

Years 5 and 6

Key Knowledge – Factual information that children will acquire in the topic

Skills Progression – the building of key skills that children will develop as they go through the year groups and through the topic

Rationale – to include: why you teach this topic at all, why you teach it at your school and why you teach it in this sequence. Please make reference to any cross curricular links, school values and British Values

Subject Intent Statement

A rigorous physical education is vital to a child's overall physical and mental wellbeing and this belief has guided our Mid-Essex Primary PE Curriculum. It supports their physical, social, emotional and cognitive development. Our physical education provides pupils with increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Teaching enables all pupils to tackle challenges with courageous optimism. Sporting opportunities within and outside of the schools' settings underpin and embed a range of important compassionate values, such as teamwork, fairness and respect. Pupils need to be physically and emotionally confident to support their overall health and fitness. Our creative physical education provides all children with opportunities to enjoy, work on and discover their individual and team abilities. Through an experience of dance in our curriculum we aim for all children to be confident in their bodies, to move and express themselves in a variety of ways. By providing a balance of skills progression, sport, individual and competitive activities, pupil's individual needs and abilities are catered for. We aim is to provide a lifelong understanding of health and exercise.

Sport	Key Knowledge	Skills Progression	Rationale
Games (Invasion)	<ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills. • Learning how to use them in different ways and to link them to make actions and sequences of movement. <ul style="list-style-type: none"> • They should enjoy communicating, collaborating and competing with each other. • They should develop an understanding of how to improve in different physical activities and sports. • Learn how to evaluate and recognise their own success. 	<ul style="list-style-type: none"> - Show confidence in using ball skills in various ways and can link these together. <ul style="list-style-type: none"> - Use skills with coordination, control and fluency. - Take part in competitive games with a strong understanding of tactics. - Can create their own games using knowledge and skills of the sport. <ul style="list-style-type: none"> - Keep and win back possession in a game situation. - Can make suggestions as to what resources can be used to differentiate a game. - Apply basic skills for attacking and defending. - Use running, jumping, throwing and catching in isolation and combination. <ul style="list-style-type: none"> - Know how to serve to start a game. - Vary skills, actions and ideas and link these in ways that suit the games activity. - Show increasing confidence in using ball skills in various ways, and link these together, e.g. dribbling, bouncing, and kicking. <ul style="list-style-type: none"> - Keep possession of balls during game situations. - Consistently use skills with coordination, control and fluency. <ul style="list-style-type: none"> - Be able to perform under pressure. - Take part in competitive games with a strong understanding of tactics. - Can create their own games using knowledge and skills of sorts. - Know strategies to modify competitive games, to make them easier or more difficult. 	<ul style="list-style-type: none"> • The National Curriculum states that children should be taught to ‘play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending’. They should also be provided with opportunities to ‘Compare their performances with previous ones and demonstrate improvement to achieve their personal best.’ • Teaching the skills necessary to be a confident team member enable the children to show increasing confidence within a range of situations, these transferable skills are essential in all elements of life. Providing the children with in school and outside of school competitive opportunities gives them a chance to show courageous optimism, to be resilient and persevere in potentially difficult situations. Team game opportunities help the children to show and develop heartfelt compassion, respect and good sportsmanship, for those who make a mistake in a game and are in the losing team. • We teach invasion games in the Autumn Term for consistency and to build on the skills the children learnt the previous year. The emphasis of invasion games in upper Key Stage 2 is to develop the children’s understanding of tactics and how their use can affect game play. Giving the children access to all elements of the game, enables them to be reflective on their performance and identify where their personal skills lie, so they can choose the most effective position for themselves to be successful. Time to be reflective also enables the children to discuss how they can improve their performance and bring the team together, showing heartfelt compassion to support each other. Being able to show independence in a game situation to

