



The PE Curriculum Year 5

Intent	<p>Benjamin Adlard Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p>
Implementation	<p>PE at Benjamin Adlard Primary School provides challenging and enjoyable learning through a range of sporting activities including; games, dance, gym, athletics & striking and fielding.</p> <ul style="list-style-type: none"> • The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. • We use Primary steps in PE curriculum; a clear and comprehensive scheme of work, to plan and deliver lessons which show progression of skills across KS2 within the different strands of PE. • Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports are available each day and children can attend after school sport clubs one evening per week. • Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. • Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch time clubs, our annual Sports day and any other Sporting activities. • Children participate in workshops covering a variety of sports throughout the year. This is to provide the children with an opportunity to develop, improve their fitness and to try something new • Children from Year 3 and 4 access swimming for 3 terms. <p>To participate in the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day.</p>
Impact	<p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Furthermore.</p>

Year 5 – Autumn 1		Unit 1 – Games: Invasion	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">use running, jumping, throwing, and catching in isolation and in combinationplay 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			
Overall Outcomes			
ALL: Use principles of attack and defence and can participate fully in game situations			
MOST: Can consistently perform basic skills accurately and can use space effectively			
SOME: Demonstrate leadership and show a high level of awareness of principles in attack and defence			
Prior Learning			
Year 1	Year 2	Year 3	Year 4
Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object	Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation
Next Steps – Progression through the PE curriculum			
Year 6 Pupils will:			
Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics Show high levels of awareness of game principles Show leadership qualities to support and encourage			
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Knowhow to execute a variety of passes confidently Know to use evasive strategies Know how to develop own attacking / defensive strategies Know to use tactics in a game situation		Send and receive effectively on the move Execute a variety of passes confidently Move into a space appropriately Demonstrate leadership qualities Demonstrate elements of flair and creativity in game situations Show accuracy when shooting	

Subject Guidance for teachers

Chest Pass



Chest Pass

1. From a two-handed catching position make sure the ball is kept at chest height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball out, extending and following through with the arms, wrists, hands and fingers in the direction of the receiver

Bounce Pass



Bounce Pass

1. From a two-handed catch take the ball to just above waist height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball down, aiming for it to bounce two-thirds of the distance towards the receiver.

Overhead Pass



Overhead Pass

1. Balanced starting position with opposite foot forward to throwing arm
2. Use second to steady the ball if necessary
3. Hold the ball at head height with fingers spread behind (not under) the ball
4. Body weight is transferred from the back foot to the front foot
5. The hand, arm and shoulder should then thrust forwards towards the target

Key Assessments

All Children will:

Can send and control a ball


Know and use correct technique





Can move into space



Follow attacking/ defensive instructions

Can react to an attack					
Can participate in game					
<u>Most Children will:</u>					
Send and control on the move					
Show accuracy					
Use evasive strategies					
Apply attacking/ defensive strategies					
Can use basic principles in attack in defence					
Can evaluate own performance. Demonstrate teamwork					
<u>Some children will:</u>					
Execute a variety of passes consistently					
Consistently show accuracy					
Know when evasion is necessary					
Develop own attacking/ defensive strategies					
Can use tactics in a game situation					
Show leadership qualities and flair in game situations					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Tactics	Gaining an advantage				
Pressure	Persuading or forcing the opponent to do something				
Attack	Trying to score a goal				
Defence	Trying to stop the other team scoring a goal				
Agility	Power of moving quickly and easily				
Accuracy	Throwing a ball in an exact way without making a mistake				
Invasion	Getting the ball from one end to the other avoiding defenders.				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To send and control a ball.	To shoot with accuracy.	To apply evasive skills to game situations.	To develop an awareness of tactics.	To apply tactics and principles to game situations.	To use and apply tactics in a game situation.

