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|  | **Developing Skills** | **Application of Skills** | **Evaluation of Performance** |
| **Gymnastics** | **Year 5 children** will develop a wider range of actions and use their skills and agilities with a greater control and precision.  **TRAVELLING** – focus on developing quality travel actions with hands and feet and feet.  **SHAPE** – explore a range of symmetrical and asymmetrical actions.  **BALANCING** – focus on developing balances using counter and counter tension balances with a partner.  **JUMPING** – focus on developing quality of jumping actions 2:2, 2:1, 1:2 Practise straight stretch jump in the air, turning ½ and ¼ turns.  **ROLLING** – focus on developing quality in all the different rolling actions from KS1. Rock onto back to perform a shoulder stand.  **APPARATUS** – choose appropriate apparatus for travelling and balancing on. Use all actions on the floor and on, against, over and along the apparatus. Use mats, benches, tables and climbing frame. | Create and perform longer sequences by combining 6 – 8 actions which must include 3 basic acrobatic balances (a part weight bearing balance, counterbalance and counter-tension).  Work in unison with a partner.  Perform actions on the floor then move to apparatus. | Recognise theirs and others’ strengths, explaining why a performance is good.  Record pairs by using an ipad. assess, analyse giving positive feedback.  Discuss how feedback is able to make it better.  To describe what they will do to improve  aspects of their sequence that need developing. |
| **Dance** | 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.  Compose dances using, adapting and developing steps, formations and patterning from different dance styles. Explore, improvise and combine movement ideas fluently and effectively. | Compose motifs and perform solo dances, duets or collaboratively in groups.  Perform more complex dance phrases that communicate character and narrative.  Perform in a whole class performance. | Recognise their own and others’ strengths, explaining why a performance is good.  Describe what they will do to improve  aspects of their dance that needs developing. |
| **Invasion Games** | The children should have mastered FMS from KS1 and continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.  Running, dodging and feinting. Chest pass, bounce pass, swing pass, shoulder pass and shooting. catching a small ball. Push, sling and pull, heave throws, hop, step and jump, running for long and short distances (athletics) Bowling underarm, overarm throw, striking a bowled ball and off a tee and field a ball and throw back overarm. Hold a racket correctly, use forehand, backhand and volley strokes. | Collaborate as a team when attacking, explore ways to defend when playing 5v4 and 5v3 invasion games.  Apply the FMS taught and apply to net and wall and striking and fielding activities.  Use a range of passes, pass ahead of players and get away from a defender to receive a pass. | Recognise their own and others‘ strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others’ performances.  Explain how to keep possession and describe how they and others have achieved it.  Identify what they can do best and what they find difficult.  Explain tactics and skills that they are confident with and use well in games. |
| **OAA** | Develop orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Keep the map ‘set’ or ‘orientated’ when they move around a simple course using 8 points of the compass. Record information accurately at the control marker and navigate a control marker on a score event course. | Working in pairs or small groups, complete an orienteering course - netball numbers/score orienteering, using a map. | Children describe and comment on how they worked well as a member of a team.  Discuss how they would improve their performance next time.  . |