



PE Progression Development in Year 5

Dance	Gymnastics	Athletics	OAA
<p>Aim of Educational Dance In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own thoughts and feelings. Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.</p> <p>Performance of skills – Progression Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</p> <p>Developing Physical Skills – Lancashire scheme Perform dances expressively, using a range of performance skills. Have an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Incorporate more complex dance phrases that communicate character and narrative. Perform in a whole class performance.</p> <p>Application of skills – Lancashire scheme (Core Task) To create movement using a stimulus To explore and improvise ideas for dances in different styles, working on their own, with a partner and in small groups. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively.</p> <p>Appreciation To talk about how they might improve their dances To describe and evaluate some of the compositional features of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.</p> <p>'Respect, Co-operation' are the character traits that are important.</p>	<p>Aim of Educational Gymnastics In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence with the aim of showing as much control and precision as possible. Children will develop a wider range of actions and use their skills and abilities individually and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.</p> <p>Performance of skills – Progression Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.</p> <p>Developing Physical Skills – Lancashire scheme Travel – i.e. Feet/hands and feet Balance – i.e. partner balance (counter balance) Jump – different ways of jumping and landing with shape Rolling – basic rolls Apparatus Application of skills – Lancashire scheme (Core Task) The 'Acrobatic gymnastics' core task involves children creating and performing a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and counter-balance) and up to six other actions.</p> <p>'Communication, Trust, Evaluation' are the character traits that are important.</p>	<p>Aim of Educational Athletics In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects for height and length.</p> <p>Performance of skills – Progression Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>Developing Physical Skills – Lancashire scheme Throwing – push, pull, sling and heave Jumping and landing in different ways Running for short and long distances Passing a baton in a relay Application of skills – Lancashire scheme (Core Task) Three Run Children select ways of running as far as possible in three different times. 5 seconds, 30 seconds and 2 minutes. Three Jumps Children select and performing three consecutive jumps with the aim of travelling as far as possible. Children work in groups of three: one child jumps, another marks, measures and records and the third observes and comments on the technique. Three Throws Children score as many points as possible by throwing different pieces of equipment for distance using three different types of throws sling, push and pull throws. Children work in groups of three: one child throws, another marks, measures and records the distance thrown with each type of throw and the third observes and comments on the technique. 'Resilience, Evaluation' are the character traits that are important.</p>	<p>Aim of Educational OAA In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges and learn how to work safely in a range of situations. Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.</p> <p>Performance of skills – Progression Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control.</p> <p>Developing Physical Skills – Lancashire scheme Travel and balance safely when carrying out challenges Demonstrates team work skills during planning, doing and reviewing, Application of skills – Lancashire scheme (Core Task) To complete a series of challenges i.e. crossing the swamp, millipede carry, shepherd and sheep, electric fence and hula hut challenge.</p> <p>'Resilience, Problem-solving' are the character traits that are important.</p>