self-rescue in different water-based situations

Year 5 Progression of Knowledge and Skills

GAMES

Invasion Games Net and Wall Games Striking and Fielding Games

I know how to apply and combine footwork and travelling skills to all games, therefore I can:

- use width and depth changing direction and speed
- use skills such as dodge and weave to create an advantage over my opponents
- understand the footwork rules for specific sports, for example netball, handball, basketball
- travel with equipment combining skills, for example dribble and shoot

I know how to use, apply and vary invasion games skills, therefore I can:

- choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting
- understand and show how a team can retain possession and find ways of progressing towards an opponent's goal
- know how to mark an opponent effectively and defend a goal
- demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving
- carry, bounce and dribble the ball in a controlled manner whilst moving
- find and use space to help their team and use variety of tactics to keep the ball e.g. changing speed and direction
- work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game

I know how to use, apply and vary net and wall games skills, therefore I can:

- play shots on both sides of the body and from above the head with reasonable control
- understand how to position their bodies to receive a ball coming from different heights and angles
- recognise where there are spaces on an opponent's court and try to hit into them
- recognise which things they need to practise more
- understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3)

I know how to use, apply and vary striking and fielding games skills, therefore I can:

- use a rounders bat or a cricket shaped bat with confidence
- strike and throw the ball with reasonable accuracy and consistency
- bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce)
- understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder
- play confidently in a range of small sided striking
- fielding games using different bats, balls and rules and experience all roles

GYMNASISTICS

I know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:

- explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle
- explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps
- explore weight on hands developing my ability to be able to do a handstand

	<ul style="list-style-type: none"> explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner understand and use the terms synchronisation and canon when working with a partner understand and use the possible variations in level, speed and direction when working with a partner work with a partner to develop partner sequences involving partner balances and large apparatus work as part of a group to develop a group sequence involving hand apparatus and benches transfer and extend all these ideas and skills onto low and high apparatus with control and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others
DANCE	<p>I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can:</p> <ul style="list-style-type: none"> perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy know how to develop motifs (simple movement pattern, perhaps 3 movements or a phrase) in relation to space, dynamics and relationships respond to a range of stimuli and accompaniment - demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement develop ideas with partners / small groups and whole class showing how the formation of the dance can change in relation to the group size <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character
ATHLETICS	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> run at a steady pace when running at different speeds demonstrate some ability to judge pace and be able to plan a run discover the different effects produced by standing starts / falling starts / reaction starts accelerate from a variety of starting positions and select my preferred position <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> identify the basic throwing actions of the pull, push, fling and heave demonstrate the core principles of throwing model the correct throwing stance and the transference of weight from back foot to front foot understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> demonstrate the principles of jumping for height and length recognise that to jump long, height is required show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings use a run up with control and consistency to increase the jumping distance develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> take part in competition with a strong understanding of tactics and how technique can affect performance
OAA	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary choose the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> improve my accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel follow a short route correctly being confident in my map reading skills identify a key on a map and begin to use the information in activities design an orienteering course that can be followed and offers some challenge to others

	<ul style="list-style-type: none"> begin to use navigation equipment to orientate a trail, e.g. a compass identify the quickest route to accurately navigate an orienteering course <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> consistently cooperate with others in problem solving activities regardless of my role use clear communication to effectively complete a particular role within a team
SWIMMING	<p>I know and understand how to be confident in water, therefore I can:</p> <ul style="list-style-type: none"> scoop the water to wash face and hair and be at ease with water from overhead blow bubbles a minimum of three times with nose and mouth submerged move into a stretched floating position using aids, equipment or support regain an upright position from floating on the front (aids may be used) push and glide in a horizontal position to or from the pool wall take part in a teacher led partner orientated game jump in from side and submerge (min depth 0.9m) fully submerge to pick up an object push from wall and glide on the front and back push and glide from the wall to the pool floor perform a rotation from the front to the back and gain an upright position perform a rotation from the back to the front and gain an upright position perform a tuck float for 5secs perform a sequence of changing shapes (min 3) whilst floating at the surface push and glide on the front with arms extended and log roll onto back - push and glide on the back with arms extended and log roll onto the front travel on the front, tuck to rotate around the horizontal axis to return on the back <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> move forwards, backwards and sideways for a distance of 5m travel on the back and front for a distance of 5m (aids may be used) travel 10m on the front and 10m on back <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> enter the water safely (using steps or swivel entry or a jump) demonstrate an understanding of pool rules recognise and understand beach flags exit the water safely have an understanding of the water safety code exit the water safely without the use of steps demonstrate an action for getting help (can be performed in deep or shallow water)
Thinking	<p>I can:</p> <ul style="list-style-type: none"> describe and explain the changes in my body when exercising recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents respond imaginatively to different situations adapt and adjust my skills, movements or tactics so they are different from or in contrast to others and explain how these will benefit the overall outcome use combinations of skills confidently in sport specific contexts perform a range of skills fluently and accurately in practice situations have a clear idea of how to develop my own and others' work choose and use criteria to evaluate own and others' performance explain why I have used particular skills or techniques, and the effect they have had on my performance begin to give others useful feedback during lessons accept feedback and learn from it - explain how to use and interpret rules fairly explain some safety principles when preparing for and during exercise
Feeling	<p>I can:</p> <ul style="list-style-type: none"> see all new challenges as opportunities to learn and develop recognise my strengths and weaknesses and can set myself appropriate targets explain how to use and interpret rules fairly celebrate success appropriately give and receive sensitive feedback to improve myself and others negotiate and collaborate appropriately effectively lead my group, supporting others know and understand the importance of leading a healthy active lifestyle

Assessment End Points Year 5

Knowledge and Skills

Games:

- I can demonstrate an increasing awareness of space
- I can accurately and consistently perform, apply and link skills under pressure in a variety of game situations, knowing when and where each skill is appropriate. These skills include:
 - different ways to deliver and receive a range of passes
 - different ways of throwing and catching
 - different techniques to hit a ball
 - different ways to dribble
 - different ways to shoot
 - different fielding skills to prevent the other team from scoring
- I can take part in competitive games with a strong understanding of tactics and composition, choosing the best tactics for attacking and defending, for example how to keep and win back possession of the ball effectively in a team game

Gymnastics:

- I can perform and apply skills and techniques consistently using a variety of traveling, jumps, shapes, rolls and balances fluently and with control
- I can confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance
- I can combine equipment with movement to create sequences
- I can select ideas to compose specific sequences of movements, shapes and balances and adapt my sequences to fit new criteria or suggestions
- I can perform my own longer, more complex sequences in time to music

Dance:

- I can adapt and refine the way I use weight, space and rhythm in my dances to express myself
- I can compose motifs and plan dances creatively and collaboratively in groups
- I can remember, practice and combine complex dance phrases
- I can perform different styles of dance clearly and fluently with accuracy and precision

Athletics:

- I can refine my technique for sprinting, focusing on an effective sprint start
- I can select the most suitable pace for the distance and my fitness level in order to maintain a sustained run
- I can perform a fling throw
- I can perform an effective standing long jump
- I can perform the standing triple jump with increased confidence

OAA:

- I can use skills with control in problem solving activities
- I can start to orientate myself with increasing confidence and accuracy around an orienteering course
- I can complete orienteering activities successfully, using a map to complete a course, both individually and as a member of a team
- I can communicate clearly and effectively with others

Swimming:

- I can enter the water safely by jumping in and exit from the side
- I can use a range of strokes effectively (10m)
- I can begin to use safety techniques such as floating and sculling