




Year Five		Intent	Implementation	Impact
		It is our intention to develop a lifelong love of physical activity, sport and PE in all of our children. We aim to ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. It is our intention to ensure that every child has access to at least 2 hours of physical activity per week.	Our secure subject knowledge ensures that modern, high-quality teaching and learning opportunities are provided for all areas of the PE National Curriculum. Technical glossaries, skills posters and guidance support us in our subject knowledge allowing us to share technical vocabulary and skills that children need clearly, confidently and concisely. We structure lesson sequences to consider prior learning and provide opportunities for revision and practise to help build depth to children’s knowledge, skills and understanding.	Learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging in age-appropriate content. We ensure that learning is memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Children’s attainment and progress is measured using an assessment spreadsheet linked to the ‘I can’ statements below. We give ample opportunity for children to showcase the acquired skills in a range of competitions entered over the year.
GYMNASTICS	GAMES	DANCE	ATHLETICS	ADVENTURE
I can explain some safety principles when preparing for and during exercise.	I can explain some safety principles when preparing for and during exercise.	I can explain some safety principles when preparing for and during exercise.	I can explain some safety principles when preparing for and during exercise.	I can explain some safety principles when preparing for and during exercise.
I can adapt my sequences to fit new criteria or suggestions. I can perform jumps, shapes and balances, fluently and with control. I can apply my skills and techniques consistently. I can do a range of rolls. I can do part body weight balances with a partner.	I can practise techniques for all strokes. I can consolidate different ways of throwing and catching. I can use ball skills in various ways and begin to link together. I can keep and win back possession of the ball in a team game. I can devise and adapt rules to create my own game.	I can demonstrate imagination and creativity in response to stimuli. I can use transitions to link motifs smoothly together. I can show a change of pace and timing in my movements. I can perform my own longer, complex sequences. I can consistently perform and apply skills and techniques with accuracy and control.	I can complete a 20m bleep test. I can sprint for distances up to 70m. I am controlled in take off and landing when jumping (long/high/hurdles). I can travel safely over hurdles at speed. I can perform a powerful technique for throwing a soft javelin.	I can identify a key on a map and begin to use the information in activities. I can choose equipment that is appropriate for task. I can complete orienteering activities both as part of a team and independently. I can create a simple plan of an activity for others to follow. I can make forest school crafts.
I can choose and use criteria to evaluate my own and others’ performance.	I can choose and use criteria to evaluate my own and others’ performance.	I can choose and use criteria to evaluate my own and others’ performance.	I can choose and use criteria to evaluate my own and others’ performance.	I can choose and use criteria to evaluate my own and others’ performance.



Key Stage Two
Year Five

Key Stage Two National Curriculum Aims

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:

- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 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.
- Take part in outdoor and adventurous activity challenges both individually and within a team.