

Autumn 1

YEAR

5

UNIT OF WORK

Creating and Closing Space - Tag Rugby



PRIOR KNOWLEDGE

Children should be able to:

- Pass the ball consistently using a correct technique
- Move well into space to get in a good position to strike the ball.
- Identify when the ball has been passed in the correct direction and with the correct technique.
- Select the appropriate technique and time to pass, to avoid a defender and keep possession.



KEY OUTCOMES

PHYSICAL

- To hold the rugby ball correctly when moving and changing direction.
- To use speed and agility to create space.
- To close down space for the attacking team.
- To implement attacking and defensive strategies in match situations.



KEY OUTCOMES

THINKING

- To identify and plan tactics when attacking and defending.
- To evaluate the performance of others commenting on the tactical ideas being used.
- To select when to run with the ball and when to pass, depending upon their playing position.
- To use aspects of the S.T.E.P framework to make changes to a game.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss the meaning of trust and how athletes playing rugby may use it.
- To demonstrate trust when passing with a partner or part of a team.
- To identify and explain why using trust within a team is important to success.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To plan and deliver a short pulse-raising activity for the warm-up.
- To plan and deliver the stretching and mobilising section of the warm-up to a small group.

END POINTS

Children should be able to:

- Identify how a team can find space to increase the effectiveness of their attacking play.
- Select and apply appropriate passing skills whilst moving and in a game situation.
- Move into space after passing a ball, to create space for themselves or others to receive another pass.
- Identify how to make it more difficult for an attacking team by limiting space available.

KEY VOCABULARY

Create space, tactics, attacking play, defending play, closing down

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

	<u>Dance</u>
<u>Key knowledge (I know/ understand...)</u>	understand that different dance styles utilise selected actions to develop sequences in a specific style. understand that different dance styles utilise selected dynamics to express mood. understand that space relates to where my body moves both on the floor and in the air. understand that different dance styles utilise selected relationships to express mood. understand what makes a performance effective and know how to apply these principles to my own and others' work.
<u>Key Skills (I can...)</u>	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Demonstrate imagination and creativity in the movements I devise in response to stimuli. Use the transitions to link routines smoothly together. Improvise with confidence still demonstrating fluency across the sequence. Ensure my actions fit the rhythm of the music. Modify parts of a sequence because of self and peer evaluation, using more complex dance vocabulary. Consistently perform and apply skills and techniques with accuracy and control.

Autumn 2

YEAR

5

UNIT OF WORK

Tactics and Strategies - Hockey



PRIOR KNOWLEDGE

Children should be able to:

- Select and use a range of passes with control, accuracy and correct technique.
- Move well into space to get in a good position to shoot.
- Dribble accurately and with increasing speed.
- Select the appropriate technique and time to pass, to avoid a defender and keep possession.



KEY OUTCOMES

PHYSICAL

- To improve ability to dribble with more control, when changing speed and direction.
- To know how to dribble and shield the ball and to decide when to pass in a game situation.
- To know the basic shooting technique and perform with some success.



KEY OUTCOMES

THINKING

- To evaluate how well the ball is kept under control and suggest a practice to improve.
- To evaluate how effective a team is at attacking and defending, making suggestions on how to improve.
- To evaluate how they have played their roles and positions and suggest how they could become more effective and improve.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss inclusion and why it is an important aspect to being a team player.
- To demonstrate inclusion during a game situation and discuss how it can be used outside of PE.
- To identify when they have used inclusion during the lesson and how it is necessary when working with others.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To understand the aims of a warmup and explain how it can lead to improved performance.
- To recognise specific exercises and targeted activities, suggesting how they each improve speed, strength, or stamina.
- To understand how a good warm-up results in a good quality performance.

END POINTS

Children should be able to:

- Identify how a team can improve attacking and defending.
- Consistently select the most appropriate passing technique for the situation, including the right time to pass.
- Accurately pass a ball to a partner as part of a small, sided game.

