

## Year 5 Skills and Vocabulary Progression

Year 5

Intent – aims and vocabulary Implementation

Unit – Autumn 1	Unit Outcomes
<p><b>Gymnastics Unit 1 – 5 lessons</b></p> <ul style="list-style-type: none"> <li>• Create longer and more complex sequences and adapt performances.</li> <li>• Take the lead in a group.</li> <li>• Develop symmetry.</li> <li>• Compare performances and judge strengths and areas for improvement.</li> <li>• Select a component for improvement.</li> </ul>	<p><b>To know that:</b></p> <p><b>Head</b> – Select a component for improvement and use guidance from others.</p> <p><b>Hand</b> – Attempt to perform more complex skills in isolation, such as round-off.</p> <p><b>Heart</b> – Work responsibly in trust exercises and when counterbalancing.</p> <p><b>Vocabulary</b> Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.</p>

Unit -Autumn 2	Unit Outcomes
<p><b>Dance Unit 1 – 6 lessons</b></p> <ul style="list-style-type: none"> <li>• Perform different styles of dance fluently and clearly.</li> <li>• Refine and improve dances, adapting them to include the use of space, rhythm and expression.</li> </ul>	<p><b>To know</b></p> <p><b>Head</b> – Confidently participate in dances from different parts of the world.</p> <p><b>Hand</b> – Refine &amp; improve dances, adapting them to include rhythm &amp; expression.</p> <p><b>Heart</b> – Adapt a pair dance into a small group dance.</p> <p><b>Vocabulary</b> Facial expression, rehearse, choreographer, locomotion, bangra line dance, wall patterns.</p>

Unit – Whole Year	Unit Outcomes
<p><b>Swimming – continuous throughout the year</b></p> <ul style="list-style-type: none"> <li>• Bring control and fluency to at least two recognised strokes.</li> <li>• Implement good breathing techniques.</li> <li>• Attempt personal survival techniques as an individual and group with success.</li> <li>• Link lengths together with turns and attempt tumble turns in isolation and during a stroke.</li> </ul>	<p>To be able to</p> <p><b>Head</b> – Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p><b>Hand</b> – Link lengths together with turns and attempt a tumble turn in isolation and during the stroke.</p> <p><b>Heart</b> – Work in pairs to refine stroke technique and suggest ways they can improve</p> <p><b>Vocabulary</b></p> <p>Meters, distance, back crawl, front crawl, breaststroke, compete, improve, challenge, personal survival, treading, crouching.</p>

Unit – Spring 1	Unit Outcomes
<p><b>Hockey – 6 lessons</b></p> <ul style="list-style-type: none"> <li>• Combine basic hockey skills such as dribbling and push passes.</li> <li>• Select and apply skills in a game.</li> <li>• Play effectively in different positions on the pitch, including in defence.</li> <li>• Increase power and strength of passes, moving the ball over longer distances.</li> </ul>	<p>To be able to</p> <ul style="list-style-type: none"> <li>• Head – Apply basic defensive positions.</li> <li>• Hand – Able to combine basic skills such as dribbling and passing.</li> <li>• Heart – Work as a team to attack and defend.</li> </ul> <p><b>Vocabulary</b></p> <p>Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.</p>

Unit – Spring 2	Unit Outcomes
<p><b>Basketball – 6 lessons</b></p> <ul style="list-style-type: none"> <li>• Use strength, agility and coordination when defending.</li> <li>• Increase power and strength of passes, moving the ball accurately in a variety of situations.</li> <li>• Select and apply a range of tactics and techniques to play with consistency.</li> </ul>	<p>To be able to</p> <p><b>Head</b> – Explain the need for different tactics and attempt these in a game situation.</p> <p><b>Hand</b> – Able to combine basic skills such as dribbling and passing.</p> <p><b>Heart</b> – Apply knowledge of personal foul in a competition setting.</p> <p><b>Vocabulary</b></p> <p>Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint.</p>

Unit – Summer 1	Unit Outcomes
<p><b>Athletics – 6 lessons</b></p> <ul style="list-style-type: none"> <li>• Sustain pace over short and longer distances.</li> <li>• Run as part of a relay team.</li> <li>• Perform a range of jumps and throws.</li> </ul>	<p>To be able to</p> <p><b>Head</b> – Distinguish between good and poor performances and suggest ways to improve self and others.</p> <p><b>Hand</b> – Sustain pace over shorter and longer distances.</p> <p><b>Heart</b> – Able to run as part of a team in relay-style events</p> <p><b>Vocabulary</b></p> <p>Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.</p>

## Unit – Summer 2

### Rounders – 6 lessons

- Link together a range of skills and use in combination.
- Collaborate with a team to choose, use and adapt rules in games.
- Recognise how some aspects of fitness apply to rounders.

## Unit Outcomes

### To be able to

- Head – Apply the backward hitting rules.
- Hand – Play more attacking shots, looking for gaps in the field.
- Heart – Show commitment towards their team and perseverance during gameplay.

### Vocabulary

Power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive.