

St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 5

Term: Autumn 1



Unit: Invasion Games – Football



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Attacking – when a team has possession of a ball, they are trying to get the ball up the pitch into the opposite teams goal.</p> <p>Defending – Trying to get possession of the ball or stopping the attack from the opposite team.</p> <p>Dribbling – a way of moving with a ball using your feet using smaller gentle taps and kicks to keep the ball close to your feet as you move.</p> <p>Marking – when a defender stays close to an opposite player, follows their movements and makes it difficult for them to get into a space to receive the ball.</p> <p>Passing – Kicking the ball to a teammate, with accuracy.</p>	<p>The roles that defending and attacking have as part of the game.</p> <p>That football is a team game and that every member of the team has a role to perform so that the team is successful.</p> <p>how to evaluate and recognise success.</p> <p>how physical activity can contribute to a healthy lifestyle.</p> <p>different formations to suit the needs of a game.</p> <p>That members of a team need to space themselves out to provide good coverage on the playing field.</p>	<p>Fitness is being able to do and keep up with what an activity requires you to do.</p> <p>basic principles for defending – defend by marking, covering and tracking opponents.</p> <p>how to participate in competitive games.</p> <p>how to perform different ball skills with accuracy.</p> <p>how to keep possession of the ball when faced with opponents</p> <p>the basics of attacking.</p> <p>That working muscles require sufficient oxygen to make the energy needed when exercising.</p>	<p>Move into spaces quickly and efficiently.</p> <p>Carry out different ball control skills.</p> <p>to confidently pass accurately.</p> <p>Use the correct technique when dribbling with a ball.</p> <p>Stop a ball after dribbling with it.</p> <p>Combine dribbling and passing the ball with control.</p> <p>to choose when to dribble, when to pass and when to shoot.</p> <p>Use skills such as dodging and swerving to get free from a defender</p>

<p>Possession – when a team is either passing the ball to each other or dribbling with the ball.</p> <p>Tackling – A way of getting a ball away from another player. Good tackling requires good timing and balance and should have minimal body contact with the other player.</p> <p>Teamwork – Working with a group of people effectively using everyone's skills to achieve a goal.</p>	<p>How to check their pulse at the neck and / or at the wrist.</p> <p>That the heart is a muscle that pumps blood around the body.</p>	<p>When the heart pumps blood faster around the body your pulse gets quicker.</p> <p>Muscles produce heat when they become active</p> <p>The body often has to cool itself down during exercise and this causes the body to sweat. / become wet.</p>	<p>to defend in a team by denying others space.</p> <p>compete in small sided games.</p> <p>mark a player to stop them getting the ball.</p> <p>decide on ways to defend in games.</p> <p>Explain the purpose of certain warm up and cool down exercises.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 5

Term: Autumn 2



Unit: Games – Badminton



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Receive - when the shuttle is hit towards you</p> <p>Serve – Hand feeding the shuttle striking it, to start a game or a rally.</p> <p>Forehand – open body stance, sideways on. Technique for striking the shuttle.</p> <p>Swing – pulling the arm back and then forward to strike a shuttle with the racket.</p> <p>Stance – standing on two feet, knees slightly bent.</p> <p>Rally – when the shuttle travels between two players repeatedly.</p> <p>Chasse Step – sideways movement</p>	<p>The main principles of playing a game of badminton.</p> <p>And describe the correct grip for a badminton racket.</p> <p>And describe a striking technique within badminton.</p> <p>how to serve a forehand and backhand serve with accuracy.</p> <p>chasse step and lunge in practice and games.</p>	<p>to develop control of the shuttle with and without the racket.</p> <p>how to show a good stance and structure when throwing and hitting the shuttle.</p> <p>how to improve control of the shuttle with and without the racket, developing different movements.</p> <p>how to participate in rallies.</p> <p>how to hit the shuttle, when in the air.</p>	<p>to watch, track and catch a shuttle successfully.</p> <p>move changing direction and speed.</p> <p>balance a shuttle on a racket.</p> <p>Use a service to start a rally with some control.</p> <p>confidently use a badminton racket to strike a shuttlecock in an intended direction</p> <p>give some considerations to the different grips depending on the approach of a shuttlecock toward them</p> <p>perform a forehand serve using the correct grip.</p>

