

## Autumn 1



### Physical Education Netball Year 5

#### Unit Purpose

The unit of work will **challenge** pupils to **apply** their prior learning of passing and moving to **create attacks** that result in a shooting opportunity.

Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their teams.

#### Inspire Me

**Layla Guscoth** is an England netball international. She was a member of the England squad that won a bronze medal at the 2019 Netball World Cup. Layla is also a practicing doctor!



#### Key Success Criteria

- P** Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
- C** Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios, pupils' self discipline will be challenged as they focus on trying their best, even when their team is losing.



#### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Transition:** is defined as the process of recognising and responding after losing or regaining possession.

**Possession:** Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.

**Marking:** Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.



#### Sport Specific Vocabulary

**Shoulder Pass:** The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders.

**Bounce Pass:** A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.





## Physical Education

### Health and Related Exercise Year 5

#### Unit Purpose

The unit of work will ensure that all pupils understand the meaning of **strength, flexibility** and the **cardiovascular** elements of **fitness**.

Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.

#### Inspire Me

**Did you know...** that after just 20 minutes of exercise, your body will have started to grow new brain cells at a rapid rate! This means that by exercising, we are increasing our capacity to learn!



#### Key Success Criteria

- P** Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.
- C** Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.
- S** Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits.
- W** Pupils will develop life skills such as self motivation, resilience and integrity as they strive to improve their own performances.



#### Vocabulary for Learning

**Cardiovascular System:** The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.

**Strength:** Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

**Flexibility:** Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.

**Fitness:** Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.



#### Sport Specific Vocabulary

**Circuits:** Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.

**Fitness Assessment/Test** A fitness test will evaluate your overall health and physical status. The test marks the starting point for designing an appropriate exercise programme.



## Autumn 2



### Physical Education Hockey Year 5

#### Unit Purpose

The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for **officiating** their own games. Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

#### Inspire Me

**Kate Richardson-Walsh** is a retired hockey player and former captain of Team GB and England. Kate captain Team GB to a gold at the 2016 Olympics and been capped a record 375 times for her country.



#### Key Success Criteria

- P** Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.
- C** Pupils will begin to create and apply tactics that they can then adapt depending on the games situation.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.



#### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Marking:** Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

**Attack:** The aim of the game for the attackers is to score a goal. When a team are in possession of the ball they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity.

**Counter Attack:** A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.



#### Sport Specific Vocabulary

**Man-to-Man Marking:** is a defensive tactic used where each player is assigned to defend and follow the movements of particular player on the opposite team.

**Goal Side:** is a defensive tactic used when a defender marks an opponent. This is where the defender positions themselves between the attacker and the goal, increasing the defenders chances of preventing an attack.







# Physical Education

## Dance: The Circus

### Unit Purpose

The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through **clear movements** and **expression**. Pupils will be able to perform their circus routine as part of a group.

### Inspire Me

**Did you know...** the circus was first established by Philip Astley in 1768. Astley would perform tricks on top of horses in a circular ring, which he would refer to as a 'circus'.



### Key Success Criteria

- P** Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.
- C** Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences.
- S** Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance.
- W** Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.



### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

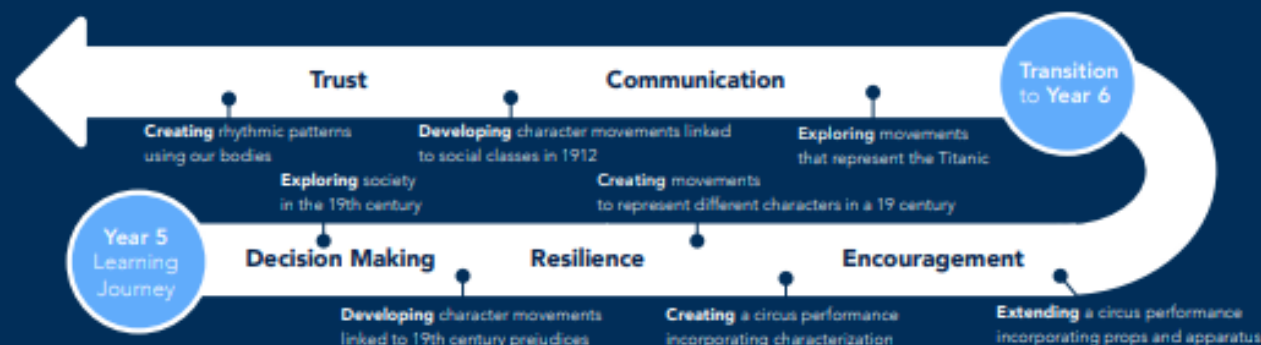


### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Character:** refers to the outcast or circus performer that the pupil is portraying in their performance.

**Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.





## Physical Education Tag Rugby Year 5

### Unit Purpose

The unit of work will challenge pupils to apply their prior learning of **passing** and **moving**, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

### Inspire Me

**Did you know...** that 'rugby' originates from a town in Warkshire called Rugby. During a school football match a pupil broke a rule by catching the ball and running with it rather than kicking it, and so a new game was born.



### Key Success Criteria

- P** Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
- C** Pupils will consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.



### Vocabulary for Learning

**Tactics:** are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Transition:** is defined as the process of recognising and responding after losing or regaining possession.

**Outwit:** means using your intelligence to trick or out smart your opponent or the other team.

**Offside:** occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker intercepts the first pass, this is know as offside.



### Sport Specific Vocabulary

**Loop Pass:** is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them.

**Miss Pass:** is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker.





## Physical Education Gymnastics Year 5

### Unit Purpose

The unit of work will focus on exploring **Counter Balance** and **Counter Tension** balances on the floor and on apparatus.

Pupils will create sequences by consistently applying **flow** and challenging their **creativity**. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.

### Inspire Me

**Nadia Comăneci** is a Romanian retired gymnastics and five-time Olympic gold medalist. At the age of 14, Comăneci was the first gymnast to be awarded a perfect 10 at the Olympic games.



### Key Success Criteria

- P** Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.
- C** Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.
- S** Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.
- W** Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.



### Vocabulary for Learning

**Excellent gymnastics:** 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/ balance are able to hold it still for at least 4 seconds.

**Interesting:** This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

**Flow:** This is when a gymnast moves from one action to another without stopping.

**Levels:** This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.



### Sport Specific Vocabulary

**Counter Balance:** A counter balance is a pushing balance.

**Counter Tension:** A counter tension is a pulling balance.

**Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.

**Canon:** Canon is where pupils perform the same movement one after the other.







## Physical Education Tennis Year 5

### Unit Purpose

The unit of work will **challenge pupils** to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to **create tactics** in a doubles game in order to score points and win the game.

### Inspire Me

The '**Big Three**' is a common tennis term for Roger Federer, Rafael Nadal and Novak Djokovic. Between them they won 18 consecutive slam titles between 2005 and 2009. Who is your favourite player and why?



### Key Success Criteria

- P** Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game.
- C** Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games.
- S** Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.
- W** By facilitating learning through doubles games, pupils will be challenged to always try their best, even when they are losing.



### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Outwit:** means using your intelligence to trick or out smart your opponent to win a point.

**Space:** is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

**Accuracy:** is the ability to control where we hit the ball on our opponents side of the court.



### Sport Specific Vocabulary

**Forehand:** A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

**Backhand:** A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.

**Volley:** Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net.

**Serve:** Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.





## Physical Education

### Communication and Tactics Year 5

#### Unit Purpose

The unit of work will refine pupil's ability to apply effective **teamwork** through different problem-solving **challenges**. Throughout the unit, there will be a focus on pupils refining **effective communication** skills, essential to working within a team to complete the challenges.

#### Inspire Me

**Did you know...** visually impaired runners race with a guide, who is attached to them with a band at the wrist. The guide's role is to provide valuable information to the runner throughout the race.



#### Key Success Criteria

- P** Pupils will work within teams to refine effective strategies and tactics in order to complete the different problem solving challenges successfully.
- C** Pupils will be able to think tactically and communicate these ideas for completing the challenges to their team members.
- S** Pupils will refine life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams.
- W** Pupils will apply effective leadership skills as they control their own emotions and take responsibility for their team members.



#### Vocabulary for Learning

**Communication:** is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Teamwork:** Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

**Strategy:** is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.



#### Sport Specific Vocabulary

**Adapt:** is the ability to change or modify something depending on the situation. An individual or team may need to adapt their tactics to help them achieve their goal.

**Motivation:** are the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal

**Cooperation:** Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task.





## Summer 1



### Physical Education Cricket Year 5

#### Unit Purpose

The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding.

Pupils will be able to create and apply **tactics** for both batting, and fielding (including bowling) and apply these successfully within their teams.

