

**Willaston Primary Academy**

**Physical Education Progression of Skills, Competencies and Knowledge**

	Year 5	
<b>Fundamental Movement Skills</b>	Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2, should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities.	
<b>Mastering Running</b>	<b>Mastering Jumping</b>	
<ul style="list-style-type: none"> <li>• Look where you are running/Scan for spaces if required</li> <li>• Use your arms to help you balance, and drive you forwards.</li> <li>• Keep your hands and shoulders relaxed</li> <li>• Check your posture, keep your back straight.</li> <li>• Arms move up and down, not across your body.</li> <li>• Run on balls of your feet</li> </ul> <p>When sprinting</p> <ul style="list-style-type: none"> <li>• Small quick steps to build speed</li> <li>• Drive your knees high</li> <li>• Elongate the stride to maintain speed</li> </ul> <p><b>Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.</b></p>	<p>Jumping should be broken down into three successive phases:</p> <ul style="list-style-type: none"> <li>• Take off</li> <li>• Flight</li> <li>• Landing</li> </ul> <p>There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are:</p> <ul style="list-style-type: none"> <li>• Two-foot takeoff to a one-foot landing</li> <li>• Two foot takeoff to a two foot landing</li> <li>• One-foot takeoff to a landing on the same foot (hop)</li> <li>• One-foot takeoff to a landing on the other foot (leap)</li> <li>• One-foot takeoff to a two-foot landing</li> </ul> <p>The cues for development of skill in jumping and landing (two foot takeoff to a two foot landing):</p> <ul style="list-style-type: none"> <li>• Bend knees</li> <li>• Swing arms forward</li> <li>• Land both feet at the same time</li> <li>• Balance landing</li> </ul>	

**Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However there are lots of other opportunities that should not be missed, e.g. Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.**

### **Mastering Throwing**

#### **Basic Key Points for Throwing**

1. Stand straight upright, ball in your throwing hand, facing your target.
2. If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).
3. If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).
4. Make sure your feet are shoulder-width apart.
5. Lift your non-throwing arm to "point" at your target and shift your weight to your back foot.
6. Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand).
7. You are ready to throw.
8. In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.

**Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics, and Dodgeball.**

### **Mastering Catching**

#### **Basic Key Points for Catching**

1. Get into a position to catch, by tracking the ball.
2. Hands should be in the ready position at all times (out in front with fingers pointing at the ball).
3. Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together)
4. Soft Hands
5. Close your grip on the ball on contact (hands should be the same shape as the balls)
6. Secure the ball (make sure it is safe once you have caught it)

**Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.**

<p><b>Developing Agility (Tracked during Amaven Assessments – 5:10:5 Agility Challenge)</b></p> <p>Agility is the bodies ability to change direction, at speed, whilst maintaining balance.</p> <p>Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.</p>	<p><b>Developing Balance (Tracked during Amaven Assessments – Broad Jump)</b></p> <p>Agility is the bodies ability to stay upright or stay in control of body movement</p> <p>Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>However developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.</p>	<p><b>Developing Coordination</b></p> <p>Coordination is the ability to move two or more body parts under control, smoothly and efficiently.</p> <p>Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Coordination can be developed by focussing on developing fundamental skills in isolation and in combination.</p> <p>Further ideas involve the use of cross lateral movements.</p>
<p><b>Develop Strength (Tracked during Amaven Assessments – Hopping Challenge)</b></p> <p>Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Gymnastics will support children in holding their body and body weight.</p> <p>Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.</p>	<p><b>Develop Flexibility (Tracked during Amaven Assessments – Sit and Reach Challenge)</b></p> <p>Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's</p> <p>Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.</p>	<p><b>Develop Control</b></p> <p>Create fluent movement patterns using precision and control through Dance</p>

<p>Play in competitive team sports that include attacking and defending principles where children can develop simple and tactics and strategies to help them succeed</p>	<p>All children in Year 5 should be taught to;</p> <ul style="list-style-type: none"> <li>• Pass receive and dribble in different ways with some control and accuracy</li> <li>• Begin to find space in a game</li> <li>• Apply a few skills and techniques with some consistency</li> <li>• Know about some tactics for attacking with support and apply them. E.g. when to pass and when to dribble.</li> <li>• Know about some tactics for defending e.g. when to mark and delay and when to tackle</li> <li>• Know what needs to be done to keep possession</li> </ul> <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> <li>• Pass receive and dribble in different ways with some control and accuracy, show two touch passing in Football</li> <li>• Use space well to receive a ball</li> <li>• Apply skills and techniques with some consistency to more than one type of invasion game.</li> <li>• Explain the effect that using a particular skill or technique has had on their performance</li> <li>• Begin to chose the best techniques for the correct situations in attack and defence</li> <li>• Begin to use criteria to evaluate performance of themselves and others.</li> </ul> <p>Some children will be able to;</p> <ul style="list-style-type: none"> <li>• Use space effectively and intentionally to keep possession of the ball</li> <li>• Select and apply a range of skills for attacking and defending consistently and with success over a range of invasion games</li> <li>• Explain why they have used a particular skill and how it has impacted on the game.</li> </ul>
<p>Dance with a range of movement patterns</p>	<p>All children in Year 5 should be taught to;</p> <ul style="list-style-type: none"> <li>• Copy and perform a simple dance phrase</li> <li>• Change their movements according to different stimuli</li> <li>• Combine and link a small number if movement phrases and patterns</li> </ul> <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> <li>• Demonstrate a range of dance techniques, such as unison, canon repetition</li> <li>• Combine and link an increasing number of movement phrases and patterns</li> <li>• Respond and react accordingly to their partners/group members dance movements</li> <li>• Use movement to create a narrative</li> </ul> <p>Some children will be able to;</p> <ul style="list-style-type: none"> <li>• Incorporate a range of dance techniques to create a topic themed phrase.</li> <li>• Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with</li> </ul>

	<p>different dynamics</p> <ul style="list-style-type: none"> <li>• Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.</li> </ul>
Take part in Outdoor and Adventurous Activity	<p>All children in Year 5 should be taught to;</p> <ul style="list-style-type: none"> <li>• Show increased water competence when performing and developing basic survival skills</li> <li>• Plan and organise a simple orienteering trail using a variety of map reading and compass skills</li> <li>• Make more complex route choices</li> <li>• Develop skills in unfamiliar and varying terrain</li> <li>• Apply the skills and safety requirements for survival in an outdoor environment</li> </ul> <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> <li>• Devise appropriate responses to challenges and tasks and adapt to changing circumstances</li> <li>• Accept responsibility for personal and group safety</li> </ul> <p>Some children will be able to;</p> <ul style="list-style-type: none"> <li>• Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary.</li> <li>• Record, view and evaluate their own performances independently</li> </ul>
Swim using a range of strokes at least 25m	<p><b>By The End of Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>
Evaluate your own performance in PE and give suggestions for improvements and highlight strengths	<ul style="list-style-type: none"> <li>• Know what they and their team needs to do to keep possession and contribute to this occasionally (Through Team Games)</li> <li>• Begin to see strength and areas to improve</li> </ul>

Allow all children the opportunity to take part in the leadership of sport and PE in school,	<ul style="list-style-type: none"><li>• Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.</li><li>• Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc)</li></ul>
Other	<ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of the reasons for warming up and cooling down</li></ul>