<p>Lunge – a sudden stretching move towards something.</p>			<p>Confidently use a backhand grip with a badminton racket</p> <p>hit a shuttle into space to try and beat an opponent.</p>
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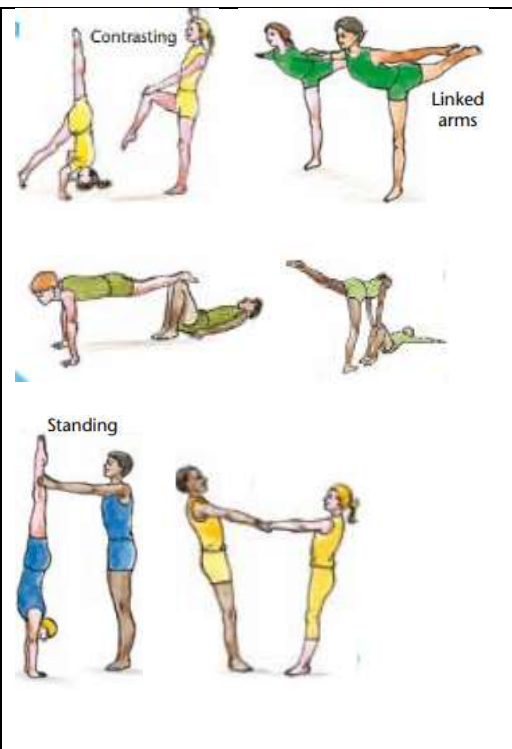
Term: Spring 1



Unit: Gymnastics – Pair Composition



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Unison- Together</p> <p>Control – purposeful thoughtful movements</p> <p>Canon – taking it in turns to perform actions as part of a sequence</p> <p>Mirroring – copying the action on another</p> <p>Meeting and Parting – partner work where two people come together to perform an action and then move apart.</p> <p>Sequences – a set of movements flowing into one another.</p> <p>Improvise – to make up on the spur of the moment</p>	<p>their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p> <p>The main elements of a canon.</p> <p>The main elements of mirroring</p> <p>which aspects of a performance are performed consistently, accurately, fluently and clearly, being able to provide feedback.</p> <p>And can identify the location of muscles being stretched when performing different positions an movements</p> <p>How breathing can be adapted when performing these exercises compared to taking part in games.</p>	<p>how to perform movements accurately with a sense of rhythm.</p> <p>how to explore, improvise, and combine movement ideas fluently and effectively.</p> <p>how to make up longer sequences and perform them with fluency and clarity.</p> <p>how to develop flexibility, strength, control, technique and balance.</p> 	<p>travel with confidence choosing different pathways.</p> <p>travel fluently on the floor and on/off apparatus.</p> <p>show rhythm and creativity when working with others.</p> <p>Incorporate canon and mirroring into sequences when performing with a partner.</p> <p>Can incorporate meeting and parting when performing sequences with a partner</p> <p>create longer sequences incorporating 6-8 actions.</p> <p>show flexibility and technique when performing gymnastic elements.</p>

<p>Pathways – route of travel</p>	<p>That breathing is important in providing oxygen to muscles.</p>		<p>Perform in front of an audience.</p> <p>Explain how they have been able to control their breathing to add more control into their movements.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 5