Year 5 – Autumn 2		Unit 2 – Dance – Interpretive Dance	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">perform dances using a range of movement patternscompare their performances with previous ones and demonstrate improvement to achieve their personal best			
Overall Outcomes			
ALL: Can perform a narrative dance sequence as part of a group			
MOST: Can evaluate performance and show originality			
SOME: Can produce a consistently high level of performance in individual and group work			
Prior Learning			
Year 1	Year 2	Year 3	Year 4
Show originality when moving on different levels. Improve sequences based on Feedback Work collaboratively to adapt a sequence.	Give specific feedback on a performance. Use specific feedback to improve performance.	Show control and originality. Work with a partner or group to create sequence. Create original moves. Describe, evaluate and alter sequence accordingly.	Perform as a character. Use and perform with distinct and expressive movements. Create original movements to support narrative. Be an active group member. Evaluate a performance and refine accordingly. Adapt own performance to different stimuli.
Next Steps – Progression through the PE curriculum			
Year 6 Pupils will: Perform movements and routines with originality and expression. Link movements to a story. Adapt and change performance based on self-evaluation. Adapt performances to incorporate equipment. Create and perform original routine with elements of performance and flair. Give appropriate feedback			
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know how to perform narrative with expression. Know how to adapt and change a performance based on self-evaluation. Know to perform with purpose and with high energy levels. Know to create original movements linked in an original sequence. Know to give appropriate feedback.		Perform consistently with precision. Replicate sequence quickly. Communicate ideas in a group. Give appropriate feedback.	
Subject Guidance for teachers			

Overview	
<p>-Dance is all about moving our bodies to a musical rhythm. There are many different types of dance.</p> <p>-In dance, we explore space, and consider how we can use our bodies to show ideas, moods, characters and feelings.</p> <p>-Throughout KS2 dance, we learn how to copy and create actions in response to different ideas and themes. We should also consider how our use of dynamics, space and timing can create effects. We can use choreographing to change and adapt ideas.</p> <p>-By upper KS2, we should be showing confidence in our movements and expression. We should also be taking active steps to help to build the confidence of others.</p> <p>-Our dances may be with partners or teams. We should work together to perform movements safely, and be able to give and receive feedback using the correct key words.</p>	

Physical		
Skill	Definition	How do I do this?
 Travelling	To move from one place to another place.	-There are lots of different ways that you can travel and change direction, e.g. skipping, crawling, creeping, hopping and sliding to show different themes or ideas. Dynamics is about how your perform moves (e.g. strong/light, fast/slow) Use counts of 8 to stay in time with the music. Remember to use big, exaggerated movements with confident expression and high energy.
 Actions	Body movements in time to the music.	-Examples of actions include clapping, clicking, leaping, crouching, shaking, twisting and spinning. They can be used to show different themes or ideas. Use clear and confident actions – they may be exaggerated to make ideas more obvious. -Use counts to help you and others stay in time.
 Reaction	To respond to the movements and actions of others.	-Using opposites with partners can help us to create a symmetrical 'mirror' effect that is pleasing on the eye. Consider how movements/actions complement your partners movements/ actions. You should also consider how working at different levels and moving in different directions can create different effects.
 Position and Timing	To control where/how we dance when working alongside others.	-Dance is not just about how well you can perform actions and movements alone – it is equally about how well you can perform alongside others. You should be able to hold position in relation to others (see 'formation') and use dynamics, speed, timing and levels in accordance with your partners/ group.
Making Sequences	To put actions together.	-Consider how actions look together. Marks for quality, control, and how in time (coordinated) you are with music/ your partner's and/or teams. Groups should be able to alter their choreography (see right) to make sequences more effective.

Social and Emotional		Key Vocabulary
<p>Communication/ Decision-Making</p> <p>Often, dances require more than one person to work together well as a team. Communicate effectively to ensure that you stay in time and perform actions in agreed ways. Everyone should get a say in choreographing routines, including decisions on which actions to include.</p>	<p>Selecting and Applying</p> <p>There are a huge range of different actions and moves that we can perform. We should select those that are most effective at different times, to demonstrate the theme/ideas that we are trying to show. We can also apply dynamics, levels, speeds and positions.</p>	
<p>Keeping Safe</p> <p>Follow the rules and listen to the coach's instructions. Store and handle any apparatus that you are using properly.</p> <p> Make sure that higher-risk dance moves are performed safely. Use mats/ spotters where needed.</p>	<p>Building Confidence</p> <p>Some dance actions can be difficult. It is important that we believe in ourselves and understand that with practice and understanding we can achieve great things. Movements should be performed with energy and confidence. Praise one another to help build others' confidence.</p>	
<p>Responding to Feedback</p> <p>We need to ensure that we welcome praise and constructive criticism as tools to improve. Try to reflect honestly on all feedback that you are given. We may need to persevere.</p> <p> Perseverance is about keeping going even when something is difficult or tiring.</p>	<p>Challenging Myself</p> <p>Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before! Be ambitious in your choreography – even if you can't complete all actions and movements perfectly at first, know that practice can help you to succeed.</p>	

