



PE

Chaddlewood Primary School's PE Progression Grid Years 5 and 6.

	Year 5			Year 6		
Coverage	<u>Autumn Term</u> Gymnastics and Basketball	<u>Spring Term</u> Dance and Netball	<u>Summer Term</u> Tennis, Rounders, Athletics, Cricket and OAA	<u>Autumn Term</u> Gymnastics, Basketball, and Hockey	<u>Spring Term</u> Dance and Health and Fitness	<u>Summer Term</u> Athletics, Cricket, Tennis and OAA (Swimming top up lessons)
Substantive themes	<p>Use knowledge of the relationship between the body and exercise to improve various fitness components.</p> <p>Gymnastics: Create complex and well executed sequences containing a variety of gymnastic components.</p> <p>Basketball: Display an understanding of fair play, working well with others.</p> <p>Field, defend and</p>	<p>Use knowledge of the relationship between the body and exercise to improve various fitness components</p> <p>Dance: Compose creative and imaginative dance sequences with a clear stimulus (the building of the Ancient Egyptian Pyramids). Performing expressively and precisely.</p> <p>Netball: Display an understanding of fair</p>	<p>Use knowledge of the relationship between the body and exercise to improve various fitness components</p> <p>Tennis: Display an understanding of fair play, working well with others. Defend and attack tactically by anticipating the direction of play. Utilise new skills in competitive situations, as an individual or part of a team.</p>	<p>Uses knowledge of the relationship between the body and exercise to improve all fitness components</p> <p>Gymnastics: Create complex, demanding and well executed sequences containing a variety of gymnastic components</p> <p>Basketball: Display an understanding of fair play, working well</p>	<p>Uses knowledge of the relationship between the body and exercise to improve all fitness components</p> <p>Dance: Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.</p> <p>Health and Fitness:</p>	<p>Uses knowledge of the relationship between the body and exercise to improve all fitness components</p> <p>Cricket: Display an understanding of fair play, working well with others.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Utilise new skills in competitive situations,</p>

	<p>attack tactically by anticipating the direction of play.</p> <p>Utilise new skills in competitive situations, as an individual or part of a team.</p>	<p>play, working well with others.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Utilise new skills in competitive situations, as an individual or part of a team</p>	<p>Cricket: Display an understanding of fair play, working well with others.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Utilise new skills in competitive situations, as an individual or part of a team.</p> <p>Rounders: Display an understanding of fair play, working well with others. Field, defend and attack tactically.</p> <p>Utilise new skills in competitive situations, as an individual or part of a team.</p> <p>Athletics: Utilise new skills in competitive situations, as an individual or part of a team</p> <p>Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run</p>	<p>with others and leading a large group.</p> <p>Field, defend and attack tactically by anticipating and reacting to the direction of play.</p> <p>Utilise new skills in competitive situations, as an individual or part of a team</p> <p>Hockey: Display an understanding of fair play, working well with others and leading a large group.</p> <p>Field, defend and attack tactically by anticipating and reacting to the direction of play.</p> <p>Utilise new skills in competitive situations, as an individual or part of a team</p>		<p>as an individual or part of a team.</p> <p>Tennis: Display an understanding of fair play, working well with others. Defend and attack tactically by anticipating the direction of play. Utilise new skills in competitive situations, as an individual or part of a team.</p> <p>Athletics: Utilise new skills in competitive situations, as an individual or part of a team</p> <p>Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run</p>
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Cross curricular connections		Ancient Egypt dance links to History and Geography unit Egypt: Then and Now.			Dance links to History unit Ancient Greece (Theseus and the Minotaur)	
Overlap of learning: which other areas in other year groups or topics does this relate to?	Links to Year 3 and 4 units: Gymnastics	Links to Year 3 units: Netball Links to Year 3 and 4 units: Dance	Links to Year 3 units: Rounders Links to Year 3 and 4 units: Athletics Tennis	Links to Year 4 units: Basketball Hockey Links to Year 3, 4 and 5 units: Gymnastics	Links to Year 3, 4 and 5 units: Dance	Links to Year 5 units: Cricket Links to Year 3, 4 and 5 units: Athletics Tennis
Knowledge Content	<u>Will know...</u> Gymnastics: That we use balances in gymnastics and these can be on different points. A partner can be used as part of a gym routine by mirroring, supporting, performing in unison and in canon. You can travel in different ways when doing gymnastics using different levels. What different apparatus is used in gymnastics, such as	<u>Will know...</u> Dance: A dance stimulus is needed in order to create a dance. When travelling we need to move to the beat of the music. A gesture in dance is a movement without travelling. If we work as a team we can perform more challenging complex gestures (human pyramid).	<u>Will know...</u> Tennis: The ready position, when waiting to return a shot. (knees bent, body balanced, racket in front of the chest and eyes on the prize!) The footwork rules: if a right handed player moves to play a forehand shot, their left foot should be furthest forward when they hit the ball. Backhand shots	<u>Will know...</u> Gymnastics: There are five types of balance: 1 point, 2 point, 3 point, 4 point and patch. The number of points refers to the number of hands/feet making contact with the mat - so a three point balance could be two hands and a foot or two feet and a hand. A patch balance is when just the trunk of the body is in contact with the floor.	<u>Will know...</u> To use passing skills to beat a defence, attacks will be more successful if passes are released close to the defender - drawing the defender and making space. To defend as part of a team, it is a good idea to keep together in a horizontal line. This line will move sideways to stop attacks. If your defence doesn't work together there will be more gaps to exploit!	<u>Will know...</u> Cricket: To create the long barrier, lower left leg parallel and close to the floor, right foot touching left knee so there is no gap, hands out in front to stop ball To create the short barrier, place foot behind hands so that the ball hits the foot if missed by the hand. To throw a ball a long distance, stand side-on, point to target with non-throwing arm,

