

Physical Education LKS2 Year 4 and 5

Throughout the year the children will cover a variety of aspects of the PE curriculum to ensure all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

SMSC

We promote spiritual development:	We promote moral development:	We promote social development:	We promote cultural development:
<p>By providing opportunities for children to take part in activities such as dance, games and gymnastics. These encourage pupils to appreciate and through enjoyment, be creative.</p> <p>By being aware of one's own strengths and limitations e.g. Y3 swimming lessons, participation in Sports Day, Tournaments</p> <p>By promoting 'Healthy Minds and Well being through all areas of PE and extra-curricular opportunities such as dance –jazz, ballet, jive and through the use of the outside environment</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>By encouraging 'healthy' competition and develop 'sportsmanship'</p> <p>By encouraging all children regardless of ability to take part in activities</p>	<p>By developing a sense of belonging and self-esteem through team work</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts.</p> <p>By engaging daily in the 'Walk the mile' with adults and children interacting.</p> <p>By inviting parents and extended families to take part in a range of social events.</p> <p>By offering a range of educational trips and visits including Y6 annual visit to Tallington Lakes , Hilltop' Outdoor Activity Centre to develop team work, independence, confidence & challenge</p> <p>By providing opportunities for Playground leaders to develop their own games, rules and boundaries.</p>	<p>By making links with national and global sporting events such as the World Cup, the Olympics and Sports Relief</p> <p>By providing a range of sporting activities that are celebrated across the world for example Dutchball and Kabadi</p>

Autumn 1	<p>Games Handball</p> <ul style="list-style-type: none"> • Select and apply simple tactics • Work cooperatively • Improve small game skills <p>Dance What a card Unit 2 Y5</p> <ul style="list-style-type: none"> • To perform basic dance actions with increased control • To explore and improvise ideas, working on their own, with a partner and in a group • To compose dances by using, adapting and developing steps, formations and patterning • To perform dances expressively • To work in different group formations • To evaluate their own and others' dances
Autumn 2	<p>Games Volleyball</p> <ul style="list-style-type: none"> • To vary shots appropriately • To throw and catch with increasing accuracy • To play to a set of rules <p>Gym Functional Use of limbs Unit V</p> <ul style="list-style-type: none"> • To develop different ways of pulling and pushing to travel along the ground • To use a swinging action to travel • To hold a balance and travel • To sequence movements
Spring 1	<p>Games Netball</p> <ul style="list-style-type: none"> • To vary shots appropriately • To throw and catch with increasing accuracy • To play to a set of rules <p>Dance City Life Unit 3 Y5</p> <ul style="list-style-type: none"> • To respond to a range of stimuli and accompaniment • To perform with expression to convey a variety of moods and feelings • To develop movement phrases and simple motifs • To practice dance in order to refine the quality • To demonstrate competence in actions and dynamics • To comment on work in order to improve skills and performance •
Spring 2	<p>Games Hockey</p> <ul style="list-style-type: none"> • To dribble a ball accurately • To consider position and tactics • To work collaboratively as part of a small group <p>Gym Receiving Body weight unit Q</p> <ul style="list-style-type: none"> • To understand how different body parts can transfer and receive body weight • To create sequences using different body shapes, speed and level • To move and construct own apparatus

Summer 1	<p>Games Cricket / Danish Longball</p> <ul style="list-style-type: none"> • To strike a ball with growing accuracy • To field and intercept a ball with accuracy • To cooperate and work as part of a team <p>Outdoor Adventurous</p> <ul style="list-style-type: none"> • Orienteering skills • Use of simple maps • Collaboration work
Summer 2	<p>Games Athletics</p> <ul style="list-style-type: none"> • Run consistently and smoothly - sprint and sustained • Show different styles of running • Use different throwing techniques • Jump with growing control • Suggest how they can improve. <p>Gym Balance leading into change of front or direction Unit R</p> <ul style="list-style-type: none"> • To establish different balances on different body parts • To join together jumps/rolls/balance to change direction • To travel in different directions at different levels • To sequence movements to show a change of direction