

PE – Year 5 (Progression grid to be supplemented with the GetSet4PE online plans)

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>1. Use running, jumping, throwing and catching in isolation and in combination</p> <p>2. 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</p> <p>3. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>4. Perform dances using a range of movement patterns</p> <p>5. Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>6. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Football (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Develop control when sending and receiving under pressure • Select and apply a variety of dribbling techniques to game situations • Explore creating tactics with others and applying them to game situations • Develop tracking and marking with a variety of techniques and increased success • Move to create space for themselves and others in their team <p>Fitness (NC Objective 1, 5 & 6)</p> <ul style="list-style-type: none"> • Demonstrate improved body posture and speed when changing direction • Change their body position to maintain a controlled centre of gravity • Demonstrate increased speed when coordinating their bodies • Identify the best pace for a set distance or time • Demonstrate increased technique in body weight exercises • Use their breath to increase their ability to move for sustained periods of time 	<p>Football Possession, send, teammate, received, goal, dodge,</p> <p>Fitness Speed, distance, sprint, strong, pace, jog, steady, race</p>	<p>Football goalkeeper, outside, opponent, communicate, opposition, tracking, inside, control, available, tackle</p> <p>Fitness Fitness, strength, balance, pace, agility, control, progress, coordination, muscle, stamina</p>	<p>Football Control, tactics, opponent, intercepting, tracking, consistently, conceding, outwit, pressure, foul, touch, outwit</p> <p>Fitness Agility, technique, power, generate force, analyse, continuous, measure, record</p>

<p>Swimming</p> <p>7.Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>8.Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>9.Perform safe self-rescue in different water-based situations.</p>	<p>Basketball (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Develop control when sending and receiving under pressure • Select and apply a variety of dribbling techniques to game situations • Explore creating tactics with others and applying them to game situations • Develop tracking and marking with a variety of techniques and increased success • Move to create space for themselves and others in their team <p>Yoga (NC Objective 3)</p> <ul style="list-style-type: none"> • Use their breath to maintain balance within a pose • Develop flexibility by connecting their movement with their breath • Demonstrate increased control and strength when in and transitioning between poses • Understand that there are methods they can use to control how they feel <p>Gymnastics (NC Objective 3, 4 & 6)</p> <ul style="list-style-type: none"> • Develop the range of shapes they use in their sequences • Develop strength in bridge and shoulder stand • Develop control and fluency in individual and partner balances • Develop the straight, barrel, forward and straddle roll and perform with increased control 	<p>Basketball</p> <p>Possession, send, teammate, chest pass, received, dodge, bounce pass</p> <p>Yoga</p> <p>Focus, create, choose, position, flow</p> <p>Gymnastics</p> <p>Matching, contrasting, interesting, flow, explore, control, shape, create</p>	<p>Basketball</p> <p>Travelling, double dribble, v dribble, receiver, playing area, opponent, tracking, rebound, opposition</p> <p>Yoga</p> <p>Strength, perform, link, flexibility, mindfulness, try, stable, grounded, relax, control, down dog, technique</p> <p>Gymnastics</p> <p>Technique, quality, sequence, perform, rotation, extension, apparatus, inverted, shape</p>	<p>Basketball</p> <p>Referee, set shot, opponent, tactics, conceding, outwit, set shot, foul, jump shot</p> <p>Yoga</p> <p>Quality, notice, calm, develop, high lunge, fluidity, salutation, transition, practice, collaboratively, connected, aware</p> <p>Gymnastics</p> <p>Symmetrical, asymmetrical, extension, rotation, synchronisation, canon, inverted, progression, aesthetics</p>
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	<ul style="list-style-type: none"> • Develop control in performing and landing rotation jumps <p><u>Swimming</u> (NC Objective 7, 8 and 9)</p> <ul style="list-style-type: none"> • Demonstrate increased technique in a range of strokes, swimming over a distance of 25m • Explore underwater breaststroke breathing technique over a distance of 25m • Demonstrate a good understanding of water safety • Explore safety techniques to include the H.E.L.P. huddle positions <p><u>Dance</u> (NC Objective (3, 4 & 6)</p> <ul style="list-style-type: none"> • Choreograph planned dances by using, adapting and developing actions and steps from different dance styles • Confidently use dynamics to express different dance styles • Use direction and patterning to express different dance styles • Confidently use formations, canon and unison to express a dance idea • Perform dances expressively, using a range of performance skills, showing accuracy and fluency 	<p><u>Swimming</u> pulling, breathing, unaided, gliding, floating, splash</p> <p><u>Dance</u> Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions</p>	<p><u>Swimming</u> Sculling, crawl, breaststroke, submersion, rotation, backstroke, buoyancy, survival, alternate, huddle, stroke, treading water</p> <p><u>Dance</u> Reaction, performance, represent</p>	<p><u>Swimming</u> Exhale, flutter kick, personal best, surface, inhale, endurance, propel, continuous, streamline, synchronised, retrieve</p> <p><u>Dance</u> formation, relationship, posture, canon</p>
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	<p><u>Athletics</u> (NC Objective 1, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Apply fluency and coordination when running for speed in relay changeovers • Effectively apply speeds appropriate for the event • Develop power, control and consistency in jumping for distance • Explore technique and rhythm in the triple jump • Develop technique and power in javelin and shot put <p><u>Orienteering</u> (NC Objective 5)</p> <ul style="list-style-type: none"> • Explore tactical planning within a team to overcome increasingly challenging tasks • Develop navigational skills and map reading in increasingly challenging tasks including map orientation • Explore a variety of communication methods with increasing success • Reflect on when they were successful at solving challenges and alter their methods in order to improve <p><u>Cricket</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Explore defensive and driving hitting techniques and directional batting • Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation • Demonstrate clear technique when using a variety of throws under pressure 	<p><u>Athletics</u> Accurately, power, personal best, determination, further, faster, control, strength, pace</p> <p><u>Orienteering</u> navigate, rules, route, grid, discuss, trust, plan</p> <p><u>Cricket</u> Place, strike, runs, track</p>	<p><u>Athletics</u> Stamina, technique, perseverance, officiate, power, accuracy, flight</p> <p><u>Orienteering</u> leader, inclusive, effectively, orientate, symbol</p> <p><u>Cricket</u> technique, wicket keeper, retrieve, bowl, fielding, stumped, two-handed pick up, stance, wicket, short barrier, grip, batting</p>	<p><u>Athletics</u> Compete, continuous momentum, stride, downsweep, upsweep, rhythm</p> <p><u>Orienteering</u> tactical, collaborate, control card, collective, orienteering, navigation</p> <p><u>Cricket</u> tracking, consistently, support</p>
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- Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations

Handball

(NC Objective 1, 2, 3 & 6)

- Develop control when sending and receiving under pressure
- Select and apply a variety of dribbling techniques to game situations
- Explore creating tactics with others and applying them to game situations
- Develop tracking and marking with a variety of techniques and increased success
- Move to create space for themselves and others in their teams

Handball

Possession, teammate, bounce pass

Handball

Dribble, grip, defence, shoot, interception, mark, opponent, protect, double dribble, opposition, fluid, attack,

Handball

Pressure, delay, tactics, release, angle, reaction, principle, create, close down, jump pass, side pass, jump shot, driving shot

Knowledge

Substantive Knowledge

Autumn Term 1

Football – **Is a football player the only role you can aspire to be?**

Lesson 1 – To know how to dribble the ball under pressure

- Use all parts of their foot to control the ball
- Make decisions about when to dribble and when to pass
- Be respectful of other people in the class
- Play games honestly and fairly, keeping to the rules

Lesson 2 – To know how to pass the ball accurately to a target to help maintain possession

- Keep the ball close when defenders are near
- Push the ball slightly further in front if they have space from defenders
- Make decisions on who to pass to, to help their team keep possession

Lesson 3 – To know how to use different turns to keep the ball away from the defenders

- Cushion the ball on their first touch
- Get their body in line with the ball as it comes towards them
- Explore different ways to turn with a ball

Lesson 4 – To understand and develop defending skills to gain possession

- Move towards the attacker to close down their space
- Readjust their angles as the ball moves
- Make decisions on when to jockey and when to tackle

Lesson 5 – To understand and develop goalkeeping skills to stop the opposition from scoring

- Readjust their angles as the ball moves
- Stay on their toes, ready to move
- Watch the ball

Lesson 6 – To know how to apply the rules and tactics you have learnt to play in a football tournament

- Discuss with their team on how they are going to improve with their next match
- Encourage and congratulate their teammates and opponents
- Select and apply tactics to the games that they play

Fitness – **Can you be fit but not healthy?**

Lesson 1 – To understand and develop an awareness of what your body is capable of

Disciplinary Knowledge

Football

Raising aspirations: football player, football manager, physiotherapist, coach, nutritionist, game analyser, commentator, agent

Skills: communication, balance and co-ordination, performance, competition
Communication

Children will develop communication both verbally and physically. Children will communicate effectively with their teammates in the middle of play efficiently and create tactics with one another.