Term: Spring 2



Unit: Dance – Dance styles



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Motif – A movement phrase (combined movements) that is repeated and developed during a dance.</p> <p>Unison- Together</p> <p>Cannon – take turns to perform movements or actions in a given sequence.</p> <p>Mirroring – to copy a partners movements at the same time.</p> <p>Routine – a series of movements or dance motifs that combine together with a clear start and end.</p> <p>Choreography – the design of a dance routine.</p>	<p>which aspects of a dance were performed consistently, accurately, fluently and clearly to provide feedback</p> <p>the basic movements and actions of a hand jive motif</p> <p>the key elements of movements and actions associated with rock n roll,</p> <p>the key elements of the dance motif called The Jerk.</p> <p>how to work effectively as part of a team.</p> <p>how their bodies react and feel when taking part in different activities and undertaking different roles.</p>	<p>The characteristics of a given dance style or era.</p> <p>understand a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.</p> <p>basic compositional principles when creating dances.</p> <p>a range of movements accurately with a sense of rhythm.</p> <p>understand dance motifs, phrases and sections of dances, developing expressive qualities.</p>	<p>be inspired by music and different stimuli.</p> <p>move showing expressive qualities.</p> <p>dance using a range of movement patterns.</p> <p>Copy and repeat a dance motif within a performance</p> <p>to create and structure sections of dance.</p> <p>to work as part of a team.</p> <p>to perform to an audience.</p>

St Anne's C of E Primary School Curriculum Plan

Subject: PE


Year: 5

Term: Summer 1



Unit: Invasion Games - Netball



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Bounce Pass – passing the ball by bouncing it on the ground to another player</p> <p>Shoulder Pass – a one handed netball pass for longer distances which follows a straight line from the shoulder of the passer to the receiver's hands.</p> <p>Overhead Pass – a long high pass used to get the ball over the top of defenders.</p> <p>Chest Pass – A pass from one player's chest level to another player at the same level.</p> <p>Possession – the player and team with the ball, have possession of the ball.</p>	<p>How to aim a netball into a target.</p> <p>How to mark an opposition player with or without possession of the ball</p> <p>That there are different types of passes within netball.</p> <p>Although you generally have to stay in one place when you have the ball, you can pivot to turn or change the direction you are facing.</p> 	<p>The footwork rule in netball including –</p> <p>One Foot Landing Players who land on one foot or have one foot on the ground when they catch a ball, may only use their other foot to step in any direction. The foot that was on the ground first must not move, but can be rotated to pivot.</p> <p>Two Feet Landing Two feet landing. If a player lands on both feet when catching the ball, then they can choose a foot to move in any direction. The foot that was on the ground first must not move, but can be rotated to pivot.</p> <p>The rules of defending in netball.</p> <p>Understand the basic principles for each type of pass that they use in netball.</p>	<p>Catch and throw a netball showing improvement and refinement of techniques.</p> <p>Demonstrate a good technique for a bounce pass.</p> <p>Demonstrate a good technique for an overhead pass.</p> <p>Demonstrate a good technique for a shoulder pass.</p> <p>Select an appropriate netball pass to use in different scenarios.</p> <p>Catch a netball with two hands</p> <p>Know how to pivot</p> <p>Able to land in different ways.</p>

Pivot – A movement involving swivelling on the ball of one foot and stepping with the other foot to face a different direction

court – Game area with markings.

