



The Big Picture

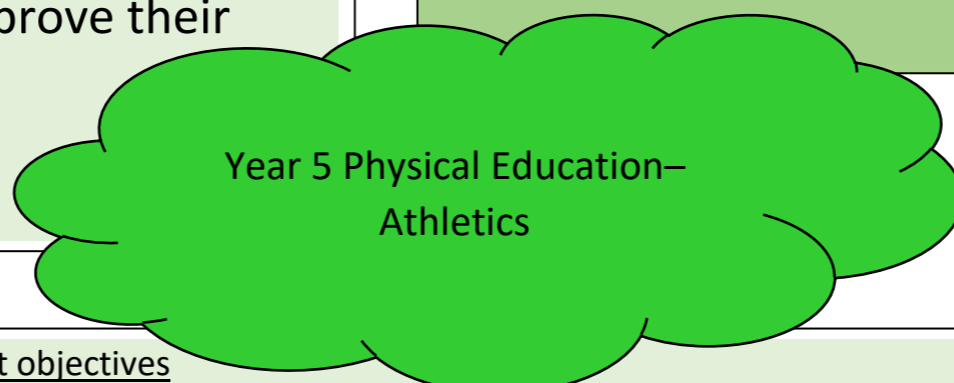
In this unit, pupils will build and learn about resilience. Athletics teaches students that even when they fail or don't accomplish their goals, they can keep on trying. It shows that determination, focus and practice can help children to accomplish their goals.

Also within this unit, it improves physical health. Getting indulged in these physical activities helps to improve their heart function, strengthens their muscles and bones and helps with endurance levels.

What do we already know?

Knowledge Retrieval:

- To developing running at speed.
- To explore our stride pattern.
- To explore running at pace.
- To understand and apply tactics when running for a distance.
- To perform a javelin throw.
- To perform a standing triple jump.



Year 5 Physical Education–
Athletics

NC objectives

Pupils should be taught to:

- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- swim competently, confidently, and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations

Key unit objectives

- To develop understanding of finishing a race.
- To evaluate our performance.
- To improve our personal best time during sprinting.
- To relay changeovers.
- To introduce the shotput.
- To introduce the hurdles.

Key Questions

- Is their jump controlled when taking off and landing?
- Can they throw with accuracy?
- Can they combine running and jumping?
- Can they follow specific rules?
- Do they use the correct technique for the shot put?
- Do they understand how to jump the hurdles with speed?
- Can they develop their personal best scores?

Key vocabulary and understanding for concept connectors

Acceleration – increasing the speed.

Accuracy – with close precision.

Distance – the length of space between two points.

Standing long jump – a type of jump performed in athletics.

Relay – a race between teams where each member covers a certain part of the course.

Speed – a measurement of how fast something moves.

Standing triple jump – a type of jump performed in athletics.

Javelin – a type of throw performed in athletics.

Shotput – a type of throw performed in athletics.

Hurdles – a barrier to be jumped in a race.



The Big Picture

The unit provides children with both physical and mental challenges. By taking part in these activities in the outdoor environment, it offers space and therefore is particularly important to those children who learn best through active movement. In addition, children are able to take responsibility and demonstrate leadership in order to achieve a goal.

Also included in this unit is swimming. This unit provides children with lots of health benefits which keep children healthy and happy at the same time. Not only does this develop a child physically but it is also skill which could save their life.

What do we already know?

Knowledge Retrieval:

- To take part in benches and mats challenges.
- To take part in the river rope challenge.
- To communicate as a team.
- To identify what makes a successful team.

Year 5 Physical Education—
OAA: Orienteering

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Key unit objectives

- To take part in teamwork activities.
- To identify specific locations on a map.
- To take part in a timed course.
- To take part in orienteering competitions between peers.

Key Questions

- Can they follow a map in an unknown location?
- Can they use clues and compass directions to navigate a route?
- Can they change their route if there is a problem?
- Can they change their plan if they get new information?
- Can they complete a timed route?
- Can they take part in a competitive route under pressure?

