



**Year 5 PE Progression of Skills, Knowledge & Vocabulary**

<b>Content</b>	<b>Core Tasks</b>	<b>Knowledge and Skills</b>	<b>Key Concepts</b>	<b>Vocabulary</b>	<b>Assessment</b>
<p><b>Invasion games</b> <b>Unit Title - Football</b></p>	<p>The aim of the game is to beat your opposing team by scoring more goals. Play the 5 v 5 mini version of football. The game starts, and restarts after a goal, in the centre (ball passed back into own half). Players will have clear positional roles e.g. attacking/defending roles within the team and use different techniques for passing, controlling, dribbling and shooting the ball in games. They will apply basic principles of team play to keep possession of the ball</p>	<p>Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space</p>	<p>Develop a wider range of football specific skills and use them in small sided invasion games applying attacking and defending tactics in increasingly challenging situations</p>	<p>Dribble, control, space, defend, slalom, accurate, target, attack, goal, pass, rules, shooting accuracy, wing, team formation, attacking, defending, shoot, two-touch, power.</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>Move with a ball in opposed situations and attack and defend in a small sided game.</p> <p>Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance</p> <p>Understand and can use principles of exercise activities for warming up and recognise how exercise is good for health</p>
<p><b>Striking and fielding Games</b> <b>Unit Title - Striking and fielding activities – Throwing and Catching</b></p>	<p>The aim of the game is for the batter to hit the ball forward into the field of play and score points by running around a marker as many times as possible before the fielding team return the ball to base. The batter hits the ball off a low/high tee into the field of play. The players field the ball and then pass it to each other. When all fielders have touched</p>	<p>Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space.</p>	<p>Experience: small-sided and modified competitive net, striking/fielding and invasion games; using simple tactics; applying simple rules and conventions. Develop: making up small-sided games; own game practices; playing games in pairs/small groups.</p>	<p>Send, receive, throw, catch, roll, control, strike, target, accurate, space, rules, contact point, fielding, release point, field of play.</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>Attack and defend in a small sided game.</p> <p>Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.</p> <p>Understand and use principles of exercise activities for warming up and recognise how exercise is good for health.</p>



St Joseph's Catholic Primary School

	the ball and returned the ball to base, the batter stops scoring. Change round after 4 strikes. Play the game in groups of 4.				
<b>Athletics Unit Title - Heptathlon</b>	To develop the stamina to keep going (jogging) for 5 minutes; to be able to participate in, officiate, record and evaluate an athletic "heptathlon" event participating in THREE running events (sprint and distance), THREE jumping events (for distance, for height and combination) and THREE throwing events (using a push, pull or sling action as appropriate) identifying the SEVEN best events to count.	Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination.  Improve skills of running, jumping and throwing.  Carry out appropriate warming up and cooling down activities.  Recognise how personal health and wellbeing is promoted through participation in athletic activities.  Observe and evaluate a partner's running/throwing/jumping action.	Further develop a variety of running, jumping and throwing techniques.  Setting targets and monitoring progress.  Prepare for and recover from athletic performance  Understand the limits of own performance.  Apply rules and conventions of athletic events  Evaluate own and others' performance	Refine, develop, technique, target, monitor progress, rules, conventions, performance, gastrocnemius, quadriceps, hamstring, groin, latissimus dorsi, triceps, deltoid/trapezius, gluteus maximus.	I can improve and sustain different running technique at different speeds in a variety of athletic events.  Demonstrate accuracy and technique in a range of throwing and jumping actions.  Identify and explain what makes a good athletic performance. I can explain how to improve technique in a variety of events.  Understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.
<b>Gymnastics Unit Title – Pair composition</b>	Create and perform a partner floor sequence linking 6 – 8 gymnastics actions. Make sure you develop the composition of the sequence in a variety of ways.	Develop a broad range of skills. Link actions to make sequences of movement. Understand how to improve and evaluate own success Develop flexibility, strength, technique, control and balance.	Non-contact partner work. Movement phrases – creating pair sequences using a variety of actions Compositional development – using compositional devices to make a pair sequence more complex and interesting	Pair, partner, compositionally develop, recall, remember, sequence, variety, speed, level, direction, movement pattern, unison, canon, match, mirror, meet and part, partner relationships, complement, contrast, improve, perform, quality, fluency, effective, original, isolate, practice, change, add, extend, space, safety.	Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity. Select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. Demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.
<b>Dance Unit Title – On The Beach</b>	To perform a group dance using rhythm, timing, levels,	Develop skills of unison, mirroring, contact, level, speed,	Performing, compose and plan group phrases focusing on timing and quality of movement	Question/answer, unison, formation, quality, contrasting, dynamics, sea, sand, sun, shaking, surfing, swimming,	Demonstrate precision, control and fluency in response to stimuli