Balance and co-ordination

Children will react quickly in order to respond to or make a play. Balance and agility will continue to develop as children start to master the co-ordination needed to move themselves and the ball efficiently.

Performance

Children will assess, analyse and compare performances of themselves and their peers to improve their personal best. Children to understand what it takes to perform at the maximum level

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

Fitness

Raising aspirations: physiotherapist, nutritionist, athlete

- Encourage those that they are working with
- Try their best at each station
- Identify areas of strength and development
- Persevere and achieve their personal best

Lesson 2 – To understand and develop speed and stamina

- Maintain a steady breath
- Make their first step forwards not backwards
- Move their hands from pocket to mouth
- Run on the balls of their feet
- Work for the whole time period without stopping

Lesson 3 – To understand and develop strength using my own body weight

- Complete the exercises slowly and with control
- Maintain a steady breath
- Identify personal areas of strength
- Recognising that having a positive approach also positively impacts on others

Lesson 4 – To understand and develop coordination through skipping

- Keep their hands at waist height
- Turn the rope then jump
- Identify that coordination is a skill that requires moving different body parts at the same time and this also requires balance

Lesson 5 – To understand and perform actions that develop agility

- Turn their hips to face the direction they are running
- Use lots of small steps rather than big steps
- Recognise when they was successful and what they need to improve

Lesson 6 – To understand and develop control whilst balancing

- Focus on something stationary
- Move slowly to gain balance and control
- Slightly bend their standing leg
- Identify muscle groups working in different activities

Autumn Term 2

Basketball – **How does playing your role help the team performance?**

Lesson 1 – To understand and develop protective dribbling against an opponent

- Put their non-dribbling arm out to protect the ball from their opponent
- Turn their body to create a barrier between the defender and the ball
- Identify areas of strength and for improvement in theirs and their partner's dribbling skills

Skills: balance and co-ordination, competition, basic principles

Balance and co-ordination

Children will react quickly in order to respond to or make a play. Balance and agility will continue to develop as children start to master the co-ordination needed to move themselves and the ball efficiently.

Competition

Children will set themselves multiple personal challenges and be in competition with themselves and their peers to try and beat their targets.

Basic principles

Children will be able to understand the basic principles of improving their fitness by understanding how they can improve their techniques to improve their scores. They will explore setting themselves challenges to motivate them to succeed.

Basketball

Raising aspirations: basketball player, basketball coach, physiotherapist, nutritionist, game analyser, coach, commentator, agent

Skills: communication, balance and co-ordination, performance, competition

Communication

Lesson 2 – To know how to move into space to support a teammate

- Look to move into space that will make it easier for their team to score
- Use a change of pace and a change of direction to lose their opponent
- Make quick decisions under pressure

Lesson 3 – To know how to choose when to pass and when to dribble

- Dribble if they have space to do so
- Pass if they can get the ball closer to goal
- Pass if they cannot beat the defender
- Select and apply the appropriate skill for the situation

Lesson 4 – To know how to track an opponent and use defensive techniques to win the ball

- Bend their knees so that they can change direction at speed
- Stay between the basket and the person with the ball
- Plan tactics with their team

Lesson 5 – To know how to perform a set shot and a jump shot

- Balance with feet shoulder width apart
- Elbow under the ball
- Eyes look at the target
- Follow through with their hand

Lesson 6 – To know how to apply the rules and tactics you have learnt to play in a basketball tournament

- Be clear and fair when refereeing
- Use the rules to play fairly and help the game to flow
- To reflect on their teams' performance and identify areas to improve

Yoga – **By following a sequence, does that help you improve your flow?**

Lesson 1 – To understand and develop an understanding of yoga/To understand and develop flexibility through the sun salutation flow

- Move with control in time with their breath
- Identify which muscles in their body were more flexible than others
- Focus on their breathing
- Respectful of others when completing mindfulness activities

Lesson 2 – To understand and develop strength through yoga flows

- Move into and through each pose slowly and fluidly
- Squeeze their muscles to help them to be stable
- Identify the different muscles they are using in the poses they do

Children will develop communication both verbally and physically. Children will communicate effectively with their teammates in the middle of play efficiently and create tactics with one another.