	<p>spring board, vault, beam.</p> <p>Basketball: The different ways of passing the ball: Lateral Passing, The miss-pass, the loop.</p> <p>That we have to run forwards with the ball at speed and pass to a partner with accuracy.</p> <p>We have to move forwards once we have received a pass.</p> <p>When attacking and approaching a wall we will be more successful if passes are released close to the defender - Drawing the defender, making space.</p>	<p>We can perform dance routines in unison.</p> <p>Netball: The footwork rule means we are allowed to take one step when holding the ball. Whichever foot lands first can act as a pivot.</p> <p>How to shoot effectively: have 3 seconds, bend knees, then release ball as legs straighten. Aim for the back of the hoop.</p> <p>Will know the rules of High Five netball and the areas in which positions can go on a court.</p> <p>How to defend: man to man marking, arms up.</p>	<p>Need their right foot furthest forward upon impact. Reverse this for left handed players!</p> <p>That we should stand side on as we hit the ball.</p> <p>We should aim to hit the ball with the centre of the strings of the racket & push through in a line towards where we want the ball to go!</p> <p>Cricket: When stopping/catching the ball we place our hands close together. Fingers apart and outstretched, soft hands.</p> <p>We use the Long barrier and short barrier when fielding.</p> <p>When long distance throwing we must</p>	<p>When holding a balance, children should ensure that limbs are as straight as possible.</p> <p>Balances can be sequenced to create routines.</p> <p>There are different ways of moving between balances and these can also form part of the sequence.</p> <p>Balances can be performed on the floor or on apparatus such as a beam or box.</p> <p>Balances can be performed with a partner. These can be performed as a mirror, match, cannon or unison.</p> <p>Basketball: When defending it is important to angle your body so that the attacker is being shown away</p>	<p>Using a 'loop' move can overload a defence by creating extra passing options.</p> <p>Decoy runners can draw defenders away from the ball and create more space.</p> <p>Dance: A stimulus in dance refers to the underlying inspiration for all of the dance movements within the routine (travel or gestures) - in this case, the battle with the minotaur.</p> <p>In dance a gesture is defined as a movement of a body part to express a theme or opinion. A group gesture refers to when the group merges, ceasing to be dancing as individuals and turn into something as a unit!</p> <p>The sequence of movements in a dance is called the choreography.</p>	<p>hold ball above head, throw across body.</p> <p>To hold the bat, stand side on, knees bent slightly, weak hand at the top of the grip, holding the bat tight, strong hand at the bottom of the grip, holding the bat loosely.</p> <p>To catch the ball, place hands close together, fingers apart and outstretched, soft hands.</p> <p>To hold the ball when bowling, fingers each side of the seam, thumb supports the ball; when releasing the ball, fingers should point to the wickets.</p> <p>To bowl, side on when starting to bowl, non-bowling arm brushes ear, keep arm straight, finish pointing at middle stump.</p> <p>A cricket pitch is</p>
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			<p>stand side-on, point to target with non-throwing arm, hold ball above head and throw across body.</p> <p>When holding a bat we must stand side on, knees bent slightly, weak hand at the top of the grip holding the bat tightly, strong hand at the bottom of the grip, holding the bat loosely.</p> <p>How to use the bowling grip and the bowling action.</p> <p>A cricket pitch is referred to in 2 halves. 'Legside' is the side behind the batter, 'Offside' is the side in front of the batter. Great batters can play shots to both sides!</p> <p>Rounders: When stopping/catching the ball we</p>	<p>from the basket.</p> <p>If the player with the ball is in the centre of the court, the defender should attempt to force the player to dribble on their weaker hand.</p> <p>In the ready position, the ball is placed to the right of the torso with the right hand on top, left hand on the side. From this position, players are best placed to shoot, pass or dribble.