**Year 5 PE-Curriculum Map.**

|  |  |  |
| --- | --- | --- |
| 6 Strands of PE  (Golden Thread) | Skills taught. | End Points to be achieved by  the end of the year. |
| Fundamental skills. | I can change pace and run at different tempos.  I can Sustain my pace over longer distances.  I can throw with accuracy and power using the pull technique.  I can throw after a run up.  I can throw with greater force and over longer distances.  I can throw with greater control, accuracy and efficiency.  I can perform the correct techniques for triple jump, high jump and standing vertical jump.  I can measure accurately my performance at standing vertical jumping.  I can combine sprinting with hurdling.  I can transfer a relay baton efficiently as part of a team.  I know how to control my running over middle distance.  I know how running a bend differs from running a straight.  I know to get sideways on when throwing.  I know how to throw a shot using, ‘clean palm, dirty neck' technique.  I know how to generate power from the thighs.  I know the technique, 'same, different, both' for triple jump.  I know my take off foot and lead leg.  I know how to hurdle efficiently.  I know how to position myself to receive a baton.  I enjoy competing and challenging myself to improve across all areas. | To be able to select and perform appropriate movement skills with control in a range of competitive events and to evaluate performance |
| Dance. | I can develop a motif demonstrating some agility, balance, coordination and precision.  I can creatively change static actions into travelling movements.  I can show different levels, pathways and directions when I travel.  I know how to use chance choreography to create a sequence.  I know how to use canon, formation changes, direction and level to improve our ideas.  I know how to listen to other people’s ideas and vocalise my own thoughts.  I know how to recognise good timing, execution and performance skills. | To know elements of choreography can be used as part of a linked sequence of skills to create a routine. |
| Gymnastics 3 strands as they progress through the school.  Movement  Balance  Partner/group work. | I can perform matching moves with a partner within a sequence.  I can hold balances on different numbers of points of contact.  I can perform routines and a range of skills seamlessly.  I can control an Arabesque.  I can contrast my partner’s moves so that we work at different levels and in different pathways.  I can evaluate the work of others using technical language including setting targets for improvement.  I can perform a sequence, mirroring a partner’s symmetrical and asymmetrical shapes.  I can perform a sequence with a partner, which moves from matching moves to contrasting.  I can work as a group to demonstrate fluent routines involving mirroring and contrasts.  I can perform elements of unison and canon in a group routine.  I know how to perform an Arabesque.  I know how to use gymnastic terminology in my feedback.  I know how to mirror in unison with my partner.  I know the importance of timing and how to ensure I work in synchrony with my partner. | To be able to select, perform and evaluate technical gymnastics skills safely on a range of apparatus. |
| Invasion Games | I can pass accurately and using a variety of passes.  I can anticipate the play and release the ball quickly and efficiently.  I can work constructively, irrespective of who I am working with.  I can demonstrate specific tactical/performance awareness as an individual and team member.  I can read the play and show tactical awareness.  I can create space for myself.  I can position myself to take rebounds from missed shots.  I can participate purposefully in a netball match.  I can apply some tactics we have decided on as a team.  I can play by the rules.  I can use different skills such as varying speed and direction to get past defenders.  I can mark a player or an area of the court to limit opportunities for the opposition.  I can dodge.  I can adopt sideways on positions to receive the ball.  I can track an opponent playing 'player-to-player' defence.  I can pass attackers on to other defenders when they run across the pitch.  I can make diagonal runs to confuse defenders.  I know how to disguise my passes.  I know that when I get sideways on to receive a ball it opens up the court.  I know some attacking principles.  I know to communicate nonverbally on court.  I know where I am allowed on court when playing specific positions.  I know how to use my body to protect the ball.  I know how to defend against an attacking player.  I know what the difference between man v man defence and zone defence and understand the benefits of both styles.  I know how to work as a team to create shooting opportunities.  I know how to communicate with teammates and understand the principles of attacking and defending when playing a competitive game.  I know to travel with my head up.  I know that I get a better view of the whole pitch when I get wide and sideways on.  I know when to attack and when not to.  I know that I need to be alert in defence and always have one eye on the ball and one on my opponent.  I know some strategies to cope with having fewer players than my opponents by having good shape and discipline.  I know how to make use of extra players. | To select a range of attacking and defensive tactical strategies as part of a team in a range of sports. |
| Net and Wall Games. | I can assume a position of readiness.  I can perform a forehand and backhand serve.  I can serve with accuracy.  I can serve long and short.  I can demonstrate a split step and understand its use.  I can chase into the net to retrieve shots.  I can play deft shots.  I can smash.  I can drop shot.  I can perform different shots consistently and with accuracy.  I know how to grip a racket.  I know to keep the racket head below waist height when striking a serve.  I know why it is important to serve in different ways.  I know where to stand and how to position my body to serve.  I know to vary my serve. | To be able to play a repertoire of strokes with increasing accuracy and control. |
| Striking and fielding Games. | I can catch consistently well under pressure.  I can pull a ball from a short delivery to the leg side.  I can perform a range of fielding techniques confidently and consistently.  I can pick up and return a ball with one hand quickly and consistently well.  I can use my feet to get to the pitch of the ball when batting.  I can show tactical awareness as a fielder.  I can play a square cut shot.  I know to slide my bat over the crease when running.  I know which ground fielding technique to use and why.  I know which calls I should use when batting.  I know when I might use a one-handed pick up. technique.  I know why it is important for outfielders to walk in with the bowler as he/she runs up.  I know to work as a team ensuring that I back up for possible overthrows | To develop an awareness of fielding positions and communicate effectively as a team.  To be able to strike accurately into a chosen space. |