Key vocabulary and understanding for concept connectors

Communication – giving, receiving, and sharing information.

Leadership – someone whom other people will follow.

Tactics – a skilful way of doing something or making something happen.

Route – a course of travel from one place to another.

OAA – Outdoor Adventurous Activities

Problem solving – the process of finding solutions to issues.

Compass – a tool for finding direction.



The Big Picture

This unit provides children with opportunities to develop their agility, balance and coordination whilst working with increased control, and confidence. Throughout this unit, children will build self-morale, determination and will improve their communication skills.

Dancing encourages children to experiment and is a great form of exercise. A love of dance from an early age can help to motivate children to stay active as they grow into adults.

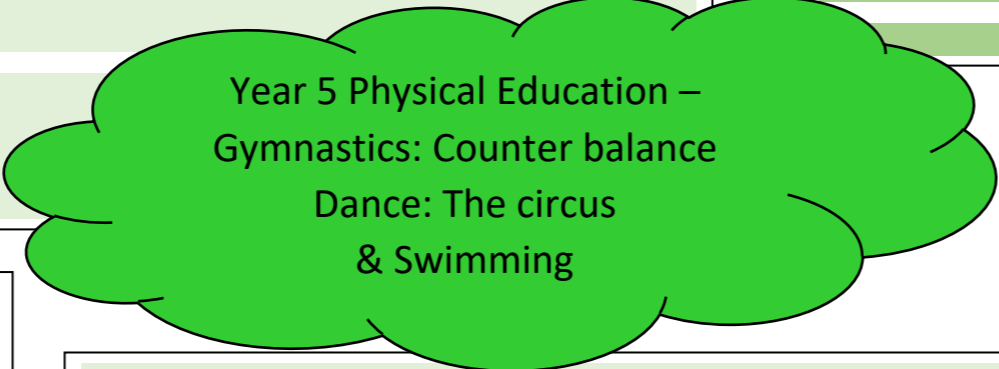
Also included in this unit is swimming. This unit provides children with lots of health benefits which keep children healthy and happy at the same time.

Not only does this develop a child physically but it is also skill which could save their life.

What do we already know?

Knowledge Retrieval:

- To introduce the bridge.
- To apply the bridge onto apparatus.
- To develop sequences with bridges.
- To develop sequence formation and completion.
- To enter the water safely.
- To begin to perform a front crawl and a back stroke.
- To begin to float with an aid.
- To use expression in dance.
- To add movements together to make a sequenced dance.
- To respond to rhythm.



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Key unit objectives

- To introduce counterbalance and apply it onto apparatus.
- To introduce counter tension.
- To create movements to represent different characters.
- To develop moving in time to the music.
- To begin to swim confidently at a further distance.
- To perform safe self-rescue.

Key Questions

- Can they make complex or extended sequences?
- Can they combine action, balance and shape?
- Can they perform consistently to different audiences?
- Are their movements accurate, clear and consistent?
- Can they compose their own dances in a creative and imaginative way?
- Can they perform to an accompaniment, expressively and sensitively?
- Are their movements controlled?
- Can they swim with confidence at a further distance?
- Can they perform safe self-rescue and understand the importance of it?

Key vocabulary and understanding for concept connectors

Transition – passing from one stage or place to another.

Balancing – a steady position that does not fall.

Sequence -a particular order in which things follow each other.

Pathway – a route in which a person takes.

Linking – to join or connect movements.

Symmetry – the same on both sides.

Asymmetry – different on both sides.

Bridge – a static position performed in gymnastics.

Control – to be in charge of.

Counterbalance – a weight that balances another weight.

Counter tension – a partner/group balance using a pulling force.

Rhythm – a strong, regular repeated pattern of movement or sound.



The Big Picture

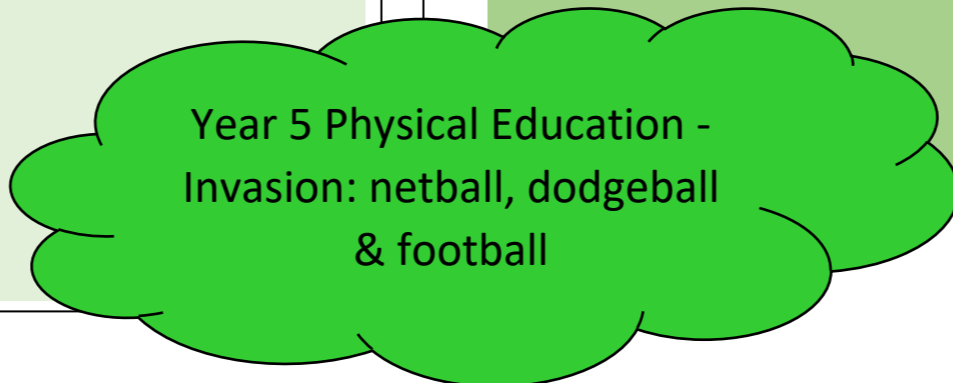
Teaching invasion games to children helps children to develop new skills and has many physical benefits. The purpose of this unit is to teach children to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Within this unit, children learn about specific values such as honesty, self-control, bravery and persistence.

What do we already know?

Knowledge Retrieval:

- To refine passing and receiving.
- To develop passing, moving, and shooting.
- To develop footwork.
- To introduce marking.
- To introduce defending.



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Key unit objectives

- To apply passing, footwork and shooting into mini games.
- To introduce officiating.
- To explore the function of other passing styles.
- To introduce blocking.
- To understand why we throw and why we throw with accuracy and power.
- To explore basic attacking and defending tactics.
- To develop shooting.

Key Questions

- Can they gain possession by working as a team?
- Can they pass in different ways?
- Can they choose the best tactics for attacking and defending?
- Can they use a number of techniques to pass, dribble and shoot?
- Can they link skills, techniques and ideas and apply them accurately and appropriately?
- Do they show good control in their movements?
- Can they use their observations to improve their work?

Key vocabulary and understanding for concept connectors

Passing – transferring a ball from one player to another of the same team.

Receiving – to come into possession of.

Shooting – sending an object towards/in a goal.

Dribbling – bouncing or kicking the ball continuously and keeping possession.

Accurate – free of mistakes or error.

Possession – the state of owning or controlling something.

Footwork – the manner in which one moves their feet.

Marking – a defensive tactic which aims to prevent a member of the opposing team taking control.

Defending – the action of preventing an opponent from scoring.

Blocking – stopping a live ball with another ball.



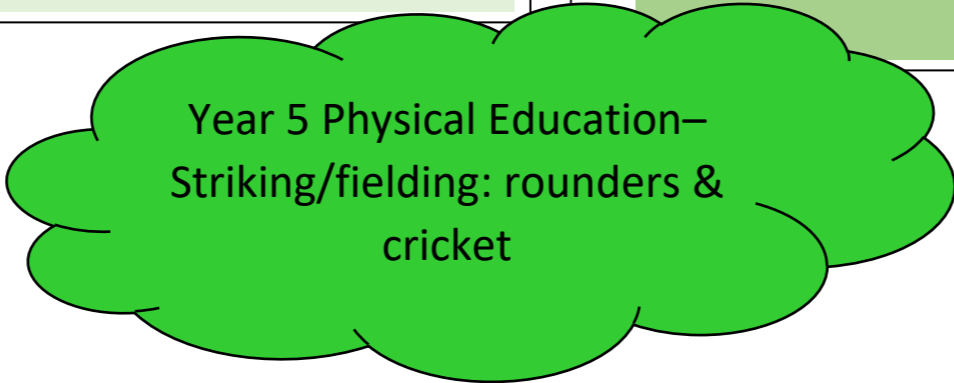
The Big Picture

In this unit, pupils are taught to develop the skill of tracking and retrieving a ball and turning to aim at a target. These skills are useful in many striking and fielding games, from throwing at stumps in cricket to throwing to a teammate in rounders. This unit has a significant effect on children's fundamental movement skills, such as running speed, agility, balance, and hand-eye coordination.

What do we already know?

