



Physical Education Statement of Intent

At Whinstone Primary School, we aim to develop children who will be physically active and can flourish in broad and balanced PE curriculum. We believe physical education develops skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. PE at Whinstone delivered by a qualified PE specialist encourages pupils to enjoy being physically active whilst developing their skills in a range of activities. All pupils have the opportunity to participate in numerous sporting festivals where they are encouraged to work with others and develop their sense of sportsmanship and fair play.

In KS2 children will continue to apply and develop a broader range of skills in activities already covered at KS1 along with additional sports such as fitness, tag rugby, swimming and cricket. They will develop their flexibility, strength, technique, control and balance within these activities. Children enjoy communicating and competing with each other as well as finding different ways to link actions and sequences of movement. Children develop an understanding of how they can improve in physical activities as well as be able to evaluate their own performance. Children participate in modified competitive games and apply basic tactics and strategies in various situations.

All pupils leaving primary school (to be) physically literate and with the knowledge and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.





Physical Education KS2 National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 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 performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.



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Physical Education Implementation

Physical Education is taught as an area of learning in its own right as well as integrated with other curriculum areas where appropriate and especially where we can promote healthy lifestyles. It is timetabled to be taught for two sessions per week.

Year 5 Physical education Implementation – Key Concepts	
<p>The Key Concepts of Physical Education at Whinstone are:</p> <ul style="list-style-type: none"> • Outwitting Opponent • Accurate Replication of Actions • Performing at Maximum Levels • Exercise Safely and Effectively 	

In Year 5 Physical Education is taught in the following sequence:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor PE	Basketball	Fitness	Dance	Gymnastics	Indoor Tennis	Badminton
PE	Football	Tag Rugby	Netball	Hockey	Cricket/Rounders	Athletics

Topic Specific Vocabulary					
Gymnastics	Tag Rugby	Dance	Football	Basketball	Hockey
Jump	Dodge	Timing	Dribble	Dribble	Dribble
Roll	Pass	Choreograph	Pass	Pass	Push Pass
Routine	Try	Unison	Control	Teamwork	Control
Hands and feet	Attack	Cannon	Positions	Marking	Marking
Apparatus	Defence	Complex patterns	Spatial awareness	Rules	Attack
Counter balance	Anticipation	Exaggeration	Skill	Decision making	Defence
Link	Interception	Control	Referee	Strategies	Tactics
Fitness	Netball	Indoor Tennis	Cricket/Rounders	Badminton	Athletics
Warm-up	Marking	Control	Positions	Forehand	Relay
Cool-down	Rules	Forehand	Under arm	Backhand	Teamwork
Fitness training	Positions	Backhand	Over arm	Match	Technique
Sustained running	Court	Court	Organisation	Court	Pace
Circuit training	Attack	Scoring	Pace	Ready position	Field Events
Boxercise	Defence	Serve	Distance	Scoring	Distance
Components of fitness	Performance	Tennis Net	Speed	Badminton net	Record
SAQ training	Umpire	Match	Tactics	Serve	Strategies



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These key concepts and knowledge will be taught and reinforced through the development of these specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of Physical Education at Whinstone.

Outwitting Opponent			Accurate Replication of Actions		Performing at Maximum Levels	Exercise Safely and Effectively
Invasion games	Striking and Fielding games	Net games	Dance	Gymnastics	Athletics	Fitness
Performance of skills in moving situations.	Different bowling techniques – under and over arm with pace and direction.	Hitting of the ball / shuttle over a net to outwit an opponent.	Complex step patterns.	Basic jumps, rolls, hands and feet and balances.	Short, middle and long distance running events.	Leading of warm ups and cool downs.
Anticipation and interception.	Different throwing techniques, distances, heights and paces – under and overarm.	Different types of shots – forehand, backhand, smash and drop.	Pair and group work.	Counter balances.	Take part in running events using the correct pace and technique.	Participate in fitness training methods – sustained running, circuit training, boxercise and SAQ training.
Tactics, strategies and advanced rules.	Advanced catching skills – catches at different speeds and long barrier.	Long rallies.	Levels and directions.	Equipment work.	Take part in different running events using different tactics and strategies.	Participate in all methods and be able to describe the benefits and what performers it is suited to.
Range of positions and their roles.	Batting skills with different directions and pace.	Serving with the racket.	Step patterns, gestures, turns and jumps.	Link all movements together as an individual, in pairs and in a small group.	Take part in field events using the correct technique.	Participate in all methods and be able to describe the benefits and what performers it is suited to.
Focus on score line and how to improve performance.	Awareness of rules and tactics.	Rules and tactics.	Timing, exaggeration and control.	Unison and cannon.	Throwing events- javelin, shot putt and discuss.	Name components of fitness.
Introduction of other roles such as referee / umpire.	Set up of team related to strength and weaknesses of players.	Correct scoring for the game.	Different styles of dance.	Evaluation and suggestions.	Jumping events - standing long jump and standing triple jump.	
		Singles and double games.	Unison and cannon.	Own led routines.	Work with others in relay events.	
			Evaluation and suggestions.			
			Choreograph own dance in pairs and groups.			



