

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: PE Year 5							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Topic	Cricket Swimming	Lacrosse Swimming	Hockey Swimming	Athletics	OAA	Gymnastics - Matching, mirroring & contrast	Dance - British Values
Overview	This unit focuses on explicit ways of delivering the ball and shots that might be played depending upon the delivery. It looks at beginning to use children's skills from previous units to develop tactical awareness, taking into account a variety of factors.	In this unit children learn how to scoop the ball up, cradle it whilst they run and to throw, catch and shoot. They also learn the different grips needed to propel the ball and the rules of the game.	In this unit the children will refine different dribbling, tackling, shielding, passing and receiving techniques. They will play games including games whereon team has a numerical advantage and look to deepen their understanding of the principles of attack and defence	Looking at different ways of running, jumping and throwing whilst developing children's technique and awareness of safety.	This unit begins to develop the use of non-verbal and verbal communication and team work to learn to solve a variety of team challenges.	In this unit, children will learn how to practise matching, mirroring and contrast in partner and group gymnastic work.	In this unit, children will collaborate to produce a piece of work to celebrate British Values. They will perform pieces for their peers.
Skills	<p>Practise catching consistently well under pressure. Throw accurately overarm.</p> <p>Develop bowling with a short run up and straight arm, with some consistency, accuracy and length.</p> <p>Perform a range of fielding techniques. Pick up and return a ball with one hand quickly and with some consistency.</p> <p>Begin to pull a ball from a short delivery to the leg side. Sometimes use feet to get to the pitch of the ball when batting.</p> <p>Show some tactical awareness as a fielder. Bowl out of the back of my hand. Learn how to play a square cut shot.</p> <p>Begin to link my skills and perform in a competitive game. Learn how to bowl by running in close to the wickets.</p>	<p>Hold the stick correctly. Scoop a ball using the correct technique. Carry a ball using cradling technique.</p> <p>Scoop the ball consistently. Cradle the ball and evade opponents.</p> <p>Throw and catch consistently well. Adjust my grip on the stick to throw and then catch.</p> <p>Play a game incorporating the skills of cradling, scooping, throwing, catching and shooting. Send and receive a ball confidently.</p> <p>Shoot from left and right. Force my opponent onto their weaker side when I am defending them.</p> <p>Demonstrate sporting values. Make a good contribution, attacking and defending, in a game.</p>	<p>Hold the stick correctly. Dribble the ball with my head up.</p> <p>Indian dribble. Push pass accurately.</p> <p>Jab tackle. Send and receive under pressure. Pass and move.</p> <p>Work with a partner to get past a defender. Develop a range of attacking skills and strategies.</p> <p>Develop my skills in different positions. Support my teammates by communicating with them.</p> <p>Respect the rules of the game and decisions of my peers. Adapt tactics in a game if they are not working.</p>	<p>Change pace and run at different tempos. Develop the ability to sustain my pace over longer distances.</p> <p>Throw with increasing accuracy and power using the pull technique. Learn to throw after a run up.</p> <p>Begin to throw with greater force; over longer distances and with greater control, accuracy and efficiency.</p> <p>Understand how to perform the correct techniques for triple jump, high jump and standing vertical jump. Measure my performance at standing vertical jumping.</p> <p>Practise combining sprinting with hurdling</p> <p>Try to transfer a relay baton efficiently as part of a team.</p>	<p>Understand how to use non-verbal communication to solve problems. Work as part of a team.</p> <p>Work with a partner to navigate across and through obstacles whilst blindfolded. Try to give clear instructions and stay focused.</p> <p>Develop ability to think creatively to find solutions to challenges. Work together in a small group to solve problems with support.</p> <p>Learn to navigate my way around using a map. Demonstrate teamwork and a good level of communication to complete a group task.</p> <p>Try to work quickly and effectively against the clock. Work with a partner/ group to find a number of controls using a map.</p> <p>Identify the location of a number of controls which relate to specific letters of the alphabet, with support. Communicate positively with the other members of my team.</p>	<p>Perform matching moves with a partner within a sequence. Hold balances on different numbers of points of contact.</p> <p>Control an Arabesque Contrast my partner's moves so that we work at different levels and in different pathways.</p> <p>Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes?</p> <p>Perform a sequence with a partner which moves from matching moves to contrasting.</p> <p>Work as a group to demonstrate fluent routines involving mirroring and contrasts.</p> <p>Perform elements of unison and canon in a group routine.</p>	<p>Develop a motif demonstrating some agility, balance, coordination and precision.</p> <p>Creatively change static actions into travelling movements. Show some different levels and pathways when I travel.</p> <p>Develop effective communication with a partner.</p> <p>Begin to communicate effectively within a whole class.</p> <p>Improve our ideas.</p> <p>Practise evaluating the work of others using accurate technical language.</p>