</p> <p>To perform a chest pass, hold the ball against chest with hands each side of the Ball. Step into the pass and point fingers at target.</p> <p>The bounce pass can be used with one or two hand(s) To perform the bounce pass, push ball into the floor, slightly over half-way between yourself and the destination of your pass. Step into the</p>	<p>Canon timing refers to where children move one after the other. Unison timing means everyone moves at the same time.</p>	<p>referred to in 2 halves: 'legside' is the side behind the batter, 'offside' is the side in front of the batter. Great batters can play shots to both sides.</p> <p>Tennis: To move to a ball - if a right handed player moves to play a forehand shot, their left foot should be furthest forward when they hit the ball. Backhand shots need their right foot furthest forward upon impact. Reverse this for left handed players!</p> <p>To hit a ball, children should stand side on as they hit the ball; they should aim to hit the ball with the centre of the strings of the racket & push through in a line towards where they want the ball to go!</p> <p>Athletics: When sprinting, start low, slice through the air with hands, move</p>
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			<p>place our hands close together. Fingers apart and outstretched, soft hands.</p> <p>We use the Long barrier and short barrier when fielding.</p> <p>The rules of rounders.</p> <p>Athletics: Will know the correct techniques needed for the relay changeover, sprinting, hurdles, long jump, triple jump, bull-nosed javelin and shot-put.</p> <p>When middle-distance running chn will know that they can't run at full speed.</p>	<p>pass.</p> <p>To perform an overhead pass, the ball is held over the head and released at 45 degrees. The power is provided by the forearm and wrist.</p> <p>To shoot, stand with feet shoulder width apart square on to the basket (feet either side of the hoop). Bend knees and extend legs as you release the ball. The strong hand rests under the ball while the supporting hand rests on the side of the ball, Push up through the ball with strong hand.</p> <p>Hockey: To stop the ball, bend knees to get close to the floor. Place stick parallel to floor. Use the largest part of the stick. Allow the ball to hit the stick and maintain a soft grip so that the ball does</p>		<p>arms 'Hip to lip, not across the zip', keep head facing forwards always.</p> <p>When hurdling, jump over hurdles one foot at a time (lead leg, trail leg). Aim to take the same amount of steps between hurdles. Jump as flat as possible. When performing the triple jump, hop,step, jump. Each phase should be equi-distant. Pupils should bend their knees at each point of contact with floor.</p> <p>When throwing the javelin, stand side-on, weight on the rear leg. Release the javelin at 45 degrees. Keep the throwing elbow high, draw the hand 'fast and last.</p> <p>When middle-distance running, run at a sensible pace. Clever runners, save some</p>
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				<p>not bounce off too far.</p> <p>To perform a push pass, keep flat side of stick in contact with the ball. Drag the ball from outside of the right foot until level with the left foot. Push the ball softly to target.</p>		<p>energy and time for the last part of the race.</p> <p>When throwing the shot, stand side-on, push the shotput into the neck.</p> <p>Bend knees with weight over the back leg (toe, knee, chin in line). Explode up & push at 45 degrees!</p>
<p>Gymnastics</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Power of PE - Gymnastics</p> <p>To develop pupils' knowledge of gymnastics balances.</p> <p>To develop pupils ability to hold a balance.</p> <p>To develop pupils ability to travel in a variety of ways</p> <p>To develop children's knowledge of Mirror/Match & Canon & Unison</p>			<p>Power of PE - Gymnastics</p> <p>To develop pupils' knowledge of gymnastics balances.</p> <p>To develop pupils ability to hold a balance.</p> <p>To develop pupils ability to travel in a variety of ways</p> <p>To develop children's knowledge of Mirror/Match & Canon & Unison</p>		