St Joseph's Catholic Primary School

	dynamics, gesture, formation and question and answer on the theme of 'on the beach', containing the following elements: section 1: on the beach, applying sun tan lotion and sunbathing; section 2: going in to the sea and swimming, getting dry; section 3: playing games on the beach, packing up to go.	direction, control, jumping, turning gesture, action/reaction, and repetition.	including gestures and travel which express/ communicate different actions.	level, gesture, hot sand, cold sea, timing, drying, sunbathing, exaggerate, whole body.	Vary dynamics and develop actions with a partner or as part of a group  Link phrases and motifs to create a wide performance.  Demonstrate rhythm and spatial awareness  Modify performance and that of others.  Warm up safely
<b>OAA – Cooperation, communication and consideration</b>	Complete a number of problem solving tasks, to allow pupils to further develop the 3 Cs of teamwork- cooperation, communication and consideration whilst undertaking a range of challenges requiring skills in one to one work and larger group work, also working in pairs or small groups to complete an orienteering course using a map and compass.	Problem solving.  Map reading and journeying skills.  Compass directions and degrees.  Developing new ideas and implementing them.	Co-operation, communication, collaboration and consideration.  Teamwork- working together.  Trust - supporting each other.  Developing skills for the outdoors	Problem solving, knots, rope, structures, plan, review, teamwork, co-operation, team, structure, communication, flag, semaphore, plan, review, teamwork, cooperation. Protractor, compass, bearing, arrows, set, magnetic north, direction of travel arrow, north arrow, baseplate, wheel, needle, map, symbol, direction, orientation, thumbing, flag, punch, marker, control, card, orientate, compete, cunning running.	Works well as part of a team and contributes ideas to solve problems and perform a range of tasks.  Use all parts of the compass, can walk along the compass directions and can read, follow and set a bearing.  Can identify map symbols, can follow the map accurately, use thumbing, can walk along the compass directions and can read, follow and set a bearing.  Can identify map symbols, can follow the map accurately, can use a punch to collect answers and visit some control points with accuracy, use thumbing and can read, follow and set a bearing.
<b>Swimming - Advanced</b>	The aim for advanced swimmers is to achieve and enhance an effective front crawl, backstroke and breaststroke, developing the swimmer so that they are able to swim	use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations.	buoyancy, floating, streamlined, submerging, front crawl, backstroke, breaststroke, safe entry, personal survival	breaststroke, streamlined, pull, breathe, kick, glide control, surface div front crawl, dolphin, breathing in and out, regular breathing pattern, slow, controlled, feet first sculling, straddle entry, front crawl, treading water,	<b>Stroke Development</b> Understand the importance of streamlined body position. Swim 1 stroke with a controlled and efficient technique. Swim 2 stroke with a controlled and efficient technique. Swim 3 stroke with a controlled and efficient technique. Swim at least 25 metres using front crawl, breast stroke and back stroke.  <b>Confidence and skill development</b>



	<p>longer distances and be safe in deeper water. The swimmers should be able to identify good technique in their peers and areas for development, which will help with their understanding of their own ability. The swimmer should continue to further develop an understanding and be able to apply skills and tactics to their swimming. All swimmers should be aware of the dangers of open water and techniques for staying safe should they fall into water, including being comfortable with water on their faces and floating on their backs to gain control of their breathing. Advanced swimmers should be comfortable performing survival techniques such as sculling and treading water</p>				<p>Tread water.          Perform a sculling action.          Demonstrate surface dives.          Demonstrate a range of safe entry techniques.          To identify areas of good technique and areas of improvement.</p>
--	---	--	--	--	---

ST JOSEPH'S



St Joseph's Catholic Primary School

Love and Learn in the footsteps of Christ