

Year 5 (9-10years)

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Individual Pursuits	Movement composition	Games	Adventure challenges	Health Related Fitness
The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or field, swimming); recognizing a high level of achievement and how to improve a performance	Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas.	Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork	A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.	Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
<ol style="list-style-type: none"> 1. Practise and develop basic activities of running (in sprint and long distances and in relays), throwing (Shot Put) and jumping (High Jump). 2. Be given the opportunities for guidance in measuring, comparing and improving their own performance. 3. Experience competitions, including those they make up for themselves. 4. Understand the importance of safety regarding these activities. 5. Children will be given the opportunity to swim the different swimming styles, namely: crawl, backstroke, breaststroke, dolphin kick and butterfly. They will experience moving in a prone or supine position with or without equipment (using the water tubes or boards), breathing sideways, submerge, see and pick up objects, enter water by jumping or in a sitting position or diving. 	<ol style="list-style-type: none"> 1. Spatial awareness. 2. Include contrasts of speed, shape effort and use of space to enhance performance. 3. Feel and understand how body parts work to support, receive and transfer body weight. 4. Learn safe, traditional skills e.g. rolls, cartwheels, values and balances. 5. Revise correct, safe grips and hand holds on apparatus. 6. Create sequences with simple to complex shapes in small groups. 7. Be able to prepare, practise and revise their movement composition. 	<ol style="list-style-type: none"> 1. Understand skills and principles of attack; defence and invasion. 2. Improve skills of throwing, catching, passing, shooting and travelling with the ball. 3. Develop their own game practices. Working towards objectives decided by the teacher and themselves. 4. Make up, play and refine their won games within limits, considering and developing rules and scoring system. 	<ol style="list-style-type: none"> 1. Children will be taught the principles of safety in the outdoor activities and develop the ability to assess and respond to challenges in a variety of contexts and conditions. 2. Cooperative games and activities. Students will participate in group activities to accomplish a common goal. 	<ol style="list-style-type: none"> 1. To understand the importance of regular physical activity for physical, social and emotional health. 2. To become aware of how their body reacts in different situations (Running, standing or during a prolonged activity). 3. The ability to know how to take their pulse rate and to understand why it increases.
Conceptual	Conceptual	Conceptual	Conceptual	Conceptual

understandings	understandings	understandings	understandings	understandings
<p>Active Living (Phase 4)</p> <ol style="list-style-type: none"> 1. Setting personal goals and developing plans to achieve these goals can enhance performance. 2. Appropriate application of skills is vital to effective performance. 	<p>Active Living (Phase 4)</p> <ol style="list-style-type: none"> 1. Complexity and style adds aesthetic value to performance. 	<p>Interactions (Phase 4)</p> <ol style="list-style-type: none"> 1. An effective group can accomplish more than a set of individuals. 2. An individual can experience both intrinsic satisfaction and personal growth from interactions. 3. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. 	<p>Identity (Phase 4)</p> <ol style="list-style-type: none"> 1. A person's self-worth is reinforced and reflected in engagement with and / or service to others. 2. A strong sense of self-efficacy enhances human accomplishments and personal well-being. 3. Coping with situations of change, challenge and adversity develops our resilience. 	<p>Active Living (Phase 4)</p> <ol style="list-style-type: none"> 1. Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. 2. There is a connection between exercise, nutrition and physical well-being.
<p>Learner Outcomes</p> <ol style="list-style-type: none"> 1. Exhibit effective decision-making processes in the application of skills during physical activity. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> 1. Introduce greater complexity and refinements to improve the quality of a movement sequence. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> 1. Reflect critically on the effectiveness of the group during and at the end of the process. 2. Build on previous experiences to improve group performance. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> 1. Recognize, analyse and apply different strategies to cope with adversity. 2. Recognize how a person's identity affects self-worth. 3. Understand the role of and strategies for optimism in the development of their well-being. 4. Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> 1. Identify realistic goals and strategies to improve personal fitness. 2. Reflect and act upon their preferences for physical activities in leisure time. 3. Understand the interdependence of factors that can affect health and well-being.
<p>Attitudes</p> <ol style="list-style-type: none"> 1. Commitment in their effort to improve their technique and performance. 2. Independence in children making their own judgements and reflection about their ability to learn new skills and to improve them. 	<p>Attitudes</p> <ol style="list-style-type: none"> 1. Cooperation in groups to create and perform their sequence. 2. Creativity which will be used and encouraged in the making of spectacular and unique movement compositions. 	<p>Attitudes</p> <ol style="list-style-type: none"> 1. Empathy in order to understand other people's feelings and emotions; also understand that other people can be right. 2. Respect the decisions taken within the group; rules and regulations of the games. 	<p>Attitudes</p> <ol style="list-style-type: none"> 1. Confidence in believing on their own capacities and capabilities in trying new and challenging tasks. 2. Curiosity in finding out what they can do when facing new game situations. 	<p>Attitudes</p> <ol style="list-style-type: none"> 1. Enthusiasm of the children to practise physical activities on a regular basis to promote a healthy lifestyle.