Balance and co-ordination

Children will react quickly in order to respond to or make a play. Balance and agility will continue to develop as children start to master the co-ordination needed to move themselves and the ball efficiently.

Performance

Children will assess, analyse and compare performances of themselves and their peers to improve their personal best. Children to understand what it takes to perform at the maximum level

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

Yoga

Raising aspirations: yoga instructor, physiotherapist

Skills: sequence, balance and co-ordination, basic principles

Sequence

Children will develop their sequences when carrying out a flow of movements that stretches the body and channels the breathing.

Balance and co-ordination

Children will develop their balance and co-ordination whilst carrying out various poses both individually and, in a group, so that they can improve their balance and co-ordination.

Lesson 3 – To understand and create your own flow showing quality in control, balance and technique

- Move in time with their breath
- Use poses that challenge them
- Choose poses that flow into one another

Lesson 4 – To understand and develop balance through yoga flows

- Move slowly and with control into the pose so that they are stable when balancing
- Identify how certain activities make them feel
- Move in time with others
- Work independently, focusing on their own thoughts

Lesson 5 – To understand and work collaboratively to create a controlled paired yoga flow

- Focus and concentrate to help with their breathing
- Hold their yoga poses with strong lines and control
- Choose poses that link well into one another so that their sequence flows

Lesson 6 – To understand and create your own yoga flow that challenges technique, balance and control

- Keep their focus soft and their breath controlled
- Move as they breathe
- Squeeze their muscles to help them be stable

Spring Term 1

Gymnastics – **How can communication help you succeed in a routine?**

Lesson 1 – To know how to perform symmetrical and asymmetrical balances

- Use strong body tension to keep their balances stable
- Create partner balances and decide on travelling actions to link them together
- Work safely when learning a new skill

Vocabulary – symmetrical, asymmetrical, contrasting, interesting, extension

Lesson 2 – To know develop straight, forward, straddle and backward roll

- Use momentum to help them roll
- Persevere when learning a new skill
- Observe others and provide feedback on their performances

Vocabulary – technique, perform

Basic principles

Children will understand the basic principles of yoga such as poses, breathing and extending their body whilst being mindful of their body and feelings and explaining how yoga can help.

Gymnastics

Raising aspirations: gymnast, gymnastic coach, physiotherapist, nutritionist, gymnastic adjudicator, gymnastic commentator

Skills: sequence, communication, balance and co-ordination, basic principles
Sequence

Children will be able to perform three or more skills together to create a different combination and maintain the flow

Communication

Children will communicate effectively when working in partners or small groups to create a new sequence and to raise awareness for health and safety.

Balance and co-ordination

Lesson 3 – To know and explore different methods of travelling, linking actions in both canon and synchronisation

- Canon – moving one after the other
- Synchronisation – moving at the same time
- Identify the impact canon and synchronisation has on performances
- Work with others to create a sequence

Vocabulary – canon, synchronisation, quality, create, flow

Lesson 4 – To understand how to perform progressions of inverted movements

- Use body tension to improve the control and quality of their movements
- Understand that sometimes they need to move quickly and other times slowly to be successful
- Work safely with a new partner when learning a new skill

Vocabulary – progression, inverted

Lesson 5 – To know and explore matching and mirroring using actions both on the floor and on apparatus

- Keep the same timing as their partner to mirror or match them
- Adapt a sequence to include apparatus and make decisions about where is best to perform each action
- Discuss, plan and create a sequence with their partner

Vocabulary – apparatus, matching

Lesson 6 – To know how to create a partner sequence using apparatus

- Consider which actions would suit the apparatus they are using
- Vary the level, speed and direction used in their sequence to make it interesting
- Identify what makes a good performance and use this to provide feedback to others

Vocabulary – aesthetics, rotation

Swimming – **How does fitness help you swim longer?**

Sessions planned by Swimming Instructors

Spring Term 2

Dance – **How does dance improve your health?**

Lesson 1 – To understand how to create a dance using a random structure and perform the actions showing quality and control

- Consider the quality of performance of each action
- Use counts of 8 to help them stay in time with their partner
- Work with a partner to create and perform a dance

Children will develop their balance and co-ordination through a series of advanced actions and inverted movements

Basic principles

Children will understand the basic principles of gymnastics such as staying safe, using apparatus correctly, creating routines and following sequences.

