

Subject: PE Year 5

What are the aims and intentions:

That all the children will be able to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Links to prior learning.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Unit	Topic:	Knowledge	Skills:	Key Questions
Games - Invasion Games	Tag Rugby	<ul style="list-style-type: none">• To know what position to take when passing left and right• To know how to close space when defending• To know what a 'knock on' and 'forward' are• To know the offside rule• To know how to organise an attacking and defensive formation	<ul style="list-style-type: none">• To grip a ball• To tag an opponent safely• To pass correctly to the right and left• To score a try• To attack in staggered lines• To take up a position in order to receive a pass	<p>Can the children hold the rugby ball correctly?</p> <p>Can the children put their bodies in the correct position to play?</p> <p>Can the children identify and know how to close space when defending?</p> <p>Can the children pass the ball correctly?</p>

			<ul style="list-style-type: none"> To apply attacking and defensive skills to complete in a game 	<p>Can the children receive the ball correctly? Can the children identify the rules of the game and play them accordingly?</p>
	Key Vocabulary	Tag, offside, pop pass, pocket pass, try, attacking formation, defensive formation, knock on, ran out		
		Cultural Capital: Handball Festival		
Fundamentals	Multi-Skills	<ul style="list-style-type: none"> To know how to test and measure agility, balance and co-ordination skills To know how to develop balancing skills To know how to develop agility skills To know how to develop co-ordination skills 	<ul style="list-style-type: none"> To be able to complete each test showing correct technique and fluency, measure and record one another's scores accurately and support others when attempting tests To be able to balance equipment on varying body parts while moving, or coordinating another body action accurately (e.g. throwing an object) To be able to change direction with speed and efficiency while dribbling a ball with control To be able to show fluency with both sides of my body when performing a combination of movements and actions To be able to complete each test showing correct 	<p>Can the children show balance agility and co-ordination in all tasks presented to them in the unit? Can the children measure and record scores when completing tasks? Can the children change direction and speed with increased efficiency and control? Can the children show fluency with the whole body when performing combination of movements? Can the children give supportive feedback on technique, fluency and measures of scores?</p>

			technique and fluency, measure and record one another's scores accurately and support others when attempting tests	
	Key Vocabulary	Technique, support, coordinating body, combination of movements, problem solving skills, team, leadership skills		
		Cultural Capital: All festivals and PE sessions outside of the curriculum		
Creative Movement	Gymnastics and Dance	<ul style="list-style-type: none"> To know how to use canon, formation changes, direction and level to improve a motif To know how to recognise good timing, execution and performance skills To know what an arch and bridge are To know how to leapfrog safely To know how to vary speed of movements to demonstrate contrast To know how to refine sequences to improve quality To know how to perform to an audience 	<ul style="list-style-type: none"> To perform in unison with others To create a sequence with defined starting and finishing points To create a sequence involving different formations and pathways To create a sequence involving flight To use choreography to create a sequence To spin on a variety of points and patches To travel on different body parts To create sequences with pathways that cross To roll over a partner To recognise the need for momentum to perform forward and backwards rolls To form strong arches and bridges 	<p>Can the children create a sequence of movements with a defined start and finishing point?</p> <p>Can the children create a sequence involving different formations and pathways?</p> <p>Can the children perform with good timing, execution and performance skills?</p> <p>Can the children travel across a variety ways over apparatus?</p> <p>Can the children perform with good technique and transitions using all the skills taught?</p>

			<ul style="list-style-type: none"> • To leapfrog others safely • To create opportunities for others to travel over and under • To travel in a variety of ways over apparatus • To travel over a partner by taking weight on hands • To perform with good technique and transitions 	
	Key Vocabulary	unison, transition, mirroring, canon, pathways, formation, points, patches		
		Cultural Capital: Dance Festival		
Games - Net and Wall (Bat and Ball skills)	Badminton	<ul style="list-style-type: none"> • To know how to correctly position the body when getting ready to play badminton. • To know the correct way to use a badminton racket for the forehand and backhand grip. • To know how to use the badminton court correctly in a game. • To know how to use the space correctly when playing badminton. 	<ul style="list-style-type: none"> • To use a badminton racket to balance a shuttlecock; • To use a forehand or backhand grip to control a balloon; • To use a forehand or backhand grip to strike a balloon or shuttlecock; • To begin to use a badminton racket to hit a shuttlecock in a particular direction; • To strike a shuttlecock in different ways, altering the distance the shuttlecock travels; • To use running and chasse steps to move around a space; • To adopt the ready position but may need reminding; 	<p>Can the children hold the badminton racket and shuttle cock?</p> <p>Can the children use the forehand and backhand to strike a shuttlecock?</p> <p>Can the children hit the shuttlecock to a given space or direction?</p> <p>Can the children use the court to move freely and carefully in preparation for returning the shuttlecock?</p> <p>Can the children complete a rally and a game?</p> <p>Can the children explain how the game of badminton is played?</p>