KEY VOCABULARY

Tactics and strategies, attacking and defending, passing, improving performance, intercept

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L. – 1 and 2

	<u>Yoga</u>
<u>Key knowledge</u> <u>(I know/ understand...)</u>	Balance: understand that I need to ground contact points and spread weight evenly across them to maintain balance. Flexibility: understand that I can improve my flexibility when moving with my breath. Strategy: understand that there are different techniques I can use to control how I feel.
<u>Key Skills</u> <u>(I can...)</u>	Balance: use my breath to maintain balance within a pose and when transitioning from one pose to another. Flexibility: develop flexibility by connecting movement with breath. Strength: demonstrate increased control and strength when holding and transitioning between poses. Strategy: explore methods I can use to control how I feel. Breathe: nervous system regulation development.

Swimming

Spring 1

YEAR

5

UNIT OF WORK

Gymnastics



PRIOR KNOWLEDGE

Children should be able to:

- Evaluate and improve a sequence.
- To perform a sequence that includes a jump, balance, and a roll.
- Begin to use a backwards roll as part of a sequence.



KEY OUTCOMES

PHYSICAL

- To select and use a range of sitting, standing, support and lying shapes in a sequence.
- To use rotations to increase the difficulty of a straight jump.
- To use large body parts (head) to perform a well-controlled balance.
- To change starting and finishing positions of a roll.



KEY OUTCOMES

THINKING

- To watch a performance and judge its effectiveness.
- To identify one element of their own performance to practise and improve.
- To evaluate different performances highlighting the strengths and weaknesses, and use feedback and suggestions to improve.
- To identify changes in speed, direction and level when watching a performance.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To show a good sporting attitude when receiving feedback and criticism.
- To give clear and concise instructions on how to complete a straight jump.
- To show understanding of the strengths of their peers.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To plan a warm up routine that all children can take a full and active part in.
- To choose exercises that are relevant to the upcoming activity when planning and leading a short warm up routine for a group.
- To develop a basic understanding of how to improve speed and stamina.

END POINTS

Children should be able to:

- Using rotations to increase the difficulty of a jump
- Select and use a range of sitting, standing and support shapes in a sequence
- Changing the starting or finishing position of a roll to increase the difficulty.
- Assess the effectiveness of a performance.

KEY VOCABULARY

Sequence,
Synchronisation, Stamina,
Speed, Control,
Excellence, Element

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1
S & E Skills – 1 and 2
H.A.L - 1 and 2

YEAR

5

UNIT OF WORK

Creating and Closing Space - Netball



PRIOR KNOWLEDGE

Children should be able to:

- Pass the ball consistently using a correct technique
- Move well into space to get in a good position to strike the ball.
- Identify when the ball has been passed in the correct direction and with the correct technique.
- Select the appropriate technique and time to pass, to avoid a defender and keep possession.



KEY OUTCOMES

PHYSICAL

- To be able to use a range of passes to create space.
- To use speed and agility to create space.
- To know the basic shooting position.



KEY OUTCOMES

THINKING

- To evaluate and improve the performance of others, commenting on their shooting technique and tactical ideas being used.
- To plan tactics that create space and select appropriate positions when closing down space.
- To use aspects of the S.T.E.P framework to make changes to a game.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss the meaning of trust and how athletes playing netball may use it.
- To demonstrate trust within a team when dodging defenders.
- To identify and explain why using trust within a team is important to success.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To plan and deliver a short pulse-raising activity for the warm-up.
- To plan and deliver the stretching section of the warm-up to a small group.
- To plan and deliver the mobilising section of the warm-up to a small group.

END POINTS

Children should be able to:

- Identify how a team can find space to increase the effectiveness of their attacking play.
- Select and apply appropriate passing skills whilst moving and in a game situation.
- Move into space after passing a ball, to create space for themselves or others to receive another pass.
- Identify how to make it more difficult for an attacking team by limiting space available.