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Physical Education Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Outwitting Opponent	I can dribble a ball avoiding defenders
	I can vary my pass according to the receiver (to suit position, height and skill level)
	I can send a ball to the correct place in a game situation
	I can pass a ball with skill to prevent interception
	I can throw a rugby ball to someone standing level with or behind me
	I can walk using big strides, passing the ball through my legs
	I can pass and receive a ball repeatedly with a partner over a short distance
	I can catch a ball with balance, whilst moving in any direction
	I can catch a ball facing one way and pivot to face another way
	I can make an interception in a game situation
	I can mark an opponent during game play
	I can tackle using the correct technique, winning the ball
	I can use my body to block the ball
	I can score in a range of targets, using a range of objects
	I can use a range of foot patterns when attacking and defending (side step, swerve and dodging)
	I can tell you the importance of positions in a team
	I can fulfil a position in a team
	I can perform backhand and forehand volleys while moving around and avoiding others
	I can hit a ball or shuttlecock to my partner over a net
	I can serve a ball or shuttlecock over a net
	I can sustain a rally over a net
	I can make a range of tennis and badminton shots to win a point over a net
	I can perform an underarm and overarm bowl
	I can catch a ball with one and two hands constantly
	I can pass a small or large ball a long distance using the correct technique
	I can stop a rolling ball using the long barrier technique
	I can strike a ball with a cricket / rounders bat to score runs
	I can explain the rules in a range of striking and fielding games
I can work as a team	



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	I can demonstrate awareness of boundaries of the playing area in a game situation
	I can demonstrate an awareness of timing during game play (e.g. moving at the correct time to win the game or point)
	I can tell you what the right decision is during a game
	I can show how to restart a game after a goal or a stoppage in play
	I can follow the rules and compete in a competitive game
	I can explain how to win the game in a range of sports
Accurate Replication of Actions	I can move my body to the beat, staying in time with others at all times
	I can show changes in direction, level and speed in my performances
	I can use appropriate actions to suit the music / style of dance
	I can show emotion through movement
	I can change a given movement to make it unique
	I can show clear and controlled starting and finishing positions in my performance
	I can use my imagination to create a unique performance
	I can create a longer sequence with others, fitting the music
	I can include and demonstrate a number of dance principles in my performance (canon, mirror, meeting and parting, change of pace)
	I can refine my routines with practise
	I can use dance vocabulary confidently to evaluate mine and others' performances
	I can travel showing different speeds, directions, foot patterns and levels
	I can perform a range of jumps on the floor and from a height (e.g. tuck, straddle, pike, pencil)
	I can perform a handstand safely
	I can perform a cartwheel from a standing position
	I can move in unison and cannon with my partner
	I can use counter balances with a partner or in a group
	I can support my partner's bodyweight in a balance
	I can jump, roll and balance on, over, under and along available apparatus
	I can perform a sequence which includes transferring weight from different body parts
	I can show clear and controlled starting and finishing positions in gym routines
	I can refine my gymnastic routines with practise
	I can use gymnastic vocabulary confidently to evaluate mine and others' performances
Performing at Maximum Levels	I can demonstrate an excellent running posture and technique
	I can begin to accelerate rapidly from a standing sprint position



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	I can maintain a maximum speed for 60 metres
	I can jog 2 laps of the field
	I can run over low obstacles, clearing them all
	I can run with an object in my hand without dropping it
	I can pass and receive a relay baton without dropping it
	I know when to set off for an effective relay change over
	I can work as a team
	I can show the correct throwing and jumping techniques e.g. javelin, standing long jump
	I can throw an object, pushing myself to help me throw further
	I can throw a heavy ball from a standing position using only my upper-body strength (chest push)
	I can do a range of jumps with excellent balance (hopping, long jump, triple)
	I can hop, step and jump with control and fluency (triple jump)
	I can apply my running and jumping skills in a competitive situation
	I can evaluate my performance, strengths and weaknesses
	I can identify how to improve in different areas
	I can set and achieve my own target, taking measurements or times
Exercise Safely and Effectively	I can explain to others how to lead a healthy, active lifestyle
	I can name at least 4 muscles
	I can lead a warm up and cool down
	I can explain how my body changes during exercise
	I can participate in fitness training methods – circuit training, boxercise and SAQ training
	I can participate in all methods and are able to describe the benefits and what performers it is suited to
	I can name the components of fitness