Knowledge Retrieval:

- To develop fielding and bowling with a backstop.
- To introduce batting and how to develop batting.
- To introduce and apply basic fielding tactics.
- To introduce bowling underarm.
- To retrieve and return the ball.
- To strike the ball at different angles and speeds.



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Key unit objectives

- To understand what happens if the batter misses the ball.
- To have a better understanding of where fielders are during a game.
- To apply tactics in a mini game.
- To refine fielding stumping, catching and throwing.
- To introduce umpiring and scoring.

Key Questions

- Can they pass in different ways?
- Can they field?
- Do they understand how to umpire and score in a game?
- Do they have a better understanding of where fielders are positioned during a game?

Key vocabulary and understanding for concept connectors

Overarm – when you throw the ball with your arm high above your shoulder.

Underarm – applying a pushing force to an object to propel it.

Striking – when the batsman strikes the ball with a large bat.

Fielding – the team who is not batting but have to get the opposing team out.

Base – posts that batters must keep in contact with and fielders must stump.

Bowler – bowls the ball to the batter.

Backstop – a person who helps the bowler guide the ball to the correct position.

Stumping – an area a fielder touches with the ball.

Umpire – an official who enforces the rules.



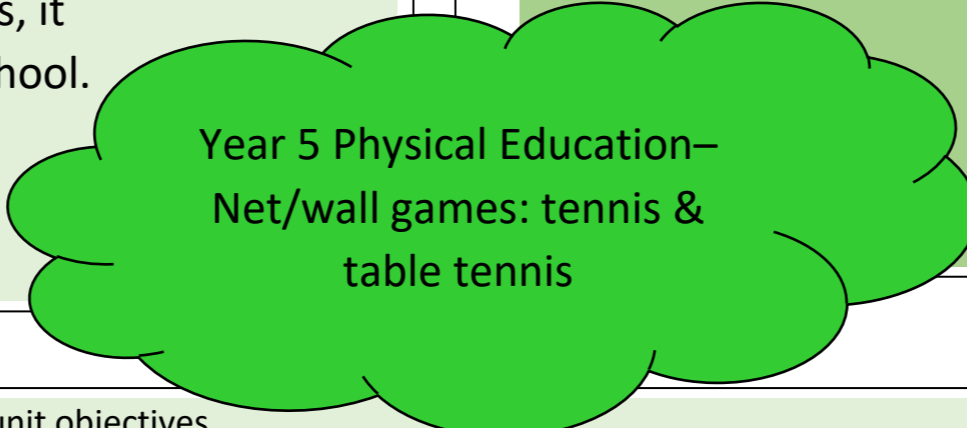
The Big Picture

In this unit, pupils develop their visual-motor coordination and strengthen muscles. It also helps children to improve agility, reaction speed and reflexes. For lots of young people, sportspeople are some of the most visible relatable role models in successful careers. This helps many children to start to think about their future place in the world of work and to set their ambitions high. Therefore, keeping current with Wimbledon and famous tennis players, it may inspire children to play tennis in and out of school.

What do we already know?

Knowledge Retrieval:

- To develop the forehand.
- To continue to create space to win a point.
- To introduce the backhand.
- To apply the forehand and backhand in game situations.
- To apply the forehand and backhand creating space to win a point.



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Key unit objectives

- To introduce and develop the volley.
- To control the game from the serve.
- To play in doubles, understanding and applying tactics to win a point.

Key Questions

- Can they use the forehand and backhand technique with control?
- Can they perform a volley?
- Are they aware of space when playing doubles?
- Can they link skills, techniques and ideas and apply them accurately and appropriately?

Key vocabulary and understanding for concept connectors

Opponent – a person or thing that is the opposite position (playing against).

Forehand – a stroke played with a racquet with the palm of the hand turned in the direction in which the hand is moving.

Net/Wall game – activities in which players send an object towards a court or target area that the opponent is defending.

Backhand – a stroke played with the back of the hand facing in the direction of the stroke, with the arm across the body.

Volley – the flight of the ball or its course before striking the ground.

Doubles – played by two teams of two players each.