Thinking/ Strategic	
<p>Feedback – Getting feedback from others about your dance is vital in improving your dance actions, moves and routines. Remember to be constructive when feeding back to others!</p> <p>Repeating movements can help make dances memorable. Unison means to dance together in time.</p> <p>Choreography is designing sequences of actions and movements in order to create routines. Choreography may be revisited when something isn't working.</p> <p>Formation is the arrangement of the positions of dancers on the stage/ dancefloor. E.g. dancers facing one another/ In a circle etc.</p>	<p>-Success in dance is all about quality and control. Quality is making sure that actions and movements are clear and confident. We should concentrate on each individual action to maintain quality. Control is when you hold positions carefully. Tense muscles to help control movements and balances and keep good posture. Consider space (e.g. how the space is used, how far apart dancers are) and timing (when/where actions happen, tempo, and how fast or slow movements are performed) to add quality and control to dances.</p>

Key Assessments

ALL:

- Can move appropriately to the music
- Can work cooperatively with a partner
- Can perform and link dance phrases
- Can evaluate performance
- Can perform dance sequence

MOST:

- Can show elements of originality
- Can link movements to a story
- MOST: Can perform narrative with expression
- Can evaluate performance and suggest improvements
- MOST: Can show elements of performance in dance

SOME:

- Can perform with elements of originality and expression
- Can perform with expression and fluidity

Can perform consistently with expression and precision					
Can adapt and change performance based on self-evaluation					
Can convey expression through dance					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Linking	A connection between the different parts of a dance				
Emotion	Feeling				
Expressions	Showing feelings through actions				
Interpretation	Opinion about what something means				
Continuous	Continues to happen without stopping				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To respond to music.	To create a narrative based on music.	To create a narrative based on music.	To create/ refine narrative.	To perform narrative.	

Year 5 – Spring 1		Unit 3 – Gym - Floor	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics]compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Overall Outcomes			
ALL: Can work collaboratively and can evaluate a performance			
MOST: Can communicate ideas effectively and can evaluate their own performance			
SOME: Can direct and lead a group			
Prior Learning			
Year 1	Year 2	Year 3	Year 4
Show tension in some movements and balances. Create an original 5-part sequence. Perform sequence as part of a competition with control, tension, and balance. Introduce a linking movement.	Show tension in a variety of movements and balances. Create an original 5-part sequence using linking movements. Perform sequence as part of a competition with control, tension, and balance. Act on feedback	Consistently show tension in all balances. Create and perform a sequence with control and fluency. Can adapt sequence using complex movements and balances. Can act on feedback.	Consistently show tension and control. Perform leaps as part of a sequence. Create own sequence. Respond to and give appropriate feedback.
Next Steps – Progression through the PE curriculum			
Year 6 Pupils will:			
Consistently show body tension.			
Perform original sequence with enthusiasm, precision, fluidity and balance.			
Demonstrate sound understanding of gymnastic performance.			
Evaluate own and others performance.			
Adapt ideas showing gymnastic awareness.			
Adapt pace to race situation.			
Adapt pace to race situation.			
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know how to perform leaps as part of an original sequence.		Communicate effectively with partner.	
Know how to adapt and perform a sequence with control and precision		Show control and fluidity in sequence.	
Know how to perform up to 4 rolls with control.		Give appropriate feedback and	
Know how to roll from different starting position.		work collaboratively.	
Know how to start and exit roll with control.			
Know how to perform cartwheels in a straight line.			
Know how to show a safe landing position.			
Know how to show control when jumping, turning and spinning.			
Know how to perform mirrored balances within given parameters.			
Know how to perform balances using support (apparatus and partner).			

Subject Knowledge for teachers

Log roll

Log Roll

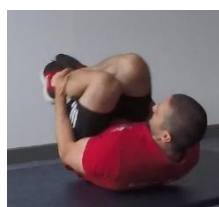
1. Children lie on mat with straight arms and legs with fingers and toes pointing.
2. Roll sideways travelling from back to front to back again going the same direction in one continuous motion.



