



Subject- Physical Education



Threshold Concepts and Milestones

Threshold Concept		Year 5	Content
<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Games</p>	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Use forehand and backhand when playing racket games. 	<p>Autumn 1 and 2 - Super Tennis Sport Education Summer 1 and 2 - American Football Sport Education</p> <p>In the Autumn term, children will take part in a Sport Education block entitled Super Tennis. As tennis is a smaller number participation sport, we have decided to blend that with table tennis to create Super Tennis. In the Pre-Season, children should continue to build on the skills they have developed in KS1 and LKS2, before putting these skills into game situations as part of the season. To limit inactivity, table tennis will be used to extend games and teams should carousel around activities during the season section. The classroom element looks at deepening geographical understanding and elements of respect and sportsmanship.</p>

			<p>In the Summer term, they will be playing American Football, as part of the NFL Flag programme. American Football has been chosen as a new game, as part of Sport Premium Funding and for it's all inclusive nature. In the first 6 weeks the children will learn the skills to play the game. After this, the children will be split into teams and will then take part in a season of American Football. This will culminate at the end of year NFL festival, which is a nationwide programme. In the classroom, the children will take part in activities to extend their learning. In this block, the children will learn about the different style that American Sports have, the focus on promotion. They will also debate the ethical side of drugs and their use in sport. They will be presenting their findings in a variety of ways to develop their oracy skills.</p>
	<p>Dance</p>	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Plan to perform with high energy, slow grace or other 	<p>Spring 2 Dance</p> <p>This block focusses on Street Dance. This is an area of dance our children thoroughly enjoy and have produced some stunning pieces of work in the past. Children should develop an appreciation of street dance moves and use them to create their own movements and sequences. During this unit, the focus should be on strong, forceful body movements and inline choreography.</p>

		<p>themes and maintain this throughout a piece.</p>	
	<p>Gymnastics</p>	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • springing • rotations • bending, stretching and twisting • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most 	<p>Spring 2 Gymnastics</p> <p>In gymnastics this year, the children will be building on what they have learnt previously and build up to creating their own sequences. This unit focusses on developing an aesthetically pleasing sequence linked to music. A suggestion to use would be <i>Chasing Cars</i>, as it has specific blocks of music to link to movement, but others can be chosen and the children should be able to explore their own choices. This block will involve a mix of floor and apparatus work.</p>

		<p>appropriate linking elements.</p> <ul style="list-style-type: none"> • Vary speed, direction, level and body rotation during floor performances. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. 	
	Swimming		N/A as swimming covered in Year 2

	Athletics	<ul style="list-style-type: none"> • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<p>As there is not a specific block of planning for this, it will need to be covered during 15 minute PE or as part of warm ups and one of sessions.</p> <p>Year 5 will also support athletics competitions across school as part of Sport Leaders and so will experience the need for accurate record keeping.</p> <p>Year 5 will take part in a competitive Sports Day alongside Year 4, 5 and 6 and will look at setting records as part of Record Breakers.</p>
	Outdoor and adventurous activities	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being 	<p>Spring 1 OAA</p> <p>During this block, Year 5 will be taking part in outdoor and adventurous activities. All of the activities have been designed to develop collaboration skills, an appreciation of the outdoors and understand how we can be safe and resilient in outdoor situations. This unit is the 2nd of 2 units on OAA in KS2, building on the skills developed in Year 4. The activities are used to support the Milestone 3 Assessment. It is also designed to support the Commando Jo units of work.</p>

		<p>asked. Seek support from the team and the experts if in any doubt.</p> <ul style="list-style-type: none">• Remain positive even in the most challenging circumstances, rallying others if need be.• Use a range of devices in order to orientate themselves.• Quickly assess changing conditions and adapt plans to ensure safety comes first.	
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