<p>Dance</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>Ancient Egypt themed dance</p> <p>To improvise a given stimulus.</p> <p>To create a duet and compose within a group</p> <p>Develop movement using changes of levels and direction and space</p> <p>Learn & improve performance skills</p>			<p>Ancient Greece themed dance</p> <p>To work creatively and imaginatively on their own and with a partner</p> <p>To perform expressively and sensitively to accompaniment</p> <p>To perform dances fluently and with control</p> <p>To observe and evaluate their own other's dances</p> <p>To warm up and cool down independently</p>	
<p>Games</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p>	<p>Basketball:</p> <p>To develop pupils ability to run with the ball</p> <p>To develop pupils ability to pass the basketball effectively</p> <p>To display the 5 rugby values of teamwork, respect, discipline, enjoyment, sportsmanship.</p>	<p>Power of PE - Netball</p> <p>Develop pupils ability to show the correct footwork for Netball</p> <p>Develop pupils ability to throw effectively</p> <p>Develop pupils ability to catch effectively</p>	<p>Power of PE - Cricket</p> <p>Develop children's co-ordination & ability to field effectively</p> <p>Develop children's ability to hold & use that bat effectively</p> <p>Power of PE - Tennis</p> <p>To develop children's ability to grip the racket correctly</p> <p>To develop children's ability to control the movement of a ball with a racket</p>	<p>Power of PE - Basketball</p> <p>To develop pupils understanding of the rules of Basketball</p> <p>To develop pupils ability to dribble legally in Basketball</p> <p>To develop pupils ability to pass effectively in Basketball</p> <p>Develop pupils ability to shoot effectively in Basketball</p>		<p>Power of PE - Cricket</p> <p>Develop children's co-ordination & ability to field effectively</p> <p>Develop children's ability to hold & use that bat effectively</p> <p>Power of PE - Tennis</p> <p>To develop children's ability to grip the racket correctly</p> <p>To develop children's ability to control the movement of a ball with a racket</p>