Dance

Raising aspirations: dancer, dance instructor, dance adjudicator

Skills: sequence, communication, balance and co-ordination, performance

Sequence

Children will understand that sequence is a pattern of movements linked to music that has been decided purposely to fit the sequence.

- Use feedback to them to improve their performance

Vocabulary – performance, actions, create

Lesson 2 – To understand how changing the dynamics of an action changes the appearance of the performance

- Consider how each action is performed when changing the dynamic
- Use counts to help them stay in time with each other
- Understand how to improve their performance
- Work with a partner to share and explore ideas

Vocabulary – dynamics, posture

Lesson 3 – To understand and use relationships and space to change how a performance looks

- Use changes in level, direction and pathway
- Use relationship changes in formation, timing, matching and mirroring, and moving either apart or in contact with their partner
- Understand and apply the use of relationships and space to change the appearance of their dance

Vocabulary – relationship, levels, formation, timing, unison, canon

Lesson 4 – To understand, copy and repeat movements in the style of rock ‘n’ roll

- Use upbeat dynamics and facial expressions to help make your actions look like the style of rock ‘n’ roll
- Create in the style of rock ‘n’ roll
- Share ideas with their partner
- Confident to perform their ideas

Vocabulary – expression, reaction, represent

Lesson 5 – To understand how to work with a partner to copy and repeat actions keeping in time with the music

- Use bouncy, lively and quick dynamics in their performance
- Use counts of 8 to keep in time and help remember the order of the actions
- Provide feedback using the correct terminology

Vocabulary – feedback, perform, explore

Lesson 6 – To understand how to work collaboratively with a group to create a dance in the style of rock ‘n’ roll

- Use different levels and formations in their dance to make it look interesting
- Lead a group through aerobics warm up with good communication skills
- Explore and create with others
- Confident to suggest ideas and actions

Vocabulary – flow

Communicating

Children will understand that there are two types of communication in dance. Verbal and physical. Verbal communication is important to work together to collaborate a dance routine and help each other to stay in time with the beat. Physical communication is important as well as it gives children a chance to practice expressions, gestures, happiness, sadness, joy and passion using their body.

Balance and co-ordination

Children will understand that good body coordination will give them better agility and balance and improve their performance.

Performance

Children will develop and create sequences and perform to peers for feedback.

Swimming – **How can you survive in water?**

Sessions planned by Swimming Instructors

Summer Term 1

Athletics – **How does competing improve your mental health?**

Lesson 1 – To know how to apply different speeds over varying distances

- Choose the best pace for the running event
- Run at a pace that they can maintain
- Steady their breathing by breathing in through their nose and out through their mouth
- Identify that keeping a steady breath will help them when running longer distances

Vocabulary – pace, stamina, control, accurately

Lesson 2 – To understand and develop fluency and coordination when running for speed

- Sprint on the balls of their feet moving their hands from pocket to mouth
- Take big strides
- Provide feedback on another's sprinting technique to help them improve

Vocabulary – faster, stride, officiate, determination

Lesson 3 – To understand and develop technique in relay changeovers

- Choose the best pace for the running event
- Communicate with teammates to exchange the baton smoothly
- Hold the end of the baton
- Run at a slow speed when waiting to receive the baton

Swimming

Raising aspirations: swimming athlete, swimming coach

Skills: sequence, balance and co-ordination, basic principles

Sequence

Children will understand the sequence of rotating arms in a circular manner to travel through the water.

Balance and co-ordination

Children will understand the co-ordination of moving both arms and legs at the same time to move through the water

Basic principles

Children will understand the basic principles of surviving in the water if they are ever in a situation. Children will learn how to deal with swimming in wet clothes and the procedures they must follow to survive. Children will also understand the basic principles of swimming such as holding your breath under water and various strokes.

Athletics

Raising aspirations: athlete, coach, physiotherapists, race analyst, adjudicator, judge, commentator

Skills: balance and co-ordination, performance, competition

Balance and co-ordination

Children will develop their balance and co-ordination when running, throwing and jumping

Performance

Children will assess, analyse and compare performances of themselves and their peers to improve their personal best. Children to understand what it takes to perform at the maximum level

Competition

Children will set themselves multiple personal challenges and be in competition with themselves and their peers to try and beat their targets.

