



# Year Five

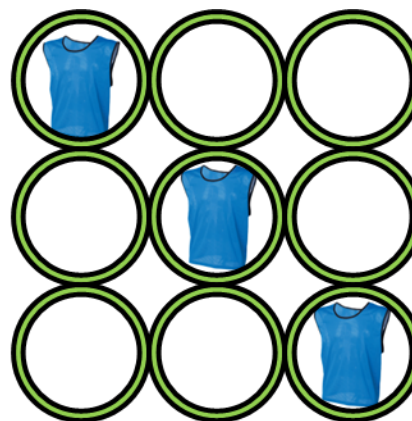


Day of the Week	Activity
Monday	Noughts & Crosses
Tuesday	Wacky Gym – Mirror/Match
Wednesday	Bin/Bucket/Box Challenge
Thursday	Personal Train...yourself!
Friday	You choose!

# Monday – Noughts & Crosses!

Split whoever is playing into two teams. Use t-shirts or towels as 'bibs' - 'Noughts' = Blue, 'Crosses' = Orange.

You must run and place a 'bib' into a hoop, the aim is to get three bibs in a row! Good luck!



# Tuesday – Wacky Gymnastics

We know you might be a little squished for space at the moment, but on Tuesday's your challenge is your own Gymnastics challenge.

You'll need a partner for this challenge. Your challenge is to complete mirrored or matched balances in peculiar clothes or in peculiar places in your house (staying safe please!)



# How do I do that?

Mirror  
(Symmetrical)



Match (Exactly the same movement)



# 2 Point Balances



# 3 Point Balances



# 4 Point Balances



# Wednesday – Bin/Bucket/Box Challenge

Pick a sport that you enjoy (and that you have the equipment for). It could be Netball, Rugby, Hockey Basketball or Football.

The aim of the challenge is basically to shoot or pass the ball of that sport into a small container.

The purpose is to show off your skills – so do it in the most flamboyant way you can manage!





# Thursday – Personal Train... yourself

Is there one area in P.E that you would like to improve?

Maybe you would like to improve your catching?

Maybe you would like to get a little faster?

Maybe you would like to be able to compete for a little longer? (Not get tired as fast)

Well on Thursdays your challenge is to design your own training regime to help you to improve on an area of your choice.

Congratulations you are now a personal trainer!....



**Area you would like to improve:**

What exercises will you do to improve in this area?

REMEMBER: You must make sure your exercises will have an impact. I.e – If you want to improve your catching, don't run laps of the garden!

How many times will you do these exercises?

'Reps' means how many times you complete the action (10 press ups)

'Sets' mean how many times you'll repeat the actions (I'll do 3 sets of 10 press ups = 3 x 10)

If you need to – how will you make it easier/harder?

# Friday – You choose!

- Happy Friday

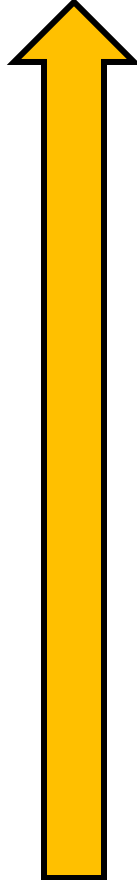


- Do whatever type of exercise you enjoy the most/feel like doing!

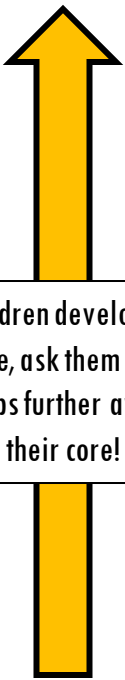
“I can do that.... What’s  
next?”

# Progressions: Balance

- Children can maintain balance when performing a task on one leg (this applies when static or when moving) (**Develop through setting challenges where children must perform tasks on one leg. I.e – Throw and catch bean bag with alternate hands on one leg – Individual or as pairs**)
- Children can maintain their balance whilst standing on one foot (**Set time challenges, use apparatus to focus children. Encourage the children to look at something that is level with their eyes – ears govern our balance! Some children will initially find it easier balancing with a bend in their knee, allowing the Quadriceps to contract slightly and control their body**)
- Children maintain their balance whilst standing in a stationary position and performing a task (2 feet) (**Develop by asking children to balance a bean bag on their shoulder > back of hand > head > on head whilst holding arms out and touching nose with one hand**)
- Children maintain balance when standing in a stationary position on the floor (2 feet) (**Develop this skill through activities involving a ‘freeze’ OR ask children to balance objects on particular parts of their body. I.e - Bean Bag/Cone**)




As children develop their balance, ask them to hold their limbs further away from their core!



