

YEAR 5

LEARNING OUTCOMES

for

YEAR 5

HEALTH RELATED FITNESS	MOVEMENT AND GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>5.1.1 Muscular Strength and Endurance</p> <ul style="list-style-type: none"> Identify that the body has many muscles. Introduce more specific muscle groups ex. Biceps. Identify the purpose of muscles. (In relation with the above mentioned muscle group ex. To bring wrist towards shoulder) Perform activities to achieve strong muscles. <ul style="list-style-type: none"> using own body weight as resistance (introduce also free weights ex. Bottles with water) focusing on above mentioned muscle groups 	<p>5.2.1 TRAVELLING</p> <ul style="list-style-type: none"> Travelling using a combination of body parts and actions <p>5.2.2 ROLLING</p> <ul style="list-style-type: none"> Roll and finish in a standing position Roll into various (contrasting) body positions <p>5.2.3 BALANCING</p> <ul style="list-style-type: none"> Practise balancing with partner and group 	<p>5.3.1 Practise Breaststroke</p>	<p>5.4.1 Walking/ Endurance Running Perform obstacle race.</p> <p>5.4.2 Sprinting Perform change over zones. Baton change in 4X100m** and in 4X400m</p>	<p>5.5.1. Racket Games Practise underhand serve</p>
<p>5.1.2 Cardio Respiratory Endurance</p> <ul style="list-style-type: none"> Understand effects of exercise on the heart and the respiratory system. Understand meaning of Endurance and Endurance exercise. 	<p>5.2.4 TAKING WEIGHT ON HANDS</p> <ul style="list-style-type: none"> Combine travelling and balancing Perform the cartwheel 	<p>5.3.2 Practise Butterfly</p>	<p>5.4.3 Hurdling Perform “Outdoor” Race: 50m of 6x50cm Hurdles at 6m spacing.</p>	<p>5.5.2 Implement Games Develop reverse-stick trap and tackling</p>

<p>5.1.3 Healthy Habits</p> <ul style="list-style-type: none"> • Develop awareness of body composition. • Develop awareness of how to lose, maintain and gain weight. • Develop awareness that sport as a substitute of bad habits. • Develop awareness of importance of rest before, during and after exercise 	<p>5.2.5 JUMPING</p> <ul style="list-style-type: none"> • Jump and make a shape whilst in flight <p>5.2.6 PARTNER WORK</p> <ul style="list-style-type: none"> • Practise with partner as obstacle 		<p>5.4.4 Jumping Combine jumping for height and side-ways.</p> <p>5.4.5 Throwing Practise throwing using fingers</p>	<p>5.5.3 Team Games</p> <ul style="list-style-type: none"> • Pass the ball quickly to make it difficult for defense settle • Position always between opponent and basket • Understand that basketball type games require constant physical and mental alertness • Share the ball and game responsibilities with team mates • Practise swinging pass
<p>5.1.4 Flexibility</p> <ul style="list-style-type: none"> • Develop awareness of the importance of Flexibility and Stretching • Develop awareness of the importance of daily stretching activities to maintain and improve flexibility 				