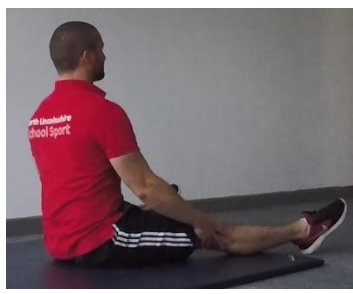
Egg roll

Egg Roll

- 1- Start in a kneeling position with back straight.
- 2- Tuck up so back is parallel with floor.
- 3- Roll sideways .
- 4- Finish in original starting position.



Teddy Roll



Teddy Bear Roll

1. Sit in straddle position with arms and legs wide apart and straight.
2. Reach down to hold legs.
3. Roll down one arm and across the shoulders.
- 4- Roll down the other arm
5. Finish in a seated straddle position.

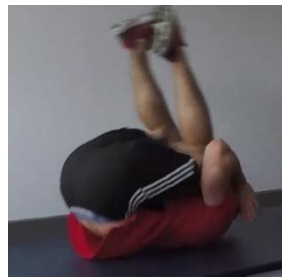
Forward Roll



Forward Roll

1. Standing arms up in gym pose
2. Squat with arms out in front
3. Hand on floor in front, feet still in squatting position
4. Lean forward, straighten legs to form an inverted v
5. Tuck chin into chest and keep it there.
6. Rock forward
7. Rock u to finish on two feet in a squat or standing position

Backward Roll



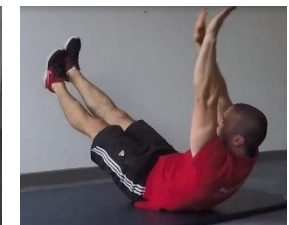
Backward Roll

1. Squatting with hands (open palmed) behind head touching shoulders.
2. Raise elbows next to head
3. Practice rocking back until elbows are touching the floor. Continue to rock until all the way over.

Dish and hollow

Dish and Hollow

1. Same as Log Roll although this time arms and legs don't touch the floor at any point.
2. Start on back with straight arms and legs raised slightly in the air.
3. Children roll sideways onto their front, arching their back so arms and legs don't touch the floor and in one continuous motion keep rolling until on their back again.



Key Assessments

ALL:

- Can perform up to 4 rolls with control
- Can roll from different starting points
- Can attempt a cartwheel
- Can evaluate a performance
- Can work collaboratively
- Can evaluate others

MOST:

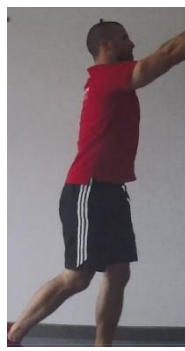
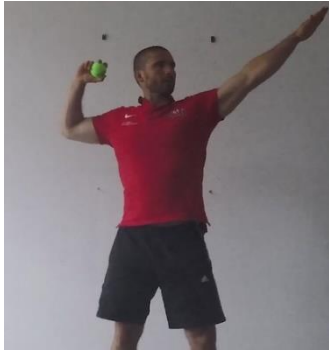
- Can roll from different starting positions

Can start and exit a roll with control Can perform elements of a cartwheel Can perform with creativity Can communicate ideas Can evaluate themselves SOME: Evaluate and feedback on performance Perform with poise and control Can perform cartwheel in a straight line Can perform consistently and fluently using complex skills Can direct and lead effectively Can suggest improvements or next steps					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Poise	Graceful and controlled way of moving				
Precision	Doing something exactly as it should be done				
Fluid	Smooth and graceful				
Control	Making your body work in the way that you want it to				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To use a variety of rolls.	To perform all rolls with control.	To perform a cartwheel.	To perform and evaluate a sequence.	To combine and adapt a sequence.	To refine and perform a sequence.