			<ul style="list-style-type: none"> • To attempt a badminton serve with some success; • To attempt a rally with a partner; • To attempt an attacking shot during a rally; • To position themselves in a defensive stance when prompted; • To perform a block shot using a balloon; • To compete in a badminton game; • To attempt to use attacking and defensive shots; • To evaluate own performance in a badminton game 	
	Key Vocabulary	Badminton racket, shuttle cock, forehand, backhand, attack, rally		
		Cultural Capital: Badminton festival		
Games - Striking and Feilding -	Rounders	<ul style="list-style-type: none"> • To know suitable positions for catching • To know what ground fielding techniques to use • To know to have a high back lift when batting • To know the rules of rounders • To know strategies for fielders on 2nd , 3rd and 4th base. • To know when to adjust field position of certain batters 	<ul style="list-style-type: none"> • To catch with soft hands • To throw accurately into space • To bowl accurately at a consistent height • To catch and throw quickly from the backstop position • To strike with accuracy • To backup fellow fielders • To communicate with fellow batters when between bases 	<p>Can the children explain the rules of rounders? Can the children describe the role of different people on the team? Can the children throw, catch and strike the ball with accuracy? Can the children support their fellow teammates when playing rounders?</p>

			<ul style="list-style-type: none"> To take different roles within a team 	Can the children take on different roles in the game of rounders?
	Key Vocabulary	1 st base, 2nd base, 3rd base, 4th base, back lift, backstop, ground fielding, bowling, consistent, communicate		
		Cultural Capital: Rounders festival		
Athletics	Athletics	<ul style="list-style-type: none"> To know how to control running over middle distances To know how to position the body sideways when throwing To know how the non throwing arm is helpful when throwing To know the technique for triple jump To know how to hurdle efficiently To know the position to be in when receiving a baton 	<ul style="list-style-type: none"> To sustain running pace over longer distances To throw with power and accuracy using the pull technique To perform the correct technique for triple jump To combine sprinting with hurdling To transfer a relay baton to a teammate 	<p>Can the children sustain a running pace over longer distances?</p> <p>Can the children throw with power using the appropriate technique?</p> <p>Can the children perform a triple jump with the correct formation?</p> <p>Can the children combine sprinting with hurdling?</p> <p>Can the children transfer a relay baton using the correct technique?</p>
	Key Vocabulary	pace, sustain, pull technique, take off foot, lead leg, transfer		
		Cultural Capital: Sports Day		
Outdoor and Adventure	Outdoor and Adventure	<ul style="list-style-type: none"> To begin to know how to together, plan and share roles within the group based on each other's strengths To begin to work increasingly well in groups where roles and responsibilities are understood To begin to know when to change roles or ideas if they are not working To recognise own and others' feelings 	<ul style="list-style-type: none"> To begin to be able to draw their own maps and plans and set trails for others to follow To begin to be able to use the eight points of the compass to orientate themselves To be able to plan before starting an orienteering challenge 	<p>Can the children create their own maps or plans for others to follow?</p> <p>Can the children begin to have success when using an 8 point compass to direct themselves?</p> <p>Can the children plan effectively before starting an orienteering challenge?</p>

		<ul style="list-style-type: none"> To begin to recognise and talk about the dangers of tasks To recognise how to keep themselves and others safe To recognise what went well and why, what you would do differently next time 	<ul style="list-style-type: none"> To be able to plan strategies to solve problems/plan routes/follow trails/build shelters etc. To be able to implement and refine strategies 	<p>Can the children create strategies to keep themselves and other safe when following plans/maps/routes etc?</p> <p>Can the children evaluate their success and refine their strategies?</p>
	Key Vocabulary	course, map, countryside, leader, survival, compass, plan		
		Cultural Capital: Outdoor learning		
Swimming	Swimming	<ul style="list-style-type: none"> To know how to perform a variety of strokes (front crawl, breaststroke, backstroke, butterfly) To know how to tread water To know how to push and glide To know how to perform a tuck float To know how to perform a safe and controlled exit from the pool 	<ul style="list-style-type: none"> To tread water for 30 seconds To swim a recognised front stroke for 25m To swim a recognised back stroke for 25m To push and glide and swim a minimum of 25m To perform a safe entry and exit from the pool To float on back for 60 seconds 	<p>Can the children perform a safe entrance and exit from the pool?</p> <p>Can the children tread water for 30 seconds?</p> <p>Can the children swim for 25m with a recognised stroke (front or back)?</p> <p>Can the children float on their back for 60 seconds?</p>
	Key Vocabulary	push, glide, skull, submerge, controlled, tread, front crawl, backstroke, butterfly, breast stroke, tuck float		
		Cultural Capital: swimming festival		