



Curriculum Map – Year 5

PHYSICAL EDUCATION

Physical Education						
Year 5						
Term	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
Topic	Invasion Games: Hands or implement	Athletics	Invasion Games: Feet	Gymnastics:	Net/Wall Games	Striking and Fielding Games
Focus						
HEAD (Knowledge & Understanding)	<p>Explain what changes happen to my body when I exercise? Why? Short and long term effects.</p> <p>Demonstrate my understanding of a 3-phase warm up by leading my own warm up with some support. Model an effective 3 stage warm up and begin to lead others.</p> <p>Know the differences between short- and long-term effects of exercise.</p> <p>Debate links between Warming up and Effects of exercise and other theoretical elements such as the muscular system, diet or cardiovascular system</p>	<p>Name all components of fitness and the correct definition.</p> <p>List 4 different methods of training.</p> <p>Discuss each component of fitness with relevant sporting examples.</p> <p>Connect understanding of components of fitness to performance outcomes e.g. if a sprinter does not have speed this would happen.</p> <p>To measure, predict and evaluate their performance and the performance of others.</p>	<p>Pupils should Lead the 'Bone Haka' to others creating dances and their own actions.</p> <p>Pupils should be able to Link understanding of the functions of the skeleton to skills, tactics and techniques they develop in football e.g. your skeleton gives you shape, linked to patterns of play or formations.</p> <p>Pupils should know Recall the types of joint and provide some explanation to their movement.</p>	<p>Pupils should Lead the 'muscles song' to others.</p> <p>Pupils should be able to Model the correct stretches and actions required to activate selected muscles e.g. how me a hamstring stretch or do a plank engage your abdominals.</p> <p>Pupils should Explain how antagonistic pairs, work 'contract' and 'relax' e.g. biceps and triceps</p> <p>Pupils should State the 3 types of muscles found in the body and Summarise their differences.</p>	<p>Pupils should Extend understanding of the Circulatory system. Combining their understanding of the respiratory system and the heart. Use specific terminology e.g. Stroke Volume, Heart Rate, Cardiac Output</p> <p>Discuss the pulmonary and systemic systems</p>	<p>Accurately Name and Recite 7 components of a healthy diet and their definitions.</p> <p>Give Examples of what foods have what components of a healthy diet. Interpret food packaging to calculate content.</p> <p>Explain what a balanced diet is and why it is important for our general health and well being.</p> <p>To Estimate the impacts of a unbalanced diet on mental and physical health and well being. To relate to sport and sports performance.</p> <p>To Know 3 somatotypes</p>

HEAD (Understanding & Application)	Leadership and Management Game Understanding	Leadership and Management Composition and Planning	Game Understanding Roles and Responsibilities	Composition and Planning Use of ICT	Umpiring and Officiating Game Understanding	Game Understanding Use of ICT
HANDS (Skill Acquisition)	<p>All pupils should have acquired and mastered BASIC and SIMPLE skills.</p> <p>Most pupils should have acquired but may still be mastering ADVANCED skills.</p> <p>Some pupils may have acquired COMPLEX skills.</p>					
HANDS (Physical Attributes)	<p>Physically pupils should develop the following components:</p> <ul style="list-style-type: none"> - Speed - Agility - Balance - Coordination <p>Fitness Test – N/A Review previous years fitness data and target set.</p>	<p>Physically pupils should develop the following components:</p> <ul style="list-style-type: none"> - Muscular Endurance - Cardiovascular End. - Muscular Strength - Power <p>Fitness Test(s)</p> <ul style="list-style-type: none"> - Cardiovascular Endurance - Muscular Endurance 	<p>Physically pupils should develop the following components:</p> <ul style="list-style-type: none"> - Speed - Agility - Balance - Coordination <p>Fitness Test(s)</p> <ul style="list-style-type: none"> - Speed - Muscular Strength 	<p>Physically pupils should develop the following components:</p> <ul style="list-style-type: none"> - Flexibility - Balance - Coordination <p>Fitness Test(s)</p> <ul style="list-style-type: none"> - Balance - Flexibility 	<p>Physically pupils should develop the following components:</p> <ul style="list-style-type: none"> - Speed - Agility - Balance - Coordination <p>Fitness Test(s)</p> <ul style="list-style-type: none"> - Coordination - Agility 	<p>Physically pupils should develop the following components:</p> <ul style="list-style-type: none"> - Reaction Time - Coordination - Power <p>Fitness Test(s)</p> <ul style="list-style-type: none"> - Power - Reaction Time
HEART (Values)	<p>Values should be selected to help pupils to achieve their lesson objective and to put practical context to a value. Pupils at this stage should understand their responsibilities and how they demonstrate that values e.g. if using excellence in athletics it is my responsibility to run as fast as I can, if evaluating my classmates gymnastics performance it is my responsibility to show empathy and honesty.</p> <p>Respect, Honesty, Resilience, Collaboration, Excellence, Empathy, Determination</p>					
HEART (Mindset)	<p>A growth Mindset at this stage should be selected to help pupils to achieve their lesson objective and to put practical context to a behaviour for or attitude to learning. Pupils at this stage should understand their responsibilities and how they demonstrate that Mindset e.g. by showing effort a will keep trying and therefore have more chance of progress or success, by embracing challenge I am more likely to find solutions to problems .</p> <p>Criticism, Success of Others, Effort, Autonomy, Challenge, Motivation, Obstacles</p>					
Outcome	<p>Pupils should be playing basketball or netball matches adhering to the rules and regulations of the game. They should demonstrate some level of skill and some tactical understanding.</p>	<p>Pupils should lead teacher designed stations by recording time, distance and score accurately. Pupils should perform at their maximum when competing in indoor and outdoor athletics events.</p>	<p>Pupils should be playing football matches adhering to the rules and regulations of the game. They should demonstrate some level of skill and some tactical understanding.</p>	<p>Pupils should produce small group routines (3/4 pupils). Routines should be themed (this could relate to a topic or area of interest) and in time to music.</p>	<p>Pupils should be playing mini tennis matches (Mini Red most pupils) adhering to the rules and regulations of the game. They should demonstrate a good level of skill and explore tactical</p>	<p>Pupils should be playing cricket or rounders matches adhering to the rules and regulations of the game. They should demonstrate a developing level of skill.</p>

					approaches to the game. They should be able to keep score.	
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