Vocabulary – technique, downsweep, upsweep

Lesson 4 – To understand and develop technique and coordination in the triple jump

- Hop: one foot to the same foot
- Jump: land two feet
- Perform a range of jumps showing balance in take-off and landings
- Show control at take-off and landing by bending their knees
- Step: one foot to the other foot

Vocabulary – continuous, momentum, rhythm

Lesson 5 – To understand and develop throwing with force for longer distances

- Finish their throw with their hand high
- Strength and speed will create power
- Transfer their weight from their back to their front leg
- Explore throwing from different start points and use their findings to identify the most effective position

Vocabulary – further, strength, personal best, power

Lesson 6 – To understand and develop throwing with greater control and technique

- Begin their throw in a balanced stance
- Point the javelin tip slightly up
- Transfer their weight from their back to their front leg
- Explore using a run up in the javelin throw and identify the effect this has on the distance

Vocabulary – flight, accuracy, perseverance, compete

Orienteering – **What is the goal: teamwork or reaching the destination?**

Lesson 1 – To know how to find a control point independently

- Follow the map to find the control point
- Receive and apply individual coaching
- Appropriately challenged by visiting controls

Vocabulary – control card, orienteering, route, navigate

Lesson 2 – To know how to find a control point independently

- Follow the map to find the control point
- Receive and apply individual coaching
- Appropriately challenged by visiting controls

Vocabulary – collective, collaborate

Lesson 3 – To know how to use orienteering skills competitively

- Read a map confidently
- Navigate to a control point
- Navigate to a control point competitively

Orienteering

Raising aspirations: Long distance runner, off road runner

Skills: sequence, communication, performance, competition, basic principles

Sequence

Children will be expected to find clues by reading a map in the sequence of order.

Communicating

Children will communicate effectively with their partners to work well as a team

Competition

Children will develop communication both verbally and physically. Children will communicate effectively with their teammates in the middle of play efficiently and create tactics with one another.

Performance

Vocabulary – tactical, plan, rules, trust, orientate

Lesson 4 – To know how to use orienteering skills competitively

- Read a map confidently
- Navigate to a control point
- Navigate to a control point competitively

Vocabulary – leader effectively, inclusive

Lesson 5 – To understand how to orientate using line orientate

- Read a map confidently
- Navigate to a control point
- Navigate using line orienteering

Vocabulary – navigation, discuss

Lesson 6 – To understand how to mark a map

- Relate the ground to the map
- Move to the different areas to find the controls
- Understand how to mark a map

Vocabulary – grid, symbol

Summer Term 2

Cricket – **How can communication help you succeed?**

Lesson 1 – To understand and develop throwing accuracy and catching skills

- Bring the ball into their body when catching to cushion the ball
- Step forward with the opposite foot to their throwing arm
- Use simple tactics to outwit the opponent
- Use communication skills to improve success when working with a partner

Vocabulary – wicket, retrieve, fielding

Lesson 2 – To understand and develop placement of a ball into space

- Grip the bat with the dominant hand at the bottom
- Keep their elbow high
- Use tactics to improve their performance

Vocabulary – place, stance, strike, bowl, grip, batting

Lesson 3 – To understand and develop consistency of catching to get opponents out

- Bring the ball into their body when catching to cushion the ball
- Select and apply the appropriate skill under pressure
- Persevere when learning a new skill

Vocabulary – consistently

Lesson 4 – To understand and develop overarm bowling technique and accuracy

- Draw a number six with the ball when preparing to bowl
- Reflect on a performance and suggest ways to improve

Children will assess, analyse and compare performances of themselves and their peers to improve their personal best. Children to understand what it takes to perform at the maximum level

Competition

Children will set themselves multiple personal challenges and be in competition with themselves and their peers to try and beat their targets.

Basic principles

Cricket

Raising aspirations: cricket player, cricket umpire, cricket coach, commentator, physiotherapist, game analyst

Skills: communication, balance and co-ordination, performance, competition

Communication

Children will develop communication both verbally and physically. Children will communicate effectively with their teammates in the middle of play efficiently and create tactics with one another.

