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| Fitness Benchmark | **Year 5** | | | | | | Fitness Benchmark |
| How many laps around a 200m course in 15mins  **Find recording document in KS2 comparing performances folder** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | How many laps around a 200m course in 15mins  **Find recording document in KS2 comparing performances folder** |
| Athletics | Developing Fitness | Dance | Gymnastics | Athletics | OAA – Orienteering |
| Modified Invasion Games | Modified Striking and Fielding Games | Modified Invasion Games | Modified Striking and Fielding Games | Competitive Games | Competitive Games |
| **Children need to compare their performances with previous ones and demonstrate improvement to achieve their personal best.** | | | | | |

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| Progression Statements | | | | | | | |
| **Invasion games** | | **Striking & Fielding Games** | | **Dance** | **Gymnastics** | **Athletics** | **OAA** |
| **Football**  Dribble making small touches into space with speed.  Send a football to someone on the team, using different parts of foot accurately.  Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).  See space, and use it effectively.  Lose a defender to receive a pass.  Defend a player and make some successful interceptions for team.  **COULD ALSO LOOK AT BENCHBALL** | **Basketball**  Use all three passes (chest, shoulder & bounce) correctly.  Use a range of speeds within a game to support a team in scoring.  Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.  Lose a defender to receive a pass.  Defend a player and make some successful interceptions (snatch & catch) when playing as a team.  . | **Cricket**  Develop the range of Cricket skills they can apply in a competitive context  Link together a range of skills and use in combination  Collaborate as a team to choose, use and adapt rules in games  Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance | **Rounders**  Link together a range of skills and use in combination.  Collaborate as a team to choose, use and adapt rules in games.  Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance  Throw and catch under pressure.  Use fielding skills to stop the ball effectively.  Learn batting control.  Learn the role of backstop.  Use Skills/Tactics in game  **Badminton**  Hit the ball using either a fore hand or back hand motion  Move towards the ball from ‘ready’ position choosing either forehand or backhand depending on where the ball is  Set racquet back in its ready position quickly upon recovery  Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit  Serve the ball correctly beginning to purposely aim for space to score | Show/fluency/control in chosen dances in response to stimuli  Perform fluent dances with characteristics of different styles/eras  Adapt & refine (in pair/group), dances that vary direction, space & rhythm  Give peer feedback to improve with suitable dance terminology | Combine own work with that of others, identifying strengths & weaknesses.  Include change of speed, direction and shape in movements.  Follow a set of ‘rules’ to produce a sequence, possibly made by peers.  Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc. | Use correct technique to run at speed.  Develop the ability to run for distance.  Throw with accuracy and power.  Identify and apply techniques of relay running.  Explore different footwork  patterns.  Understand which technique is most effective when jumping for distance.  Learn how to use skills to improve the distance of a pull throw. | Draw maps and plans and set trails for others to follow  Use the eight points of the compass to orientate  Plan an orienteering challenge  Plan and share roles within the group based on each other’s strengths  Understand individuals’ roles and responsibilities.  Adapt roles or ideas if they are not working  Recognise and talk about the dangers of tasks  Recognise how to keep themselves and others safe  Plan strategies to solve problems/plan routes/follow trails/build shelters etc.  Implement and refine strategies |