Year 5 – Spring 2		Unit 4 – Athletics	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">use running, jumping, throwing, and catching in isolation and in combinationcompare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Overall Outcomes			
ALL: Can combine movements with fluency and can use correct technique when sprinting and throwing and jumping			
MOST: Can evaluate their own performance and can explain the effects of exercise on their body			
SOME: Can run and jump fluently, can throw in a variety of ways using increasing amounts of power and can accelerate from an effective starting position			
Prior Learning			
Year 1	Year 2	Year 3	Year 4
Use sideways movement for a purpose. Self-select appropriate speed when moving. Select appropriate technique in a given situation.	Evaluate and improve sprinting technique. Self-select appropriate speed when moving. Select appropriate technique in a given situation with different objects	Jump and land safely. Describe and evaluate jumping action. Use correct technique to achieve maximum power. Recognise and describe what the body feels like after exercise.	Adapt pace to race conditions. Select appropriate speed for a race. Select appropriate throwing technique for an event. Use correct technique to achieve maximum power. Describe effects of exercise. Explain rates of recovery
Next Steps – Progression through the PE curriculum			
Year 6 pupils will: Understand fully how a skill is broken down. Evaluate performance of others and suggest improvements. Adapt pace to race situation. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude			
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know good technique when jumping. Know to select preferred take-off foot when jumping. Know to isolate parts of the jump in order to improve performance. Know to adapt pace to race situation. Know to develop and apply baton passing technique.		Combine explosion with control. Run and jump with height. Combine elements of jump to maximise distance. Run with high levels of speed, agility and competitiveness. Sustain acceleration and speed over a distance. Develop and apply baton passing technique. Use good technique with performing a variety of throws Throw with power using a run up	

Teacher subject knowledge

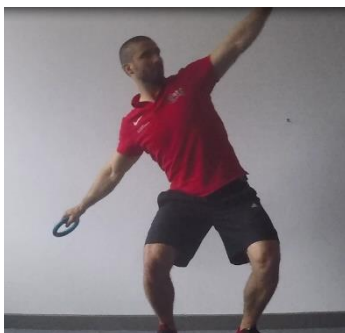
Overarm throw



Overarm Throw

1. Grip ball between fingers and thumb.
2. Stand sideways.
3. Take throwing hand back behind throwing shoulder.
4. Keep ball higher than shoulder.
5. Flex arm.
6. Point non-throwing arm at target.
7. Have weight on back foot.
8. Transfer weight to front foot and turn hips to face target.

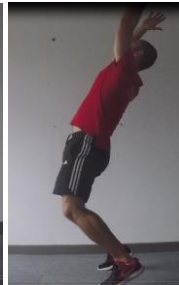
Sling throw



Sling throw

1. Stand sideways on feet just over shoulder width apart.
2. Quoit held in fingers, palm facing down.
3. Put arms out straight horizontally at the shoulders
4. Lower throwing arm and raise non-throwing arm, keeping both straight.
5. Swing throwing arm forward from low to high keeping non-throwing arm still Ext- twist non-throwing arm behind body as throwing arm comes forward.
6. Twist hips to face target.
7. Release quoit when arm reaches throwers face.

Heave Throw



Heave Throw

1. Face opposite way to throwing area.
2. Place ball between legs and hold with 2 hands
3. Bend knees
4. Pick up ball
5. Wing ball between legs
6. When happy with momentum throw ball up and over head straightening legs and bag simultaneously.

Push Throw



Push Throw

1. Balance ball in palm of 1 hand
2. Bend elbow and bring ball towards chest
3. Twist hips and bend knees
4. Straighten knees and straighten hips
5. Push ball away from body at 45 degree angle

Running



Running

1. Running on balls of feet.
2. High knees.
3. Running tall.
4. Arms pumping fast and straight.
5. Desire (will to win)

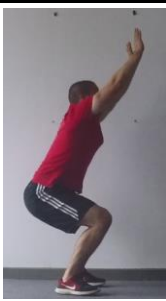
Jumping Far



Jumping Far

1. Feet face forward, below shoulders
2. Bend knees
3. Rock gently
4. Swing arms
5. Take off from balls of feet
6. Arms swing forward and reach for trapeze
7. Land on 2 feet

Jumping High



Jumping High

1. Knees are bent at least 90 degrees
2. Feet and legs are extended in full and fast action
3. Upward arm lift is coordinated with leg action
4. Head lifting and focused on target
5. Extend body fully and stretch arms out above head
6. Control landing and land close to take-off point

Key Assessments

ALL:

Can run and take-off using their preferred take off leg
 Can perform a set 3 part sequence
 Know exercise affects fitness
 Demonstrate quick reactions
 Can throw from a rocking position
 Can throw accurately

MOST:

Can run and jump with height
 Can perform 3 part sequence with control
 Can record results of an investigation
 Can evaluate different starting positions
 Can throw from a short run up
 Can create an event to improve accuracy

SOME:

Can combine elements of jump to maximize distance
 Can perform sequence consistently with control
 Can explain results of an investigation and can evaluate experiment
 Can explain the benefit of a run up
 Sustain acceleration and speed over a distance, can develop preferred starting position
 Can give constructive feedback.