Balance and co-ordination

Children will react quickly in order to respond to or make a play. Balance and agility will continue to develop as children start to master the co-ordination to hit the ball effectively and accurately

Performance

Children will assess, analyse and compare performances of themselves and their peers to improve their personal best. Children to understand what it takes to perform at the maximum level

Competition

- Be accepting of feedback provided

Vocabulary – technique, wicket keeper

Lesson 5 – To understand and develop a variety of fielding techniques and to use them within a game

- Use a two-handed pickup when the ball is coming towards them
- Select and apply skills under pressure
- Work collaboratively in a group to self-manage games

Vocabulary – two-handed pick up, runs, track, tracking

Lesson 6 – To know and further develop fielding techniques and apply them to game situation

- Track the ball to ensure they are in line with it
- Understand why and can make decisions about the type of fielding technique to use
- Show good sportsmanship regardless of the result

Vocabulary – short barrier, stumped, support

Handball – **Is it quicker to pass the ball or run with the ball?**

Lesson 1 – To understand and develop a variety of passes and know when to use each to help maintain possession

- Finish with their hand pointing to where they want the ball to go
- Use wide fingers to grip the ball
- Select the appropriate skill for the situation

Vocabulary – possession, grip, bounce pass, jump pass, side pass, release

Lesson 2 – To know how to use stepping, dribbling and passing skills to create space, move towards goal and away from defenders

- Dribble at waist height
- Use changes of directions and speed whilst dribbling
- Make quick decisions when under pressure

Vocabulary – dribble, defence, interception, double dribble

Lesson 3 – To know how to use defending skills to stop an opponent from scoring

- Close down the angle their opponent has
- Use a ready position to react quickly
- Understand how to close down a space to limit an attacker’s options

Vocabulary – principle, attack, close down, angle, reaction

Lesson 4 – To know, select and apply the appropriate skill to score goals

- Jump high into the air to gain a bigger scoring opportunity
- Travel at speed when performing a shot to get more power

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

Handball

Raising aspirations: athlete, referee, commentator

Skills: communication, balance and co-ordination, performance, competition

Communication

Children will develop communication both verbally and physically. Children will communicate effectively with their teammates in the middle of play efficiently and create tactics with one another.

Balance and co-ordination

Children will react quickly in order to respond to or make a play. Balance and agility will continue to develop as children start to master the co-ordination needed to move themselves and the ball efficiently.

Performance

Children will assess, analyse and compare performances of themselves and their peers to improve their personal best. Children to understand what it takes to perform at the maximum level

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

<ul style="list-style-type: none"> - Use problem solving to figure out which type of shot is best to use from different angles and distances on the handball court <p>Vocabulary – shoot, driving shot, jump shot, fluid</p> <p>Lesson 5 – To know and use defensive skills to gain possession</p> <ul style="list-style-type: none"> - Communicate with their teammates - Move onto the ball to intercept - Select the correct defending technique for the situation <p>Vocabulary – teammate, protect, opponent, opposition, delay, mark</p> <p>Lesson 6 – To know how to maintain possession under pressure</p> <ul style="list-style-type: none"> - Look at where the defence are before making a decision about what to do or who to pass to - Move to find space and be an option for their teammates - Reflect on my actions to improve and can learn from others <p>Vocabulary – pressure, tactics, create</p>	
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Concepts

Mental Health	Health and Fitness	Aspirations
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SKILLS

Sequence	Communicating	Balance and Co-ordination	Performance	Competition	Basic Principles
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END OF YEAR ASSESSMENT

Working at expected	Qualities of a subject expert
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<p>Football</p> <ul style="list-style-type: none"> • Pupils can communicate with their team and move into space to keep possession and score. • Pupils can dribble, pass, receive and shoot the ball with some control under pressure. • Pupils can identify how different activities can benefit their physical health. • Pupils can identify when they were successful and what they need to do to improve. • Pupils can often make the correct decision of who to pass to and when. • Pupils can use feedback provided to improve their work. 	<p>Children to be classed as an expert if they meet all working at expected. Consider as well the children’s participation in sport extra-curricular clubs both in and out of school.</p> <p>Become more competent, confident and expert in their techniques. Understand what makes a performance effective.</p> <p>Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.</p> <p>Understand and apply the long-term health benefits of physical activity.</p>
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- Pupils can use tracking and intercepting when playing in defence.
- Pupils know what position they are playing in and how to contribute when attacking and defending.
- Pupils understand the need for tactics and can identify when to use them in different situations.
- Pupils understand the rules of the game and they can use them most of the time to play honestly and fairly.
- Pupils understand there are different skills for different situations and they are beginning to apply this

Fitness

- Pupils can analyse their fitness data to identify areas of improvement.
- Pupils can choose the best pace for a running event and maintain speed.
- Pupils can encourage and motivate others to work to their personal best.
- Pupils can identify how different activities can benefit their physical health.
- Pupils can work with others to manage activities.
- Pupils understand the different components of fitness and how to test them.
- Pupils understand what their maximum effort looks and feels like and they are determined to achieve it.

