**Year 5 P.E. Curriculum – Summer Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Yoga To develop an understanding of yoga. To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create a flow showing quality in control, balance and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control. | | **Keyword** | Definition |  |  | |  |
| poses | What you should be standing/balancing like |  |  | |
| Collaboratively | Working together |  |  | |
| Technique | How to perform something correctly |  |  | |
| Balance | Remain steady |  |  | |
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| **Prior Learning:**     Yoga  To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances. | | | | **Future Learning:**  To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To understand how breath can help me to hold and move from pose to pose | Social: To make quick decisions with others to complete the task.  Emotional: To work independently to complete a flow.  Thinking: To understand how using breath can help with holding poses. | | | | | Move fluidly from one pose to the next.  •Transition from pose to pose with your breath. | |
| To identify and use balance when exploring poses creating flow | Social: To discuss and share ideas with a partner.  Emotional: To be confident to perform to a partner.  Thinking: To use feedback to refine a flow. | | | | | Engage your muscles to help you to be stable.  •Focus and concentrate to help with your breathing.  •Ground contact points and spread weight evenly to maintain balance. | |
| To identify and use flexibility when exploring poses and creating a flow | Social: To collaborate with a partner to create a flow.  Emotional: To be confident to put my ideas forwards.  Thinking: To reflect on my learning and progress so far. | | | | | •Ground contact points and spread weight evenly to maintain balance.  •Move with breath and use breath to improve flexibility. | |
| To identify and use strength when exploring poses and creating a flow | Social: To communicate and collaborate with a partner.  Emotional: To show perseverance when holding poses.  Thinking: To provide feedback using criteria. | | | | | •Engage your muscles to help you to be stable.  •Ground contact points and spread weight evenly to maintain balance.  •Move with breath and use breath to improve flexibility. | |
| To create and refine a flow with a partner | Social: To share ideas before deciding on what to do.  Emotional: To be accepting of others ideas.  Thinking: To select and apply poses to create a flow. | | | | | Move fluidly from one pose to the next.  •Move in time with your breath. | |
| To lead others through a flow | Social: To be respectful of others when they are leading.  Emotional: To be confident to lead others.  Thinking: To provide feedback using criteria. | | | | | •Engage your muscles to help you to be stable.  •Ground contact points and spread weight evenly to maintain balance.  •Transition from pose to pose with your breath. | |