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Competitive	Being eager to be more successful than other people.
Drive	Having desire to do something
Endurance	Continuing with an activity over a long period of time.
Pace	The speed at which something happens
Transfer	Move from one place to another

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To explore running and jumping.	To develop 3-part sequence jump.	To know how exercise affects health and fitness.	To explore starting positions.	To throw using a short run up.	To throw with accuracy.

Year 5 – Summer 1		Unit 5 – Games: Net/Wall	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">• 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			
Overall Outcomes			
ALL: Can perform a variety of shots with accuracy and control			
MOST: Can perform a variety of shots using correct technique consistently			
SOME: Show awareness of tactics in order to play competitively			
Prior Learning			
Year 1	Year 2	Year 3	Year 4
Show basic levels of hand/eye coordination. Demonstrate hand/eye coordination while moving. Hit a rolling ball with control Hit a bouncing ball. Move with an object at speed in a variety of ways. Can control object in a tight space. Control objects in a straight line. Keep control whilst changing direction Keep close control using different body parts. Show control with a change of direction at speed whilst holding/ carrying. Show control using equipment.	Show increased levels of hand/eye coordination. Demonstrate hand/eye coordination while moving in different directions. Hit a rolling ball with increased control. Hit a bouncing ball with control. Control an object at speed in a variety of ways. Can control a variety of objects in a tight space consistently. Control a variety of objects in a straight line. Keep close control using different body parts. Show control with a change of direction at speed, whilst moving in different ways. Consistently use equipment to send and control accurately.	Return a bouncing ball with some accuracy. Show awareness of hitting into space. Show awareness of space in a game situation. Show basic fielding principles. React quickly to events in a game situation.	Show competitive edge. Explain the rules of a game. Demonstrate effective fielding skills consistently.
Next Steps – Progression through the PE curriculum			
Year 6 pupils will:			
Consistently select the correct shot in any given situation. Use skills and knowledge to effectively win games. Contribute to group discussions. Lead group and resolve any conflicts			
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	

Know to select appropriate shots for a given situation. Know to consistently show accuracy using a backhand. Know to consistently hit a volley with precision. Know how to coordinate throwing and hitting. Know how to hit a moving ball consistently and accurately Know to use a wide variety of shots with precision. Know correct technique (cricket bowl)	Continue a rally. Select appropriate shot for a given situation. Throw overarm/underarm effectively and accurately. Hit a ball consistently with power and controlled direction.
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Teacher subject knowledge and guidance:

ROLLING MATCH PLAY

1. Set up a rectangle 20m x 10m
2. Line up players along outside of the long side of the rectangle numbered 1-15
3. Teacher calls a number and those players enter the rectangle at either side of the 'court'
4. 1st player hits a ball along the floor to the other side, opponent can choose to stop it and return it or hit it back straight away.
5. Point are awarded by hitting the ball so it goes over the oppositions end line of the court (short line)
6. If the ball goes out of the side your opponent gets the point.
7. Award bonus points for technique and support of team mates

A POINT IS WON WHEN

1. The ball bounces twice on your opponents side of the court,
2. Your opponent hits the ball into the 'net'
3. Your opponent hits the ball out of the court with it bouncing.

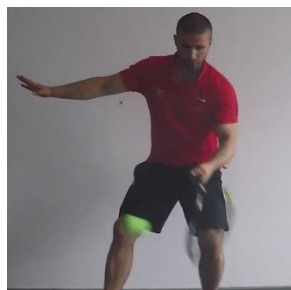
Serve



Tennis Serve

- 1- Hitting arm should start raised behind the head with elbow high and bent.
- 2- Body should be facing sideways on to partner.
- 3- Feet face partner.
- 4- Toss ball high in front of player
- 5- Body twists into the shot
- 6- Arm should follow through in a straight line towards partner.