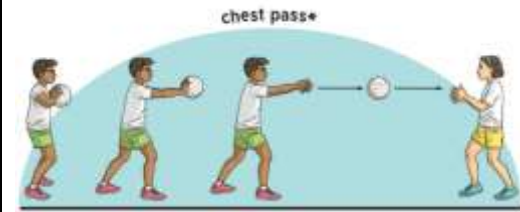
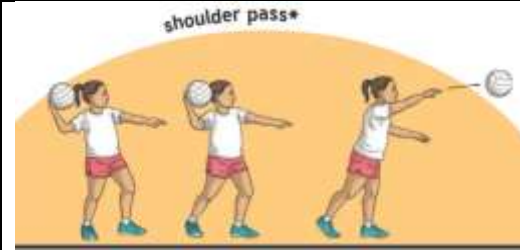
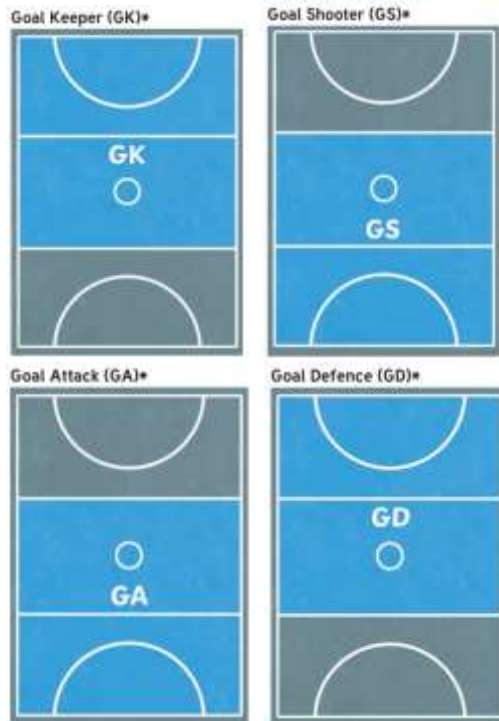
Goal Attack – player who's aim is to score goals.

Goal Shooter – only Goal shooter and Goal attack can score goals and must be standing in the shooting circle.

Goal Keeper – A defender trying to prevent the other team from scoring goals.

Goal Defender – Works with the goal keeper to prevent the other team from scoring.

That there are different positions to play in Netball and each position has its own restrictions of how that player can move around the court.



Evaluate performances and suggest ways to improve.

St Anne's C of E Primary School Curriculum Plan

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Term: Summer 2



Unit: Athletics - Heptathlon



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Field event – events that take place on a field as apposed to a running track. Usually throwing events or jumping events.</p> <p>Flight – the part of a jump when the person is in the air.</p> <p>Crouch start – the type of starting position used usually for a sprint.</p> <p>Pull Throw – Often used for a Javelin where the arm is pulled back from the body.</p> <p>Push Throw – A throw where arms are pushed away from the body.</p>	<p>How to that a heptathlon is made up of 7 different athletic events.</p> <p>A range of different warming up and cool down exercises to prepare themselves for activities.</p> <p>Can name and identify some muscles in the body used for different athletic activities including</p> <p>Triceps, Deltoid, Hamstring, Quadriceps.</p> <p>That there are 4 stages of jumping – approach, take off, flight and landing.</p> <p>That personal health and welling is promoted through participation in athletic activities.</p> <p>How to reflect on how their body feels when taking part in different activities.</p>	<p>understand how to run, jump, catch and throw in isolation and combination.</p> <p>the main elements of a take-off when jumping from a standing position –</p> <ul style="list-style-type: none"> -Bend Ankles knees and hips. -Keep eyes forward -Swing arms behind body -Push with the legs, -Both legs leave ground together. <p>How to test and practice reaction times when starting a race.</p> <p>Some of the principles when considering a relay line up that makes the most of people's strengths.</p> <p>Ways the batton can be transferred to the next runner in a relay with a smooth technique that maintains speed.</p>	<p>Control the pace that they run at depending on the activity.</p> <p>Perform, compare and evaluate their sprint start from a variety of starting positions.</p> <p>Demonstrate power in take off when jumping.</p> <p>Use a learnt technique to jump as high as possible.</p> <p>Demonstrate effective flight phase within jumping.</p> <p>To land safely when jumping.</p> <p>Develop their techniques in regards to throwing, changing the style of throw depending on the event.</p>

<p>Track events – events that take place on a running track, most races.</p>		<p>how to communicate, collaborate and compete with others. Working effectively as part of a team.</p>	<p>To create a short warm up routine that follows basic principles e.g raise body temperature.</p>
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