#### Inspire Me

**Sir Don Bradman** was an Australian cricketer, and is widely acknowledged as the greatest batsman of all time. When Bradman retired from international cricket in 1948 he had a test batting average of 99.94!



#### Key Success Criteria

- P** Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.
- C** Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.



#### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Bowling:** is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.

**Run Out:** A run out occurs when a batter attempting a run, has not reached their ground when the stumps are successfully hit with the ball by the fielding team.



#### Sport Specific Vocabulary

**Wicket-keeper:** The wicket-keeper is a fielder who stands behind the stumps opposite the bowler ready to catch and stop the ball.

**No ball:** A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above waist height or the ball bounces more than once when it is bowled.

**Wide:** A wide ball is a delivery bowled by the bowler that the batter is unable to reach or hit.

**Bye:** A bye is a run scored by the batting team when the ball is missed by the wicket keeper and has not been hit by the batter.





## Physical Education Athletics Year 5

### Unit Purpose

The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to **sprint** effectively, individually and within a team. Pupils will be able to develop their technique for throwing a **shot putt** and explore and develop an understanding of how to **hurdle** safely.

### Inspire Me

At the 1992 Olympics **Derek Redmond** tore his hamstring in the 400 metres semi-final but continued the race limping. With assistance from his father, managed to complete the race as the crowd gave him a standing ovation.



### Key Success Criteria

- P** Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.
- C** Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.
- S** Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.
- W** Pupils will strive to improve their own technique, ensuring they always apply maximum effort.



### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Speed:** Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

**Evaluation:** means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances.



### Sport Specific Vocabulary

**Change Over:** A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.

**Personal Best:** A personal best is an individual or team's best performance in a given event.

**Lap:** Is one full completed circuit of a track in a running race.





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## Orienteering

<b>Lesson 1</b>	<p>To develop spatial awareness of symbols by transferring information on a diagram into reality</p> <p>To understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map</p>
<b>Lesson 2</b>	<p>To identify basic orienteering symbols and colours using a map key and know the map key is the most important part of the map</p> <p>To plan for success, co-operate and discuss effectively</p> <p>To review and evaluate performance in order to improve</p>
<b>Lesson 3</b>	<p>To learn the skill of map orientation using basic diagrams [counting cones resource]</p> <p>To use knowledge of orienteering symbols and map keys to solve a broken map [a map split into jigsaw pieces]</p> <p>To work as a team, co-operate and discuss effectively</p>
<b>Lesson 4</b>	<p>To learn map orientation using more challenging diagrams [netball numbers resource]</p> <p>To gain strategies to build stamina in order to compete effectively in orienteering competitions</p> <p>To work as a team, co-operate and discuss effectively</p> <p>To organise and plan an event using map reading skills</p>
<b>Lesson 5</b>	<p>To recognise the orienteering map is a 'bird's eye view' diagram of the ground</p> <p>To recognise, orientate and follow the school orienteering map</p> <p>To use the key to recognise the relevant symbols and features on the orienteering map</p> <p>To navigate <b>as a team</b> to an orienteering control marker sign</p>
<b>Lesson 6</b>	<p>To recognise, orientate and follow the school orienteering map</p> <p>To navigate <b>in pairs</b> to an orienteering control marker sign</p> <p>To travel safely to and from orienteering control marker signs</p> <p>To record information accurately</p> <p>To review performance in order to improve next time</p>
<b>Lesson 7</b>	<p>To navigate <b>as a team</b> to an orienteering control marker sign using the school orienteering map</p> <p>To record information accurately</p> <p>To review performance in order to improve next time</p>
<b>Lesson 8</b>	<p>To navigate <b>individually</b> to an orienteering control marker sign using the school orienteering map</p> <p>To record information accurately</p> <p>To review performance in order to improve next time</p> <p>To know the importance of health and fitness and how orienteering can develop this [see warmup]</p>
<b>Lesson 9</b>	<p>To know the importance of warming up and organise a warmup</p> <p>To navigate <b>individually and in teams</b> to an orienteering control marker sign by using the school orienteering map</p> <p>To record information accurately</p> <p>To review performance in order to improve next time</p> <p>To set up an orienteering course using the school orienteering map</p>
<b>Lesson 10</b>	<p>To orienteer around the school grounds <b>individually and in teams</b></p> <p>To independently adopt the read, thumb, travel, repeat orienteering strategy [RTTR]</p> <p>To tactically plan a strategy to travel around the orienteering course as quickly as possible</p> <p>To design an orienteering event based on different purpose and scenarios</p>