Forehand



Forehand Shot

- 1- Racket comfy in your hand holding the bottom of the handle
- 2- Low body position (knees bent)
- 3- Stand sideways on
- 4- Push through the ball
- 5- Racket goes from low to high

Key Assessments

ALL:

Can hit a moving ball
 Can hit a ball on the volley
 Can complete movement slowly in a coordinated way
 To participate in a rally
 Know the rules of tennis

MOST:

Can keep a rally going
 Can volley with control
 Can coordinate throwing and hitting
 Can use a variety of shots
 Know how to win

SOME:

Can consistently show accuracy using backhand
 Can hit a volley consistently with precision
 Use correct technique
 Can react well in any situations
 Can use skills and knowledge effectively to win

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Precision	Doing something exactly as it should be done
Aim	Pointing towards before throwing.
Volley	Hit the ball before it touches the ground
Backhand	A shot in tennis which you make with your arm across your body
Forehand	A shot in tennis in which the palm of your hand faces the direction in which you are hitting the ball.

Medium Term Planning

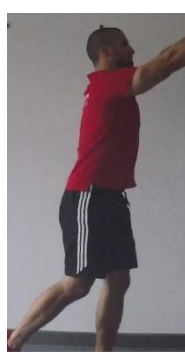
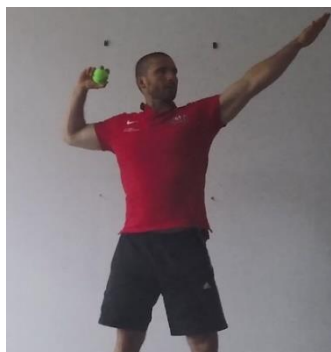
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To consolidate the forehand shot.	To consolidate backhand shot.	To consolidate volley.	To introduce serve.	To develop shot selection.	To play and officiate a tennis game.

Year 5 – Summer 2		Unit 6 – Games: Striking/Fielding	
National Curriculum Objectives Covered			
<ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combinationplay 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			
Overall Outcomes			
ALL: Can use correct technique when batting, bowling and fielding			
MOST: Can apply skills to game situations			
SOME: Can apply skills to game situations and show elements of leadership within a team			
Prior Learning			
Year 1	Year 2	Year 3	Year 4
Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object	Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation
Next Steps – Progression through the PE curriculum			
Year 6 Pupils will: Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics Show high levels of awareness of game principles Show leadership qualities to support and encourage			
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	

Know to execute a variety of passes confidently Know how to use evasive strategies Know how to develop own attacking / defensive strategies Know to use tactics in a game situation	Send and receive effectively on the move Execute a variety of passes confidently Move into a space appropriately Demonstrate leadership qualities Demonstrate elements of flair and creativity in game situations Show accuracy when shooting
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Teacher subject knowledge and guidance

Overarm throw



Overarm Throw

1. Grip ball between fingers and thumb.
2. Stand sideways.
3. Take throwing hand back behind throwing shoulder.
4. Keep ball higher than shoulder.
5. Flex arm.
6. Point non-throwing arm at target.
7. Have weight on back foot.
8. Transfer weight to front foot and turn hips to face target.

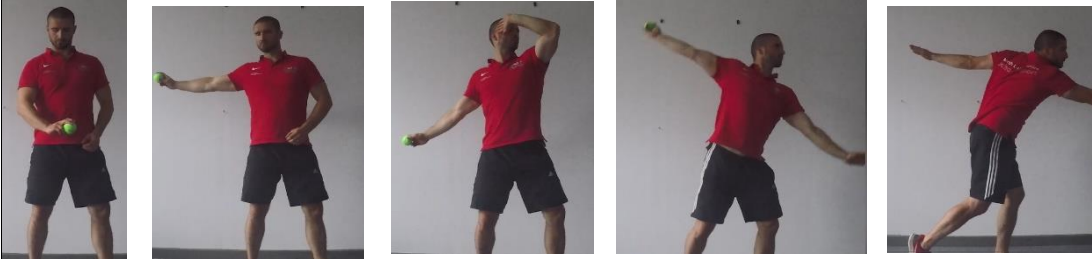
Catch



Catching

1. Feet in a comfy position facing where the ball is coming from.
2. Hands ready in an open position.
3. Get body behind ball keep watching
4. Watch the ball into the softest part of the hand and cushion ball into body.