<p style="text-align: center;">Athletics</p> <p>1. Sprint- Sprint start with the crouch position and using the starting block, the drive phase and the acceleration phase. Children will learn to manipulate the starting block to have an effective and quick start. They will also learn to use their strongest foot to push for an effective start. Games like the wolf and rabbit or catch the tail will be used to improve or reinforce the skills mentioned above.</p> <p>2. Shot Put – Children will learn to master the grip by using the real implement. Drills will be done for the children to use an effective power position in order to throw the implement for distance by using modified Shot Put implement and the medicine ball. The medicine ball will be used for the students to improve the trajectory of the implement.</p> <p>3. High Jump – the approach, take-off (scissors style) and landing are the different phases that the children will learn for their jumping event. Activities will be done for the children to find their best take-off foot, mastering the approach with the 7 steps protocol, take-off drills over a 50-80cm bar and the use of the proper jumping equipment which will help the children to apply skills in order to go higher.</p> <p>4. Endurance running- the card game; rock, paper and scissors game; obstacle course, pair or group work along a journey to promote pace working and stamina. This strand will lead on to the Cross country of 1.5Km.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Swimming</p>	<p style="text-align: center;">Gymnastics</p> <p><i>FLOORWORK AND APPARATUS WORK</i></p> <p>1. Learn and improve simple to more complex traditional gymnastic skills including rolls (forward, backward, cartwheels), balances (in pairs or small groups), and shapes (hand or head stand).</p> <p>2. Learn safe ways to land, grip, travel and balance.</p> <p>3. Plan, practice, improve, remember and be able to repeat the longer sequences in pairs or in groups.</p> <p>4. Create their own patterns; improve their performance according to feedback.</p>	<p style="text-align: center;">Games</p> <p style="text-align: center;">Invasion game- Handball</p> <p>1. Rondo games to improve the passing, receiving and space awareness of children.</p> <p>2. Ball circulation or possession game.</p> <p>3. Shooting at goal to promote accuracy and power shooting.</p> <p>4. Small sided games where children will be able to apply their skills in a match situation.</p> <p>5. Coaching work- children will be able to observe, record data, find solutions to problems, devise strategies to improve game, present findings and apply strategies in game situation.</p>	<p style="text-align: center;">Challenging games</p> <p>1. Cardinal points and compass reading.</p> <p>2. Undertake simple orientation activities: <i>map drawing and treasure hunt</i></p> <p>3. Children will explore the potential for physical activities within their immediate environment. (For example: <i>climbing using ropes, mountain climbing, and park trail</i>).</p> <p>4. Problem-solving activities: <i>blind folded games, capture the flag and move an object from one place to another in small groups</i>.</p>	<p style="text-align: center;">Health related activities</p> <p>1. Children will learn to take their pulse rate; understand the changes happening to their body while doing a physical activity.</p> <p>2. Take decision to play more physical games at home and at school in order to spend less time doing sedentary activities. Ex: Card game; cat, mouse and dogs; hooking game.</p> <p>3. Fill and monitor a physical activities diary.</p> <p>4. Help the children understand the importance of hydration; nutrition and rest are all important in a healthy lifestyle.</p>
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<p>5. Dive in a hoop without touching it, kick board drills to improve displacement on prone or supine position, equilibrium games using the spaghettis, creating shapes on the belly or the back with or without equipment, submerge and collect objects in deep or shallow water, 4 swimming strokes: crawl, backstroke, breaststroke and butterfly or dolphin action.</p>				
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Overview of where PE integrates with the Units of Inquiry

<p>Who we are</p>	<p>Where we are in time and place</p>	<p>How we express ourselves</p>	<p>How the world works</p>	<p>How we organize ourselves</p>	<p>Sharing the planet</p>
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