Basketball

- Pupils can communicate with their team and move into space to keep possession and score.
- Pupils can dribble, pass, receive and shoot the ball with some control under pressure.
- Pupils can identify how different activities can benefit their physical health.
- Pupils can identify when they were successful and what they need to do to improve.

- Pupils can often make the correct decision of who to pass to and when.
- Pupils can use feedback provided to improve their work.
- Pupils can use tracking and intercepting when playing in defence.
- Pupils know what position they are playing in and how to contribute when attacking and defending.
- Pupils understand the need for tactics and can identify when to use them in different situations.
- Pupils understand the rules of the game and they can apply them honestly most of the time.
- Pupils understand there are different skills for different situations and they are beginning to apply this

Yoga

- Pupils are confident to lead others through poses and flows.
- Pupils can create a yoga flow working safely with a partner.
- Pupils can identify how different activities can benefit their physical health.
- Pupils can move with control from one pose to another demonstrating good balance.
- Pupils can provide feedback to others using key terminology.
- Pupils can use feedback provided to improve their work.
- Pupils can use their breath to move from pose to pose.
- Pupils show strength and flexibility whilst holding yoga poses.

Gymnastics

- Pupils can create and perform sequences using apparatus, individually and with a partner.
- Pupils can lead a partner through short warm-up routines.
- Pupils can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.

- Pupils can use feedback provided to improve their work.
- Pupils can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- Pupils can use strength and flexibility to improve the quality of a performance.
- Pupils can work safely when learning a new skill to keep themselves and others safe.

Swimming

- Pupils can swim confidently, competently and proficiently over a distance of at least 25 metres
- Pupils can use a range of strokes effectively
- Pupils can perform safe-self rescue in different water situations

Dance

- Pupils can accurately copy and repeat set choreography.
- Pupils can choreograph phrases individually and with others considering actions and dynamics.
- Pupils can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- Pupils can identify how different activities can benefit their physical health.
- Pupils can lead a group through short warm-up routines.
- Pupils can refine the way they use actions, dynamics, relationships and space in their dance in response to a stimulus.
- Pupils can suggest ways to improve their own and other people's work using key terminology.
- Pupils can use counts when choreographing to stay in time with others and the music.
- Pupils can use feedback provided to improve their work.

Athletics

- Pupils can choose the best pace for a running event.
- Pupils can identify good athletic performance and explain why it is good.
- Pupils can perform a range of jumps showing some technique.
- Pupils can show control at take-off and landing in jumping activities.
- Pupils can take on the role of coach, official and timer when working in a group.
- Pupils can understand how stamina and power help people to perform well in different athletic activities.
- Pupils can use feedback to improve their sprinting technique.
- Pupils can persevere to achieve their personal best.
- Pupils show accuracy and power when throwing for distance.

Orienteering

- Pupils are inclusive of others and can share job roles.
- Pupils can navigate around a course using a map.
- Pupils can orientate a map confidently.
- Pupils can reflect on when they were successful at solving challenges and alter their methods in order to improve.
- Pupils can use critical thinking to approach a task.
- Pupils can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

Cricket

- Pupils are developing a wider range of fielding skills and they are beginning to use these under some pressure.
- Pupils can identify how different activities can benefit their physical health.

- Pupils can identify when they were successful and what they need to do to improve.
- Pupils can strike a bowled ball with increasing consistency.
- Pupils can use feedback provided to improve their work.
- Pupils can work collaboratively with others to score runs.
- Pupils can work co-operatively with others to manage their game.
- Pupils understand the need for tactics and can identify when to use them in different situations.
- Pupils understand the rules of the game and they can apply them honestly most of the time.
- Pupils understand there are different skills for different situations and they are beginning to use this.

Handball

- Pupils understand the rules and can apply them honestly most of the time including when refereeing.
- Pupils can dribble, pass, receive and shoot the ball with some control under pressure.
- Pupils communicate well with their team and move into space to help to maintain possession and score goals.
- Pupils can apply defensive skills individually and as a team to gain possession, deny space and stop goals.
- Pupils use feedback provided to improve their work.
- Pupils understand the need for tactics and can identify when to use them in different situations.
- Pupils can lead others and contribute their ideas to group work.