KEY VOCABULARY

Create space, tactics,
attacking play,
defending play

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L. – 1 and 2

Spring 2

YEAR

5

UNIT OF WORK

Athletics



PRIOR KNOWLEDGE

Children should be able to:

- Perform a standing long jump with increased control.
- Increased power and control when performing different types of throw.
- Able to change pace at different parts of a running activity; sprint finish.



KEY OUTCOMES

PHYSICAL

- To perform a long-jump and triple-jump with the correct technique.
- To pace myself over different distances.
- To use the correct over-arm, throw technique for distance.
- To develop the shot-put technique and apply it with some accuracy and control.



KEY OUTCOMES

THINKING

- To evaluate the performance of myself and others.
- To understand how pacing helps performance over long-distances and to be able to vary their pace fluently.
- To use aspects of the S.T.E.P framework to make changes to a game.
- To evaluate the technique of a triple jump, over-arm throw and shot put and suggest ways that they could improve.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To show a good sporting attitude during a long jump competition.
- To give clear instructions to a partner on how to perform a triple jump.
- To recognise that everyone has strengths in sprinting which can be used to contribute to a team.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To develop a basic knowledge and understanding of how muscles work.
- To understand how muscles give us power.

END POINTS

Children should be able to:

- Use a linked combination of jumping techniques with control.
- Perform the technique for a shot-put throw using a small ball.
- Understanding how to improve stamina.

KEY VOCABULARY

Cardiovascular,
Determination, Inspiration,
Pace, Power,
Perseverance, Resilience

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1
S & E Skills – 1 and 2
H.A.L - 1 and 2

YEAR
5/6

UNIT OF WORK

Health and Fitness



PRIOR KNOWLEDGE

Children should be able to:

- Adjust speed when running over longer distances to ensure the activity is completed.
- Run / move for a sustained and increasing period of time, showing resilience and a desire to beat a personal best.
- Identify how to improve speed, power, balance and stamina and apply to beat a previous personal best.



KEY OUTCOMES

PHYSICAL

- To further improve speed and agility.
- To further improve and develop power through a range of movements.
- To use muscular strength in a range of activities.
- To perform a range of balances using different body parts.
- To develop stamina.



KEY OUTCOMES

THINKING / KNOWLEDGE

- To define agility and speed and explain when it is needed.
- To analyse techniques to improve strength and power.
- To understand and explain how different muscles are used to help us balance.
- To analyse performance and give feedback.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- No Social & Emotional outcomes covered in this unit.

Focus is to ensure Healthy Active Lifestyles outcomes are covered well.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain why physical activity is important and give examples why.
- To explain why different types of physical activities are important.
- To explain how to improve strength.
- To identify healthy and unhealthy lifestyle habits.
- To explain the impact of long distance running on our bodies.

END POINTS

Children should be able to:

- To demonstrate the different elements of health and fitness in various games (strength, agility, speed, balance, strength, power).
- To know the names of some major muscles in the body and understand how they influence physical skills.
- To explain why physical activity is important for their health and wellbeing.

KEY VOCABULARY

Stamina, analyse, health, heart rate, names of major muscles, wellbeing

LINKS TO ASSESSMENT

Physical Skills - 1 and 2
Thinking Skills - 1
S & E Skills - N/A
H.A.L - 1 and 2

Summer 1

Planning on PE+ for Boccia - no knowledge organiser

YEAR

5

UNIT OF WORK

Linking Actions – Cricket



PRIOR KNOWLEDGE

Children should be able to:

- Suggest ways to improve and practises to support them in doing so.
- Strike the ball accurately and with control.
- Throw a small ball accurately and with increased power using an overarm technique.



KEY OUTCOMES

PHYSICAL

- To develop throwing and catching technique in cricket.
- To improve bowling technique.
- To use a bat to defend the wicket.



