



Ready,  
Respectful,  
Safe

## Year 5 PE Overview

### Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
<b>PE- Year 5</b>	<b>KS2 NC Objectives</b>		
	<p>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.</p> <p>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] Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>		
	<p><b>Netball (creating and closing space)</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To be able use a range of passes to create space.</li> <li>To use speed and agility to create space.</li> <li>To know the basic shooting position.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To judge movement based on a defender's position.</li> <li>To help improve others' performance.</li> <li>To plan tactics that create space.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>To identify the skills of a good leader.</li> </ul>	<p><b>Hockey (tactics and strategies)</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To improve ability to dribble with more control, when changing speed and direction.</li> <li>To know how to dribble and shield the ball and to decide when to pass in a game situation.</li> <li>To know the basic shooting techniques and perform with some success.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To evaluate how well the ball is kept under control and suggest a practice to improve.</li> <li>To evaluate how effective a team is at defending, making suggestions on how to improve.</li> </ul>	<p><b>Cricket (linking actions)</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To develop throwing and catching technique in cricket.</li> <li>To improve bowling technique.</li> <li>To use a bat to defend the wicket.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To evaluate how effective their own and others throwing and catching technique is and suggest ways to improve.</li> <li>To understand the role of a fielder in cricket and suggest a suitable position as a fielder might be.</li> </ul>

	<ul style="list-style-type: none"> <li>• To demonstrate the skills of a food leader when working with a partner, group or team.</li> <li>• To plan and lead a small group through the pulse raising section of a warm up.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To plan and deliver a short pulse-raising activity for the warm-up.</li> <li>• To plan and deliver the stretching section of the warm-up to a small group.</li> <li>• To plan and deliver the mobilising section of the warm-up to a small group.</li> </ul> <p style="text-align: center;"><b>Gymnastics</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To select and use a range of sitting, standing, support and lying shapes in a sequence.</li> <li>• To use rotations to increase the difficulty of a straight jump.</li> <li>• To use large body parts (head) to perform well-controlled balance.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To watch a performance and judge its effectiveness.</li> <li>• To identify one element of their own performance to practice and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate how well themselves and others have played their positions and suggest how they could become more effective.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To identify an example of themselves/others showing resilience within the lesson.</li> <li>• To identify how resilience can be shown throughout school.</li> <li>• To understand the term 'positive mindset'.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand the aims of a warm up and explain how a thorough warm up routine can lead to improved performance.</li> <li>• To recognise specific exercises and targeted activities suggesting how they each improve speed, strength or stamina.</li> <li>• To understand how a good warm-up results in a good quality performance.</li> </ul> <p style="text-align: center;"><b>Athletics</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To perform a long-jump and triple-jump with the correct technique.</li> <li>• To pace myself over different distances.</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate how well they and others can perform the correct batting/bowling technique.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To identify how 'friendship' has been shown by others within the lesson.</li> <li>• To identify how 'respect' has been shown by others within the lesson.</li> <li>• To understand the Olympic value of 'respect' and identify a time they have shown this in the lesson.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To explain how their bodies, change and react during the game.</li> <li>• To explain in greater depth why heart rate increases during exercise.</li> <li>• To explain in greater depth why breathing rate increases during exercise.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To identify changes in speed, direction and level when watching a performance.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand the term personal best and to relate it to a gymnastic lesson and their own performance.</li> <li>• To understand the Olympic values of 'excellence' and 'friendship' and identify times they have shown this in a lesson.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To plan a warm up routine that all children can take a full and active part in.</li> <li>• To choose exercises that are relevant to the upcoming activity when planning and leading a short warm up routine for a group.</li> <li>• To develop a basic understanding of how to improve speed and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the correct overarm throw technique for distance.</li> <li>• To develop the shot-put technique and apply it with some accuracy and control.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To evaluate the performance of myself and others.</li> <li>• To understand how pacing helps performance over long-distances.</li> <li>• To evaluate the technique of an overarm throw.</li> <li>• To evaluate how well their shot-put technique was performed and suggest ways that they could improve this.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand what the letter S.T.E.P stand for in the STEP framework.</li> <li>• To use their knowledge of the STEP framework to make a game more inclusive for all.</li> <li>• To plan an inclusive warm up routine.</li> <li>• To demonstrate three of the values of the Olympics: resilience, inspiration, determination.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To develop a basic knowledge and understanding of how muscles work.</li> </ul>	
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Vocabulary	<p><b>Create space, tactics, attacking play, defending play</b></p> <p><b>Sequence, synchronisation, stamina, speed, control, excellence, element</b></p>	<p><b>Tactics, strategies, attacking, defending, passing, improving, performance, intercept</b></p> <p><b>Cardiovascular, determination, inspiration, pace, power, perseverance, resilience</b></p>	<p><b>Target, positioning, fielding, accuracy, defend the wicket.</b></p>