**Year 5/6 PE Curriculum**

**2016-2017**

**Autumn 1**

OAA –

Swimming (Y5 only 19 – 30th Sept) – Unit Objectives:

In particular, pupils should be taught to (All KS2):

* 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.

**Autumn 2**

Dance – Unit Objectives:

**Year 5 Children should learn to:**

* Explore, perform and combine actions and ideas in a variety of different dance styles
* Create dances using compositional ideas on their own and with others
* Perform confidently and expressively using a variety of performance skills
* Plan and deliver their own warm-up and cool down activities.
* Know and explain the importance of preparing for and recovering from activity
* Describe, analyse and evaluate their own and others routines

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| **Social, Moral, Spiritual and Cultural Development** | | | |
| **Social** | **Moral** | **Spiritual** | **Cultural** |
| Children to work co-operatively together to achieve the objectives and solve any issues.  Children to enjoy and have fun whilst taking part in lessons. | Children develop a sense of right and wrong through working together.  Children understand that their actions have consequences. | Children use their imagination and develop their creativity. Children reflect on their learning, their interaction with others, their experiences compared with others etc. | Children start to demonstrate an appreciation of cultural influences and participate in culture opportunities. Children will explore the historical origins of dance and the different styles of world music. |

**Year 6 Children should learn to:**

* Explore, combine and perform a range of actions with fluency and control
* Create, link and structure sections and whole dance routines
* Select and use basic compositional ideas when creating and adapting their dances
* Leads and takes part in an effective dance specific warm-up
* Understand how taking part in dance is good for health and well being
* Evaluate and refine the standard of their own and others work

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| **Social, Moral, Spiritual and Cultural Development** | | | |
| **Social** | **Moral** | **Spiritual** | **Cultural** |
| Children to work co-operatively in groups to develop their teamwork skills. Children to enjoy and have fun whilst taking part in lessons. Children to develop the ability to resolve any issues to move their dance forward. | Children develop a sense of right and wrong through working together.  Children will start to understand that their actions have consequences. | Children use their imagination and develop their creativity.  Children reflect on their learning, their interaction with others, their experiences compared with others etc. | Children start to demonstrate an appreciation of cultural influences and participate in culture opportunities.  Children will develop an understanding of the war and learn key facts. |

**Spring 1**

Games (Tag Rugby) –

**Year 5 Children should learn to:**

* Choose and apply skills more consistently in activities
* Develop a broader range of techniques and skills for attacking and defending
* Know and apply the basic strategic and tactical principles of attack, and adapt them to different situations
* Choose and use information to evaluate their own and others’ work
* Know and understand the basic principles of warming up, and understand why it is important for a good quality performance
* Demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play.

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| **Social, Moral, Spiritual and Cultural Development** | | | |
| **Social** | **Moral** | **Spiritual** | **Cultural** |
| Children to work co-operatively in small groups and teams. Children to enjoy and have fun whilst taking part in lessons. Children to adapt and agree rules, resolving any differences of opinion. | Children will understand that their actions have consequences and accept the consequences of their actions.  Children develop a sense of right and wrong through working together. | Children to think of the ‘journey’ that they must take to make improvements, and how this can be similar to a journey of life. Children reflect on their learning, their interaction with others, their experiences compared with others etc. | Children show some understanding and demonstrate respect for differences within the class.  Children to develop an understanding of the apartheid in South Africa, and how this prevented black players from playing Rugby. |

**Year 6 Children should learn to:**

* Choose, combine and perform skills more fluently and effectively
* Understand, choose and apply a range of tactics and strategies more consistently
* Use these tactics and strategies more consistently in similar games
* Understand why exercise is good for fitness, health and well-being
* Understand the need to prepare properly for games
* Develop their ability to evaluate their own and others work and suggest ways to improve it.

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| **Social, Moral, Spiritual and Cultural Development** | | | |
| **Social** | **Moral** | **Spiritual** | **Cultural** |
| Children to work co-operatively in small groups and teams. Children to enjoy and have fun whilst taking part in lessons. Children to develop their problem solving skills. | Children develop a sense of right and wrong through working together.  Children will understand that their actions have consequences and accept the consequences of their actions. | Children reflect on their learning, their interaction with others, their experiences compared with others etc. | Children show some understanding and demonstrate respect for differences within the class. Children show understanding of the different nations that play Rugby and their cultures e.g. The Maori’s in New Zealand. |

**Spring 2**

Gymnastics – Unit Objectives:

**Year 5 Children should learn to:**

* Perform shapes, actions and movements consistently
* Link shapes, actions and movements together fluently
* Use mirroring and matching when working with a partner
* Adapt a sequence to suit a change in equipment and apparatus
* Understand the key elements of a warm up and talk about how a warm up has an impact on performance
* Understand and explain why regular physical activity is good for general health
* Use knowledge of how to perform to evaluate their own and others’ performances

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| **Social, Moral, Spiritual and Cultural Development** | | | |
| **Social** | **Moral** | **Spiritual** | **Cultural** |
| Children work with a partner or in a small group to develop their teamwork and co-operation skills.  Children to enjoy and have fun whilst taking part in lessons. | Children are encouraged to work hard and succeed because they want to rather than for a reward. | Children celebrate and appreciate the techniques and talent of others. | Children develop an understanding of why different countries and cultures have more success in gymnastics. |

**Year 6 Children should learn to:**

* Link actions shapes and movements more fluently
* Select effectively from a wider range of shapes, actions and movements
* Use their knowledge of how to develop a sequence to produce a more complex performance
* Understand the importance of an effective warm up and cool down
* Develop and lead effective warm up routines
* Talk about the benefits of leading an active lifestyle
* Use appropriate and relevant language to describe how others are performing
* Give advice and make suggestions to help others improve

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| **Social, Moral, Spiritual and Cultural Development** | | | |
| **Social** | **Moral** | **Spiritual** | **Cultural** |
| Children work with a partner or in a small group to develop their teamwork and co-operation skills. Children to enjoy and have fun whilst taking part in lessons. | Children develop a sense of right and wrong through working together.  Children will start to understand that their actions have consequences. | Children reflect on their learning, their interaction with others and their experiences compared with others. | Children to develop their knowledge of the history of gymnastics within this country and how it differs from other cultures. |