Increase in  
Complexity  
of Skill

# Progressions: Catching

- 
- Standing — Using two **bean bags!**
  - Standing — Practice catching with a **medium sized ball**
  - Resting on knee's — Practice catching with a **medium sized ball**
  - Sitting — practice catching with a **medium sized ball**
  - Standing — Practice catching with a **bean bag**
  - Resting on knee's — Practice catching with a **bean bag**
  - Sitting — practice catching with a **bean bag** (doesn't roll away!)

Individual


- Standing — Using two **bean bags!**
- Standing — Practice catching with a **medium sized ball**
- Resting on knee's — Practice catching with a **medium sized ball**
- Sitting — practice catching with a **medium sized ball**
- Standing — Practice catching with a **bean bag**
- Resting on knee's — Practice catching with a **bean bag**
- Sitting — practice catching with a **bean bag** (doesn't roll away!)

In Pairs

- Large group working in a set space, one child acts as the DEF, the rest keep **ball** away from DEF
- Standing in a circle, no adult in the middle, practice catching with a **medium sized ball**
- In a circle, no adult in middle, practice catching a **bean bag**
- Standing in a circle, adult in the middle, practice catching with a **medium sized ball**
- Standing in a circle, adult in the middle, practice catching with a **bean bag**

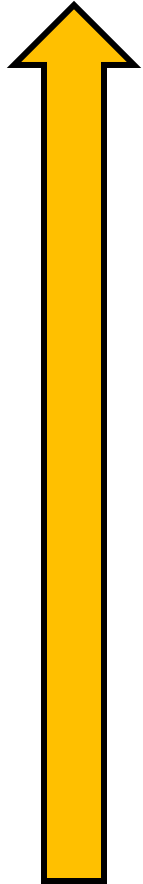
In a Small Group

Increase in  
Complexity  
of Skill



# Progressions: Running & Stopping

- Children maintain balance when moving fast in all directions & changing directions. Children react to variables and maintain balance whilst moving in a range of directions and stopping with competency (**Development would now begin to integrate other factors such as another FMS – Kicking, Catching, Throwing, Jumping etc**)
- Children maintain their balance when changing direction in a regimented fashion, show an understanding that not crossing legs when changing direction helps them to maintain balance (**Development would then focus on activities/games requiring children dodging, chasing, avoiding moving objects/people**)
- Children maintain their balance when moving forwards, show an understanding that bending at the knee helps them to stop quickly. Struggle to maintain balance when changing direction in a regimented fashion (I.e Running in & out of cone slaloms)
- Children show a clear in-balance when moving forwards at any pace faster than walking. Need to numerous steps when coming to a stop (**Development would focus on lots of activities/games requiring straight line running**)



Increase in  
Complexity  
of Skill

# Progressions: Throwing

- Can utilise the over-arm throw to throw to a target/area with moderate success (a greater distance away)
- Begins to use the over-arm throw to throw over a greater distance
- Can throw objects under-arm to targets 3-4 metres away with moderate success
- Can throw objects under-arm to targets 1-2 metres away with moderate success
- Can throw objects under-arm in a general direction with a degree of success (i.e – Forwards)

Individual

- Can utilise the over-arm throw to throw to the chest with moderate success (a greater distance away)
- Begins to use the over-arm throw to throw over a greater distance (close to partner's chest)
- Can throw objects under-arm to chest 3-4 metres away with moderate success
- Can throw objects under-arm to chest 1-2 metres away with moderate success
- Can throw objects under-arm in a general direction with a degree of success (i.e – Towards their partner)

In Pairs

- Children select appropriate types of throw, reacting to changing situations in game play successfully (bounce pass to avoid defender)
- Children can use teaching points to successfully complete different types of throw on command
- Children can list the teaching points of different types of throw (i.e – How to perform a chest pass/bounce pass)
- Takes part in activities using one type of throw

Activity specific

Increase in  
Complexity  
of Skill

