



PE (Year 5)

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| Overview | <p>The PE curriculum at William Hulme's Grammar School provides children with the opportunity to develop skills in four key areas: games, athletics, dance and gymnastics. This curriculum has been developed with the ambition of children achieving the Key Stage expectations, set out in the National Curriculum, by providing a year-on-year development of skills in each of the four key areas of PE. The curriculum also aims to develop each child in two ways: through physical outcomes and emotional outcomes.</p> <p>Our intent is to deliver high-quality lessons that inspire all pupils to succeed and excel in physical activities, including competitive sport, through the teaching of fundamental movement skills in the Early Years and Key Stage 1 and applying these skills to specific games in Key Stage 2. We aim to provide opportunities for pupils to become physically confident in order for them to lead healthy, active lifestyles.</p> <p>We provide opportunities to compete in sport in order to build character and help to embed values, such as fairness and respect. Children will begin to develop these skills in Key Stage 1 when taking part in simple games and developing their understanding of playing with others, learning to demonstrate honesty and playing with gratitude, empathy and fairness. This further develops throughout Key Stage 2, as children have the opportunity to take part in inter and intra-school competitions, including house competitions, creating self-motivation and self-discipline and showing communication skills by encouraging others, making decisions and being reflective.</p> |
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| | Indoor | Outdoor | Assessment |
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| Autumn Term 1 | <p>Unit: Tag Rugby</p> <p>Area of learning: Increase game options with overlaps, how to play advantage and to restart after infringements in small-sided games.</p> <p>Overview:</p> <ul style="list-style-type: none"> Refine skills within modified game practices to focus on sending and receiving, dummy runs, overlaps and tactics when attacking. Being able to apply skills effectively when in opposed situations. | <p>Unit: Swimming</p> <p>Area of learning: Pupils to begin work in swimming to increase water confidence.</p> <p>Overview:</p> <ul style="list-style-type: none"> Look to work towards the aims of swimming competently, confidently and proficiently over a distance of at least 25 metres. While be able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Be able to perform safe self-rescue in different water-based situations. | <p><u>Fit to perform</u> KPI: 1, 2 and 3.</p> <p><u>Fit to lead</u> KPI: 6.</p> <p><u>Fit for Life</u> KPI: 9.</p> |

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| Autumn Term 2 | <p>Unit: Dance – The Haka</p> <p>Area of learning: Develop a dance to show agility, balance, coordination, and precision.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Work as a whole class, individually, in pairs and small groups to develop a dance using own imagination from original dance input. • Communicate effectively when in group situation to share ideas to build towards final performance. | <p>Unit: Swimming</p> <p>Area of learning: Pupils to begin work in swimming to increase water confidence.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Look to work towards the aims of swimming competently, confidently and proficiently over a distance of at least 25 metres. • While be able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Be able to perform safe self-rescue in different water-based situations. | <p>Fit to perform KPI: 1, 2 and 3.</p> <p>Fit to lead KPI: 6.</p> <p>Fit for Life KPI: 9.</p> |
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| | Indoor | Outdoor | Assessment |
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| Spring Term 1 | <p>Unit: Taekwondo</p> <p>Area of learning: Understand the concept of a new sport, with the disciplines and the language used for training.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Tenants of taekwondo – courtesy, integrity, perseverance, self-control and spirit. • Perform actions for tae ‘kick’, kown ‘fist or punch’ and do ‘the art of’. | <p>Unit: Swimming</p> <p>Area of learning: Pupils to begin work in swimming to increase water confidence.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Look to work towards the aims of swimming competently, confidently and proficiently over a distance of at least 25 metres. • While be able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Be able to perform safe self-rescue in different water-based situations. | <p>Fit to perform KPI: 1, 2 and 3.</p> <p>Fit to lead KPI: 6.</p> <p>Fit for Life KPI: 9.</p> |
| | <p>Unit: Gymnastics – Matching, mirroring, and contrast</p> <p>Area of learning: Understand matching, mirroring, and contrasting within gymnastics.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Be able to hold balances individually and with a partner to work at different levels • Perform a sequence mirroring a partner’s symmetrical and asymmetrical shapes progressing from matching moves to contrasting. • Perform elements of unison and canon in a group routine. | <p>Unit: Swimming</p> <p>Area of learning: Pupils to begin work in swimming to increase water confidence.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Look to work towards the aims of swimming competently, confidently and proficiently over a distance of at least 25 metres. • While be able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Be able to perform safe self-rescue in different water-based situations. | <p>Fit to perform KPI: 1, 2 and 3.</p> <p>Fit to lead KPI: 6.</p> <p>Fit for Life KPI: 9.</p> |
| Spring Term 2 | | | |

| | Indoor | Outdoor | Assessment |
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| Summer Term 1 | <p>Unit: Cricket</p> <p>Area of learning: Ways of delivering the ball and shots that might be played depending upon the delivery.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Work on short ball delivery batting. • Perform a range of fielding techniques confidently and consistently showing tactical awareness as a fielder. • Bowl with consistent accuracy and length. • Link my skills and perform in a competitive game. | <p>Unit: Swimming</p> <p>Area of learning: Pupils to begin work in swimming to increase water confidence.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Look to work towards the aims of swimming competently, confidently and proficiently over a distance of at least 25 metres. • While be able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Be able to perform safe self-rescue in different water-based situations. | <p>Fit to perform KPI: 1, 2 and 3.</p> <p>Fit to lead KPI: 6.</p> <p>Fit for Life KPI: 9.</p> |
| Summer Term 2 | <p>Unit: Athletics</p> <p>Area of learning: Looking at different ways of running, jumping and throwing whilst developing children's technique and awareness of safety.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Change pace and run at different tempos relevant to the race completing. • Throw with accuracy and power using the pull technique. • Perform the correct techniques for triple jump, high jump and standing vertical jump. • Transfer a relay baton efficiently as part of a team. | <p>Unit: Swimming</p> <p>Area of learning: Pupils to begin work in swimming to increase water confidence.</p> <p>Overview:</p> <ul style="list-style-type: none"> • Look to work towards the aims of swimming competently, confidently and proficiently over a distance of at least 25 metres. • While be able to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Be able to perform safe self-rescue in different water-based situations. | <p>Fit to perform KPI: 1, 2 and 3.</p> <p>Fit to lead KPI: 6.</p> <p>Fit for Life KPI: 9.</p> |

Useful Resources for Supporting Your Child at Home:

- Support your child in attending Extra-Curricular sport in school
- Support your child in joining a local sports club
- Look at TeamMCR website for more opportunities for your child - <https://teammcr.co.uk/>