			make changes shows boundless creativity, we ensure the children understand what 'team' means and how each member has a place and importance.
Gymnastics	<ul style="list-style-type: none"> • Pupils should work to create a sequence of up to 8 elements. • Sequences should show a competent level of skill and knowledge, incorporating a number of gymnastic techniques, including changes of direction, level, mirroring and matching. • Pupils should work in larger groups to create a longer more complex sequence. • Pupils should perform balances with increasing control, showing good body tension. • Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. • Consider how to move in and out of balances with fluency and control. • Begin to take more weight on hands when progressing bunny hop into hand stand. • Pupils should be able to travel confidently on the floor and using apparatus, including cartwheels. • Jump along, over and off apparatus of varying height with control in the air and on landing. 	<ul style="list-style-type: none"> - Select and combine skills, techniques and ideas. <ul style="list-style-type: none"> - Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. - Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Use more complex gymnastics vocabulary to describe how to improve and refine performances. - Develop strength, technique and flexibility throughout performances. - Link skills with control, technique, coordination and fluency. - Understand composition by performing more complex sequences. <ul style="list-style-type: none"> - Perform partner body weight balances. - Confidently use placement of their body parts in balances; recognising the position of their centre of gravity in relation to the base of the balance. <ul style="list-style-type: none"> -Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including: variations in speed, levels and directions. - Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. <ul style="list-style-type: none"> - Confidently use equipment to vault and incorporate this into sequences. - Adapt sequences to include a partner or a small group. - Gradually increase the length of sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. <ul style="list-style-type: none"> - Comment on skills and techniques and how these are applied in their own and others' work. 	<ul style="list-style-type: none"> • The National Curriculum states that children should 'develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]'. They will also have opportunities to 'perform dances using a range of movement patterns and compare their performances with previous ones and demonstrate improvement to achieve their personal best.' • Gymnastics and dance give the children time to work on individual and small group performances. Allowing each child to shine, especially those that prefer this type of activity to games. Gymnastics and dance are fantastic disciplines to foster boundless creativity. All children, through an enjoyment of movement and apparatus, can develop positive relationships with themselves and others. • We teach gymnastics in the Spring Term as the weather can be cold for outside games. As the children become more familiar with their movements and coordination, they are challenged to complete more complex movements and combinations of movement patterns. The children will experience using a range of equipment that challenges their strength and confidence. The children are able to show courageous optimism by developing routines on different forms of apparatus. We encourage the children to create routines that include a number of different components, which they show and have to time to improve upon. Experience of gymnastics is an essential part of PE. With slow and controlled movements, the children can focus on their balance and flexibility; think carefully about their next move and how to make their routines aesthetically pleasing. As the children grow, it is important for them to be aware of their physicality. Gymnastics promotes all-round physical development, muscular strength, joint flexibility, balance, coordination and core strength required for everyday living. A range of transferable skills for everyday life. An

	<ul style="list-style-type: none"> • Explore a range of starting and finishing positions when using a variety of rolls. 	<ul style="list-style-type: none"> - Use more complex gymnastics vocabulary to describe how to improve performances. - Develop strength, technique and flexibility throughout performances. 	<p>involvement in gymnastics gives the children an awareness of what strength and flexibility looks and feels like.</p>
<p>Athletics</p>	<ul style="list-style-type: none"> • All pupils will try to improve reaction speed through repetition. • All pupils should be able to demonstrate elements of an effective sprinting technique. • All children will know how to pass and receive a baton using the 'down sweep' and use this technique with some success in a relay race. • All children will demonstrate a degree of endurance and stamina to be able to run for longer distances. • All children will have some understanding of how to pace themselves and can sometimes do this in a race. <ul style="list-style-type: none"> • Children will be able to demonstrate some elements of jumping techniques and work hard to improve on their personal best. • Use different throwing techniques for distance and accuracy. 	<ul style="list-style-type: none"> -Begin to build a variety of running techniques and use them with confidence. - Confidently and independently select the most appropriate pace for different distances. - Can perform a running jump with more than one component e.g. hop, skip jump. <ul style="list-style-type: none"> - Land safely and with control when jumping. - Begin to record peers' performances and evaluate these. - Demonstrate accuracy and confidence in throwing and catching activities. - Develop techniques for throwing for distance. <ul style="list-style-type: none"> - Describe good athletic performance using correct vocabulary. - Can use equipment safely and with good control. - Begin to build a variety of running techniques and use with confidence. - Can perform a running jump with more than one component e.g. triple jump. <ul style="list-style-type: none"> - Maintain control at each stage of a jump. - Work as a team to competitively perform a relay. <ul style="list-style-type: none"> - Accurately measure and record the distance of jumps and throws. - Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • The National Curriculum states that children should 'use running, jumping, throwing and catching in isolation and in combination'. They should 'develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]' and 'compare their performances with previous ones and demonstrate improvement to achieve their personal best'. The national curriculum also states that KS2 children should 'take part in outdoor and adventurous activity that challenges both individually and within a team.' • As athletics is taught in the Summer Term, it encourages the children to be outdoors, which in turn helps to improve mental wellbeing. Giving the children experiences of being active through a range of means helps them to explore skills that can be used in play with their peers. We encourage outdoor adventurous activity in the Summer Term as we can use the field safely. These activities help to contribute to personal growth and social awareness. Orienteering brings the idea of teamwork to the fore front and develops heartfelt compassion as the children encourage and support each member of their team to be successful. Each team member is as important as the rest and reaching the end goal together is celebrated as a group. The Year 5 and 6 children have the opportunity to go to PGL and other outside providers and experience a range of different adventurous activities that cannot be delivered in school. These activities help young people to learn to manage themselves in risky and uncertain environments. These types of activities give a real boost to self-esteem and focus on the three school values of boundless creativity, courageous optimism and heartfelt compassion. • Teaching athletics in the Summer Term gives the children ample opportunities to use a range of equipment safely. Consolidating what they learnt the previous year and developing their skills further. The emphasis in this term is development of technique, by

			<p>breaking down each skill into stages the children can see each step in isolation. This helps them to improve the small steps so that when the skills are put together, it increases their success rate, which in turn improves their confidence and enjoyment. The children have numerous opportunities to improve their personal best through repetition of different skills. Where the children have experience of different disciplines and the techniques associated with these, they can find where their skills lie. This helps feed into competitions both within school and outside of school.</p>
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The National Curriculum states that 'all schools must provide swimming instruction either in Key Stage 1 or Key Stage 2'. Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

By the time children leave Year 6, they all have swimming provision and are taught to swim at least 25 metres.