PROGRAMME

for

YEAR 5

5.1 HEALTH-RELATED FITNESS

Learning Outcome	Notes
5.1.1. Muscular Strength & Endurance	
<ul style="list-style-type: none"> Identify that the body has many muscles. 	<p>Primary students should be able to:</p> <ul style="list-style-type: none"> Identify location, size and function of the heart. (Years 1-6) Identify parts and functions of the circulatory or respiratory system (Years 3-6) Identify where to find the heart beat (Years 4- 6) Identify the effects of rest and exercise on the heart (Years 5 -6) Identify activities and habits that don't help the heart (Years 5 – 6) Perform activities that do help the heart – healthy heart activities (Years 1 -6) Understand how to measure a strong heart (Years 1 -6) Endurance challenges including the 1 mile run / walk or 9 minute run / walk.
<ul style="list-style-type: none"> Introduce more specific muscle groups ex. Biceps. 	
<ul style="list-style-type: none"> Identify the purpose of muscles. (In relation with the above mentioned muscle group ex. to bring wrist towards shoulder) 	
<ul style="list-style-type: none"> Perform activities to achieve strong muscles. <ul style="list-style-type: none"> using own body weight as resistance (introduce also free weights ex. bottles with water) focusing on above mentioned muscle groups ex. bicep curls. 	
<ul style="list-style-type: none"> Revise correct procedure for lifting objects i.e. squatting down and keeping back straight. 	
5.1.2. Cardio Respiratory Endurance	<ul style="list-style-type: none"> Identify that the body has many muscles. Identify the purpose of muscles Identify correct procedures for lifting objects
<ul style="list-style-type: none"> Understand effects of exercise on the heart and the respiratory system. 	<ul style="list-style-type: none"> Perform activities and exercises to achieve strong muscles Identify and practice appropriate activities for specific group of muscles Learn to correctly perform exercises using their own body weight as resistance
<ul style="list-style-type: none"> Understand meaning of Endurance and Endurance exercise. 	
5.1.3. Healthy Habits	
<ul style="list-style-type: none"> Develop awareness of body composition. (How to lose, maintain and gain weight). 	<ul style="list-style-type: none"> Identify the meaning of stretching Perform the correct procedures for safe stretching
<ul style="list-style-type: none"> Develop awareness of sport as a substitute of bad habits. 	
<ul style="list-style-type: none"> Develop awareness of importance of rest before, during and after exercise. 	<ul style="list-style-type: none"> Learn the meaning of healthy habits (Years 1 -6) Identify habits that are healthy for the body: <ul style="list-style-type: none"> Getting regular activity – movement to play (Years 1- 6) Eating breakfast – avoiding unhealthy snacks (Years 1 – 6) Eating from the food groups pyramid (healthy breakfast concept) – Years 3 – 6. Getting adequate rest (Years 1 -6) Maintaining cleanliness and hygiene (Years 1 -6) Avoiding drugs and alcohol (Years 1 -6) Living tobacco free
5.1.4. Flexibility	
<ul style="list-style-type: none"> Develop awareness of the importance of Flexibility and Stretching (Failure to exercise the joints through the full range of motion can lead to tightening and to shortening of muscles). 	
<ul style="list-style-type: none"> Encourage daily stretching activities to maintain and improve flexibility. 	
<ul style="list-style-type: none"> Practise stretching until a mild tension is felt and holding stretched position for 20-25 seconds. 	

5.2 MOVEMENT AND GYMNASTICS



Learning Outcome	Notes
<p>5.2.1. TRAVELLING</p> <ul style="list-style-type: none"> • <i>Travelling using a combination of body parts and actions</i> • Spin, step and roll • Practice a specific action using hands and feet • Travel using hands and feet then roll • Travel linking hands and feet, a spin and a roll in any order 	
<p>5.2.2. ROLLING</p> <ul style="list-style-type: none"> • <i>Roll and finish in a standing position</i> • <i>Roll into various (contrasting) body positions</i> • Jump, land and roll forwards • Perform half turn jump, land and roll backwards • Perform roll, followed by stretch jump • Perform roll followed by turning jump • Perform full turn jump, land and roll forwards 	
<p>5.2.3. BALANCING</p> <ul style="list-style-type: none"> • <i>Practise balance with partner and group</i> • Link together one balance on a large body surface, one on four points of contact and one on two or single point of contact 	
<p>5.2.4. TAKING WEIGHT ON HANDS</p> <ul style="list-style-type: none"> • <i>Combine travelling and balancing</i> • <i>Introduce the cartwheel</i> • Perform handstand and roll (begin on feet, take weight onto hands and bring feet in a different place) • Perform round cartwheel (on a circular pathway) 	<p><u>CARTWHEEL</u> Face forward to start, chest towards knee of bent leg, push hard from bent leg, swing other leg up, wide straddle, arms straight, head looks at floor, body straight, put first foot close to hands, eyes looking at hand on floor, hands and feet should contact in a straight line.</p>