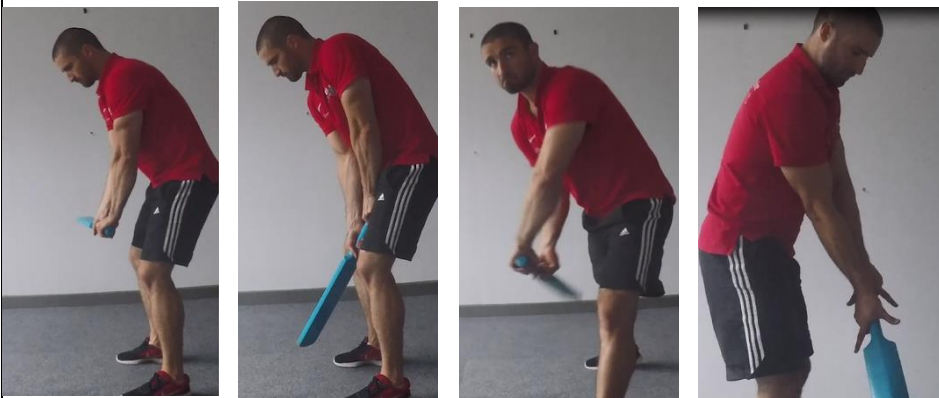
Cricket bowling



Bowling

- 1- Hold ball in writing hand
- 2- Grip ball with index and middle over the top of the ball
- 3- Stand sideways on with weaker arm facing the stumps
- 4- Feet shoulder width apart, front foot pointing at the stumps.
- 5- Raise and bend front arm in front of face so that you can see stumps over your elbow
- 6- Bowling arm remains straight and comes up and over , brushing ear as it goes past the head
- 7- As bowling arm comes up and over, front arm moves down and hips turn to face the stumps.
- 8- On release the 2 holding fingers should be facing the stumps.

Cricket grip and shot



Cricket grip

- 1- For a right-hander the left hand should be at the top of the handle- vice versa for a left-hander.
- 2- Check both your hands are fairly close together on the bat, towards the top of the handle.
- 3- Form a "V" by pointing your thumb and forefinger down between outside edge and centre of back of bat.
- 4- The top hand rests comfortably on the inside of the front thigh (left thigh for a right hander).
- 5- And the back of the top hand should face towards extra cover.

MINI CRICKET

2 teams of 8 (1 batting, 1 fielding)

1. 1 wicket keeper/ 1 bowler (swaps for every batter)
2. 1 set of stumps. Bowler places a cone 17 steps away from stumps
3. 1 cone 3m to the side of the stumps (for batter to run round)
4. Each batter gets 3 good bowls
5. Batter can run at any time after a bowl has been bowled regardless of whether they've hit it or not and can run more than once.
6. Must stop running when ball is back in the bowlers hands
7. Bowler must wait until batter is ready before bowling the next ball.

8. Players can be out if: they are bowled, caught or a fielder throws a ball at the stumps mid run (run out).

When all batters have had a go, teams swap over

Key Assessments

ALL:

Can throw over/ underarm effectively

Can catch

Can attempt a cricket bowl

Can hit a ball consistently

Can explain rules of a game

Can strike, field and bowl

MOST:

Can throw over/underarm accurately

Can use correct catching technique

Demonstrate correct technique of a cricket bowl

Can select direction of strike

Know how to win

Can strike, field and bowl consistently

SOME:

Consistently select and apply correct throw

Begin to strike with power

Can quickly transfer from catch to throw

Can bowl accurately

Can consistently show teamwork and fair play

Show high levels of skill in all aspects of the game

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Co-ordination	Using different part of the body together efficiently
Reactions	Ability to move quickly in response to something
Accuracy	Throwing a ball in an exact way without making a mistake
Focus	Concentrating on something
Swing	Moving backwards and forwards from a fixed point
Vertical	Something that stands or points straight up.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To throw accurately in different ways.	To catch consistently.	To use fielding skills consistently.	To hit a bouncing ball.	To understand principles of a game.	To apply skills to a game situation.