<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			<p>Power of PE - Rounders</p> <p>Develop children's co-ordination & ability to field & strike effectively</p> <p>Develop children's understanding of the rules of Rounders</p>	<p>Power of PE - Hockey</p> <p>Develop pupil's ability to pass the Hockey ball to teammates</p> <p>Develop pupil's ability to apply skill in a competitive environment</p>		
<p>Athletics</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			<p>Power of PE - Athletics</p> <p>To develop children's ability to jump as far as they can</p> <p>To develop pupils ability to triple jump effectively</p> <p>To develop pupils ability to hurdle effectively</p> <p>To develop pupils ability to throw the Javelin effectively</p> <p>To develop pupils ability to run the 600m effectively</p>			<p>Power of PE - Athletics</p> <p>To develop pupils ability to hurdle effectively</p> <p>To develop pupils ability to triple jump effectively</p> <p>To develop pupils ability to throw the Javelin effectively</p> <p>To develop pupils ability to run the 800m effectively</p> <p>To develop pupils ability to 'putt' the shot effectively</p> <p>To develop pupils knowledge of how they can use their</p>

			<p>To develop pupils ability to 'putt' the Shot effectively</p> <p>To develop pupils knowledge of how they can use their body to maximise performance</p>			body to maximise performance
<p>Outdoor and Adventurous Activity</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>			<p>Residential at Adventure International</p> <p>To experience: abseiling, mountain biking, surfing, canoeing, dragon boating, caving, swimming, running, team building, high ropes course.</p> <p>Orienteering during Wellbeing week</p>			<p>Bell boating</p> <p>To develop children's teamwork, cooperation and coordination skills</p> <p>To enhance children's understanding of risk management</p> <p>Orienteering during Wellbeing week</p>
<p>Swimming and water safety</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke</p>						Swimming top up sessions for children who haven't met the 25m requirement.

<p>and breaststroke] perform safe self-rescue in different water-based situations.</p>						
<p>Vocabulary</p>	<p style="text-align: center;">Running throughout all units: Warm up, cool down, stretch, muscles (triceps, biceps, glutes, hamstrings), heart rate/pulse, lungs. Sporting values: teamwork, respect, discipline, enjoyment, sportsmanship.</p>					
	<p>Power of PE - Gymnastics Balance, travel, mirror/match, canon & unison, stretch, core strength, posture.</p>	<p>Ancient Egypt themed dance Improvise, inspiration, duet, compose, movement, sequence, performance</p> <p>Power of PE - Netball Footwork, throw - bounce pass, chest pass, shoulder pass, catch, pivot, land, space, move, defend, attack, position, court, base line, D, centre circle, third, GK, GA, C, GD, GK, teamwork, invasion game, tactics.</p>	<p>Power of PE - Cricket Coordination, field, wicket, pitch, stumps, bat, ball, bowl, catch, teamwork, long stop, overarm, underarm, defensive stroke, attacking stroke, tactics.</p> <p>Power of PE - Tennis Grip, racket, tennis ball, net, base line, side line, out, in, bounce, control, movement, space, volley, half volley, serve, rally, tactics.</p> <p>Power of PE - Rounders Field, strike, posts, base, bat, rounders ball, 1st base, run, rounder, in/out, teamwork.</p>	<p>Power of PE - Gymnastics Balance, travel, mirror/match, canon & unison, stretch, core strength, posture.</p> <p>Power of PE - Basketball Court, points, basketball, dribble, defend, attack, score, hook shot, dunk, 3 pointer, block, time out, pass, move, space, dummy, invasion game, tactics.</p> <p>Power of PE - Hockey Hockey, pitch, score, goal, stick, posture, position, pass, move, space, defend, attack,</p>	<p>Ancient Greece themed dance Improvise, inspiration, duet, compose, movement, sequence, performance</p>	<p>Power of PE - Cricket Coordination, field, wicket, pitch, stumps, bat, ball, bowl, catch, teamwork, long stop, overarm, underarm, defensive stroke, attacking stroke, tactics.</p> <p>Power of PE - Tennis Grip, racket, tennis ball, net, base line, side line, out, in, bounce, control, movement, space, volley, half volley, serve, rally, tactics.</p> <p>Power of PE - Athletics Standing jump, long jump, triple jump, hurdle, throw - javelin, shot, run, sprint,</p>

			Power of PE - Athletics Standing jump, long jump, triple jump, hurdle, throw - javelin, shot, run, sprint, posture, field event, track event, performance, improvements, technique.	invasion game, tactics.		posture, field event, track event, performance, improvements, technique.
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