Knowledge	<p>Practise sliding my bat over the crease when running. Begin to understand what a position of anticipation looks like when fielding.</p> <p>Bowl from the crease line and begin to understand that my foot can land on the line itself. How to grip the bat correctly and develop a suitable stance.</p> <p>Explore which ground fielding technique to use and why. Which calls I should use when batting.</p> <p>Begin to understand that I can leave my crease to hit balls. Why I might leave my crease. Learn when I might use a one handed pick up technique.</p> <p>Some children will learn how to bowl leg spin; what overthrows are; why it is important for outfielders to walk in with the bowler as he/she runs up.</p> <p>With support, work as a team ensuring that I back up for possible overthrows. Begin to understand the importance of great communication when batting.</p>	<p>How to hold a stick to cradle and scoop. How to pick a ball up using my stick. The technique involved in cradling.</p> <p>How to position my hands and how to cradle.</p> <p>How to position my stick to receive a pass That I need to cushion the ball as it hits my net.</p> <p>That I can only run for a defined length of time when in possession. To change my grip for throwing and catching.</p> <p>To change my grip to shoot. When defending to try and force my opponent onto their weaker side.</p> <p>The rules and the need to abide by them. How to restart games.</p>	<p>If using Quick Sticks that everybody plays right handed. I can only use the flat side of the stick. That I can't lift the stick higher than my waist.</p> <p>That I need to use the flat side of the stick only. The technique for push passing. How to receive a ball by cushioning its impact.</p> <p>How to carry out a jab tackle. That I need to move to space after passing.</p> <p>When to pass a ball and when to dribble. When defending, to close the space.</p> <p>To use the width of the pitch when attacking. How to play in a formation How to make the most of a numerical advantage.</p> <p>The rules of hockey and how to officiate a game. To demonstrate the school games' values.</p>	<p>Begin to understand how to control my running over middle distance and how running a bend differs from running a straight.</p> <p>Practise getting sideways on when throwing. Understand how to throw safely as part of a group. Learn how to use my non-throwing arm to help me throw.</p> <p>How to throw a shot using, 'clean palm, dirty neck' technique. How to generate power from the thighs.</p> <p>Learn how to approach the bar from an arced run up when high jumping. The technique, 'same, different, both' for triple jump.</p> <p>How to position myself to receive a baton.</p>	<p>Begin to understand the importance of having a plan before I undertake a challenge.</p> <p>With guidance, understand the need to position myself to give clear instructions and keep my partner safe.</p> <p>Learn that I need to contribute to a plan even if it is only through good listening.</p> <p>Develop knowledge of using a simple map to navigate myself around. Begin to understand the importance of communication and negotiation when working as part of a team.</p> <p>Begin to understand what Practise using a map.</p>	<p>Some interesting ways of transitioning from one move to another.</p> <p>How to perform an Arabesque. To use gymnastic terminology in my feedback.</p> <p>How to mirror, and in unison with my partner.</p> <p>The importance of timing and how to ensure I work in synchrony with my partner.</p> <p>How to communicate and negotiate to agree a sequence as a group.</p> <p>How to perform effectively in canon.</p>	<p>Contribute key words and themes related to British Values. Develop words/ideas into actions and combine together.</p> <p>Begin to translate theme related actions into travelling movements and images into actions to communicate meaning.</p> <p>Use chance choreography to create a sequence.</p> <p>Use canon, formation changes, direction and level to improve our ideas. Understand how to listen to other people's ideas and vocalise my own thoughts.</p> <p>Recognise good timing, execution and performance skills with guidance.</p>
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Swimming curriculum

Children will be taught the following skills by qualified swimming instructors at Stockport Grand Central, working towards achieving the following National Curriculum standards:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations