

	Year 5		Subject: PE	
	<p><u>UKS2 Key Knowledge</u> Building on the introduction of games in Year 3 & 4, pupils will develop their understanding of game strategy and tactics in order to win games and/or score points. Children will become competent at the full range of sports and activities, ensuring they can fully participate in KS3-level sport. In addition, through a variety of both participatory and competitive opportunities, both within lessons and beyond, children will further develop a lifelong love of sport and physical activity.</p>			

Prior learning LKS2	Future learning
<ul style="list-style-type: none"> • Building on the development of fundamental skills in KS1, pupils will begin to apply their skills to game situations. • With foundations secure, children can focus on understanding the rules of games and activities and work in groups to achieve successful outcomes. • Through access to a broad range of sporting activities, children will develop a passion for sport and enjoy the opportunities to be involved in physical activity and the challenges it presents. • Children will be encouraged to develop weaknesses and enhance skills to reach and improve upon previous fitness targets. 	<p>Preparation for year 6</p> <ul style="list-style-type: none"> • With foundations secure and developed in LKS2, children can now focus on understanding the rules, tactics and strategies involved within games and activities. • They will continue to work in teams and groups to achieve successful outcomes in preparation for the competitive environment in our local cluster of schools. • Through access to a broad range of sporting activities, children will be further inspired to lead active lifestyles and be life-long lovers of sport and physical activity.

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Key learning	Possible evidence
<p>Perform</p> <ul style="list-style-type: none">• I can demonstrate a good range of skills and techniques with good control, precision and some fluency.• The quality of my technique is maintained for most skills.• I can make effective decisions in fixed situations but this is inconsistent in spontaneous situations. <p>Demonstrate</p> <ul style="list-style-type: none">• I can demonstrate some ability to select and apply appropriate skills, sometimes outwitting opponents, <p>Evaluate</p> <ul style="list-style-type: none">• I can comment on my own strengths and weaknesses and suggest a method to improve specific skills.• I can take on a variety of roles including a coach/leader of my team.	<p>Possible observations to be completed:</p> <ul style="list-style-type: none">• Break and lunchtimes• PE lessons (using the different skills within a range of different sporting activities and games)• sports events (sports day)• outdoor learning time• 5/6 competitions external• Certifications from out of school experiences. <p>Assessments to be completed:</p> <ul style="list-style-type: none">• Baseline termly fitness assessment• Baseline athletics skills test each term• Health and fitness knowledge (understanding a balanced diet)

Key vocabulary

Athletics

Athlete
 Baton
 False Start
 Field
 Foul
 Hurdles
 Lane
 Lane Infringement
 Lap
 Middle Distance
 Relay
 Sprint
 Track
 Standing Long Jump
 Standing Triple Jump
 Sergeant Jump
 Speed bounce
 Chest Push

Netball

Back-Line Throw-In
 Centre Circle
 Centre Pass
 Dead-Ball Situation
 Feed
 Footwork
 Free Pass
 Held Ball
 Hoop
 Landing Foot
 Man-To-Man Marking
 Marking
 Obstruction

Hockey

Centre Pass
 Dangerous Play
 Defender
 Dribble
 Hit
 Handball
 Midfielder
 Pass
 Obstruction
 Push Pass
 Stick
 Shooting Circle

Cricket

Batting Average
 Boundary
 Bowl
 Bowler
 Catch
 Crease
 Deliver
 Drive
 Extra
 Four
 Innings
 Lbw (Leg Before
 Wicket)
 No Ball
 Over
 Overarm
 Pitch
 Shot
 Six
 Swing
 Wicket / Wicket-
 Keeper
 Wide

Dance

Perform
 Audience
 Motif
 Pose
 Pair
 Tiptoe
 Flexibility
 Balance
 Hold
 Sequence
 Pivot
 Travel

Adventure

Orienteering
 Trail
 Compass
 Direction
 North
 East
 South
 West
 Safety
 Hazard
 Follow
 Guide

Common misconceptions

During game situations:

- Lack of understanding regarding the positions to play
- Lack of knowledge regarding rules of the sport/ activity
- Limited understanding of the areas on the court/ pitch and what happens at each point
- Lack of Understanding of team work
- Limited knowledge of sportsmanship and what it entails
- Limited experience playing competitively leading to frustration and anger

During cooperative skill building exercises/ drills:

- Lack of control/ experience using fundamental skills
- Lack of knowledge using techniques needed for the specific sport
- Unable to work collaboratively with a partner or small group

During adult led activities

- Inability to listen and follow clear instruction
- failure to observe and take in simple instructions
- distractions from equipment and unfamiliar learning area

personal misconceptions/ difficulties

- lack of experience leads to poor self-assessment
- inability to understand and show awareness of personal strengths and weaknesses
- getting frustrated if they cannot complete a task or learn a skill straight away
- Struggle to give constructive feedback to others
- Fear of making mistakes
- Fear loosing
- Be too aggressive and unable to cooperatively play mini games

Apply knowledge in familiar related contexts

<p>Games:</p> <ul style="list-style-type: none"> • Autumn- Netball Further development of stance, blocking, defending, catching, throwing receiving, pivoting, switching, finding space, moving the ball at speed, high pass, bounce pass, chest pass, chasing, shooting using a range of shots. • Spring- Hockey Holding the stick correctly, moving with the ball, passing short and long distances, power shots, placing the ball, finding space, defending, tackling, aiming, receiving the ball, protecting the goal • Summer- Cricket, Stance, hitting with a bat, fielding, accurate throwing, under arm throw, over arm throw, bowling accurately, short sprints, receiving catching , positioning 	<p>What will we see when children show us they are at expected level?</p> <ul style="list-style-type: none"> • Confidence • Consistent performance • A good understanding of rules, • A good use of tactics and strategies • Clear, consistent technique
<p>Dance</p> <ul style="list-style-type: none"> • Interpret different stimuli with imagination and flair • Create, refine and structure movements and patterns with artistic understanding Describe, interpret and evaluate dance, using appropriate language and terminology • Create/assign roles to include all members of a group and support them effectively • Create a positive team ethos • Act as a role model during all lessons Display sporting etiquette at all times Lead effective changes in dance pieces • Communicate the artistic intention of a dance clearly, musically, accurately, consistently and with control 	<ul style="list-style-type: none"> • The ability to adapt and change depending on the situation • Good collaboration and sportsmanship. • The ability to help others to improve • A good self-awareness • A clear accurate understanding of targets and strengths...

Indoor Athletics

- Obstacle relay**

Moving at speed around over obstacles

- 1 by 1 lap relay 2 by 2 lap relay 6 lap paarlauf 4 by 1 lap relay**

Passing baton, receiving baton, holding baton, pace, hand over, starting order, turning board

- Hurdle relay**

Jumping over hurdle, start and finish positions, passing over to next team member.

- Chest push**

Stance, hold, thrust, aim, release point, distance and directional accuracy

- Soft javelin**

Stance, hold, thrust, aim, release point, distance and directional accuracy

- Speed bounce**

Agility, side to side movement, arm position, height of bounces, speed, landing, feet placement

- Standing long jump**

foot positioning, arm movements, leg movements, landing

- Standing triple jump**

foot positioning, arm movements, leg movements, landing transferring speed, continuation, linking motions

- Vertical jump**

foot positioning, arm movements, leg movements, landing, stretch, reach, starting position

**Athletics:
town sports**

- Sprint** –
how to maximize speed, starting position, reaction time, facing forwards, driving arms, posture
- skip** –
hold, pace, timing, moving forwards and on the spot,
- Javelin** –
stance, hold, aim, release, posture,
- Long jump** –
foot positioning, arm movements, leg movements, landing
- Relay**
Passing baton, receiving baton, holding baton, pace, hand over, starting order
- Long distance run**
Stamina, pace, holding position, final sprint

Outdoor Adventure:

- Draw maps and plans to set a trail for others to follow
- Use the eight points of a compass to orientate
- plan an orienteering challenge
- Plan and share roles dependent on group strengths
- Understand each other's roles and responsibilities
- Adapt ideas and roles if it is not working
- Recognize and discuss potential hazards/ dangers
- Recognize how to keep others safe Plan strategies/ plan routes/ follow trails/ build shelters
- Implement and refine strategies