KEY OUTCOMES

THINKING

- To evaluate how effective their own and others throwing and catching technique is and suggest ways to improve.
- To select and apply appropriate skills when fielding.
- To evaluate how well they and others can perform the correct batting/ bowling technique.
- To select and apply the appropriate skills and rules according to their playing position.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain how resilience can be important when throwing and catching in cricket.
- To demonstrate resilience when trying to catch a player out.
- To explain when and why they have used resilience within the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain how their bodies change and react during the game.
- To explain in greater depth why Heart Rate increases during exercise.
- To explain in greater depth why Heart Rate increases during exercise.

END POINTS

Children should be able to:

- Confidently strike a ball with increased control.
- Suggest areas within an activity or game that can be improved, including technique and tactics.

KEY VOCABULARY

Target, positioning, fielding, accuracy, defend the wicket.

LINKS TO ASSESSMENT

Physical Skills – 1 and
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

Summer 2

YEAR
5/6

UNIT OF WORK

O.A.A



PRIOR KNOWLEDGE

Children should be able to:

- Recognise what a map may look like.
- Set and orientate a map.
- Give clear instructions to a partner when using a map.
- Use teamwork to complete challenges.



KEY OUTCOMES

PHYSICAL

- To use co-ordination and reaction skills to complete a challenge.
- To understand the symbols used on an orienteering map.
- To understand the cardinal points of a compass.
- To complete an orienteering course as quickly as possible.



KEY OUTCOMES

THINKING

- To suggest areas within a game that they need to improve (skills, decision making and tactical ideas).
- To watch and assess their team effectiveness when playing a game.
- To identify the individual players who have played well and highlight the reasons why.
- To understand what controls are and how punch cards are used to show which controls they have found.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To understand the Olympic value of 'Friendship' and identify a time they have shown this in the lesson.
- To identify the skills of a good leader.
- To understand the term 'positive mindset.'
- To demonstrate the skills of a good leader when working with a partner, group, or team.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- N/A

END POINTS

Children should be able to:

- Use teamwork to complete challenges.
- Understand map symbols and why maps have keys.
- Understand cardinal compass points.
- Complete an orienteering course using a map and markers.

KEY VOCABULARY

Map, orientate, compass, cardinal, teamwork, symbol, key, markers, controls.

LINKS TO ASSESSMENT

Physical Skills – 1
Thinking Skills - 1 and 2
S & E Skills – 1 and 2
H.A.L – N/A

YEAR

5

UNIT OF WORK

Linking Actions – Football



PRIOR KNOWLEDGE

Children should be able to:

- Suggest ways to improve and practises to support them in doing so.
- Identify when in the correct position to receive the ball
- Pass a ball and then move into space to receive the ball again
- Recognise what they have done well and how to improve.
- Dribble the ball with control.



KEY OUTCOMES

PHYSICAL

- To use changes of speed and direction to avoid a defender when not in possession of the ball.
- To link passing, dribbling and movement with good control.
- To understand and play different roles and take on a range of responsibilities within a game.



KEY OUTCOMES

THINKING

- To choose whether to pass or dribble the ball in a game.
- To understand and improve different skills when attacking or defending.
- To watch and assess their team's effectiveness when playing a game.
- To select and apply the appropriate skills and rules according to their playing position, recognising the roles they are in and how they can improve.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain how resilience can be important when trying to keep possession of a football.
- To demonstrate resilience when facing defenders.
- To explain when and why they have used resilience in the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain how their bodies change and react during the game.
- To explain in greater depth why Heart Rate increases during exercise.
- To explain in greater depth why Heart Rate increases during exercise.

END POINTS

Children should be able to:

- To link passing, dribbling and movement with good control.
- Suggest areas within an activity or game that can be improved, including technique and tactics.
- To understand and play different roles and take on a range of responsibilities within a game.

KEY VOCABULARY

Target, positioning, fielding, accuracy, defend the wicket.

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1 and 2
S & E Skills – 1 and 2
H.A.L - 1 and 2