<p>5.2.5. JUMPING</p> <ul style="list-style-type: none"> • <i>Jumping and make a shape whilst in flight</i> • Jump and show a tucked position in the air • Show a different body shape in the air (dynamic shapes) • Run and jump (high and far) 	
<p>5.2.6. PARTNER WORK</p> <ul style="list-style-type: none"> • <i>Practise with partner as obstacle</i> • Follow partner, front partner makes a barrier for partner to jump over. New front person to repeat 	

5.3 SWIMMING

Learning Outcome	
<p>5.3.1. Breaststroke Practise breaststroke</p>	<p>Body Position: Prone, horizontal and streamlined. Eyes looking forward and down, Legs: As above Arms: As above Breathing: When head is out water, during recovery. Timing: Pull, breathe, kick and glide.</p>
<p>5.3.2. Butterfly Practise butterfly.</p>	<p>Body Position: Prone, horizontal, streamlined and undulating. Eyes looking forward and down. Legs: As above Arms: As above Breathing: Inhale at the end of the push and beginning of the recovery. Exhale part in and part of the water. Timing: 2 kicks for every 1 arm action.</p>

5.4 ATHLETICS

Learning Outcome	Notes
5.4.1. Walking/ Endurance Running:	
Obstacle race. Perform obstacle race	 Over and under obstacles.
<i>Able to participate in inter-schools Fun Athletics (IFTA) **</i>	Running on grass in a cross-country situation.
5.4.2. Sprinting:	
Change over zones.	Discuss the change-over zone.
Baton change in 4X100m** and in 4X400m	Baton change from behind as in 4X100m; from side as in 4X400m.
5.4.3. Hurdling:	
Perform “Outdoor” Race: 50m of 6X50cm Hurdles at 6m spacing.	Train on 50cm high hurdles and 6m space
5.4.4. Jumping:	
Combine jumping for height and side-ways.	Transfer of weight from one leg side-ways to the other length.
<u>Scissors High Jump Test</u>	Maximum effort using a run-up.
5.4.5. Throwing:	
Practise throwing using the fingers	Use of fingers as an extra leverage advantage for throwing.
<u>300g Turbo Javelin Test (outdoor)</u>	 Maximum effort
<u>2kg Shot Putt Test</u>	Maximum effort

5.5 GAMES

Learning Outcome	Notes
5.5.1 Racket Games: Practise underhand serve	Striking a tennis ball with an implement Striking the ball (underhand tennis serve) in self and general space, e.g. aiming at targets, in different directions and levels Relationships with body parts whilst serving (posture, positioning, eye/hand coordination, follow-through) with objects (racket, net, ball) and with others (solo, groups, server and receiver) Proper force selection whilst serving for ball control Improving reception skills of the students receiving balls to their forehand <ul style="list-style-type: none"> • Hitting the ball high using the underhand, letting it bounce twice and repeating the action 2 partners with hoop in between, one hitting the ball with a racket using the underhand serve and letting the ball drop in hoop and then the turn of the other partner who must do the same.
5.5.2 Implement Games: Developing reverse-stick trap and tackling	Absorption of the pass with the reverse stick reaching with the stick for tackling Attention to self-space and general space during tackling Turn and bend upper body to trap ball with the reverse stick. Bend get low and stretch to tackle With others while tackling and trapping the ball Slow passing for trapping and light tackling
5.5.3 Team Games: <ul style="list-style-type: none"> • Pass the ball quickly to make it difficult for defence settle (Position always between opponent and basket) • Understand that basketball type games require constant Physical and mental alertness • Share the ball and game responsibilities with team mates • Practise swinging Pass 	<ul style="list-style-type: none"> • Completed passes will lead to a winning team • Make every pass catchable • When you pass the ball always look for an empty space • When the ball is caught by the person you are guarding move in close and extend your arms and keep moving them • Always look at the ball and player you are guarding • Hold the ball long enough to see an open team mate

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| | <ul style="list-style-type: none">• Break to the basket and shoot when you are close to the basket<ol style="list-style-type: none">1. Bend knees down to control the force of the swinging pass.2. Twist at the trunk to give direction to the ball.3. Position your hands correctly round the ball for a good grip.4. “Follow through” after passing. |
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