

PE Non Negotiables: Year 5/6

Area Of PE	Gymnastics					Dance			Games
Core Tasks	Year 5: Acrobatic gymnastics Assess level 3-4 Year 6: Group dynamics Assess level 4-5					Year 5: Indian delight What's so funny Year 6: Making the grade Masquerade			Year 5: Grid rugby 5s and 3s Runners What a racket Year6:Tag rugby/netball Calling the shots football and hockey long and thin short /fat airs cricket
Assessment focus	Sequencing	Balance	Travel	Jump	Roll	Compose	Appreciate	Perform	
<p>Progression statement</p> <p>I can ...</p>	<p>Create a sequence of up to 8 elements</p> <p>Create a longer mor complete sequence of up to 10 elements</p>	<p>Perform balances with control showing good body tension</p> <p>Mirror and match partner's balance</p> <p>Explore symmetrical and asymmetrical balance on my own and with a partner</p> <p>Explore and develop control in taking some/ all of partner's weight using counter balance and counter tension</p> <p>Perform a range of acrobatic balances with a partner on the floor and apparatus</p> <p>Perform group balances at the beginning, middle or end of a seuqnece</p> <p>Show fluency and control moving in and out of balances</p> <p>Begin to take more weight on hands when progressing bunny hop to handstand</p>	<p>Travel sideways in a bunny hop and develop into a cartwheel action with one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which I travel</p> <p>Travel in time with a partner, move away from and back to a partner</p>	<p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p>	<p>Explore different starting and finishing positions when rolling e.g. forward roll from or to straddle position or backward roll to straddle</p> <p>Explore symmetry and asymmetry throughout rolling actions</p>	<p>Create longer challenging dances</p> <p>Select appropriate movement material to express ideas, thoughts and feelings</p> <p>Develop control of movement using: Actions (WHAT), Space (WHERE), Relationships (WHO), Dynamics (HOW) Choreographic devices, motif, repetition and retrograde (motif in reverse)</p> <p>Link phrases to music</p>	<p>Show an awareness of different dance styles, traditions and aspects of their historical/ social context</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is importance</p> <p>Compare my own and others' work</p>	<p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength</p> <p>Show focus, projection, sense of style and musicality</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity and rhythm</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting body part to body part and physical contact</p>	<p>Develop techniques to maximise team effectiveness</p> <p>Use the skills of throwing and catching to gain points in competitive games</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p>

PE Non Negotiables: Year 5/6

Area Of PE	Athletics			Outdoor and Adventures			Swimming and Water Safety
Core Tasks	Year 5: SAQ Take aim Quad kids Year 6: SAQ Quad kids			Year 5: Where am I? Year 6: Crystal star challenge			
Assessment focus	Running	Jumping	Throwing	Orientation	Communication	Problem solving	Swimming
<p>Progression statement</p> <p>I can</p>	<p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change overs</p> <p>Identify the main strengths of my own performance and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm up exercises specific to running over short and long distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p> <p>Set realistic targets of times to achieve – short and long distance</p>	<p>Demonstrate a range of jumps showing power and control and consistency at both take off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p>	<p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to safely take turns when throwing and retrieving</p> <p>Set realistic targets when throing over and increasing distance and understand that some implements will travel further than others</p>	<p>Draw maps and plans and set trails for others to follow</p> <p>Use the 8 points of a compass to orientate</p> <p>Plan an orienteering challenge</p>	<p>Plan and share roles in a group based on strengths</p> <p>Understand individuals' roles and responsibilities</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep myself and others safe</p>	<p>Plan strategies to solve problems e.g. plan routes, follow trails etc</p> <p>Implement and refine strategies</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p> <p>Perform safe self-rescue in different water based situations</p>

Fundamental Movement Skills

Fundamental movement skills underpin all of PE and pupils in Year 5/6 should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modifies where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance for example through athletics and gymnastics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performance with previous ones and demonstrate improvement to achieve their personal best

Reviewed September 2019 SB