| **Year 5** | | | | |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| **Tactics and Strategies Hockey** | 1 | Avoiding a defender | Physical  To use changes of speed and direction to avoid a defender when not in possession of the ball.  Thinking  To identify the individual players who have played well and highlight the reasons why.  Social and Emotional  To identify an example of themselves/ others showing resilience within the lesson |  |
| 2 | Attacking Passing and dribbling | Physical  To make good decisions when choosing to pass or dribble and use space and changes in speed and direction when moving towards the opponents’ goal or area.  Thinking  To comment on the tactical ideas being used and suggest how they could be changed to help a team improve.  Social and Emotional  To identify how resilience can be shown throughout school |  |
| 3 | Attacking scoring | Physical  To know where to stand to make it easier to score when attacking.  Thinking  To watch and assess their team effectiveness when playing a game.  Social and Emotional  To understand the term ‘positive mindset’ |  |
| 4 | Attacking creating space | Physical  To know how to find space to make it easier to score when attacking.  Thinking  To watch and assess their team effectiveness when playing a game.  Healthy Active Lifestyles  To understand the aims of a warm up and explain how a thorough warm up routine can lead to improved performance |  |
| 5 | Combining passing and dribbling skills | Physical  To understand and play different roles and take on a range of responsibilities within a game.  Thinking  To talk about the roles within a game that they are more comfortable with and the roles they need to improve in.  Healthy Active Lifestyles  To recognise specific exercises and targeted activities. suggesting how they each improve speed, strength or stamina |  |
|  | 6 | Practising attacking and defending skills | Physical  To understand how to practise to improve the accuracy and consistency of their skills.  Thinking  To suggest areas within a game that they need to improve (skills, decision making, and tactical ideas).  Healthy Active Lifestyles  To understand how a good warm-up results in a good quality performance. |  |
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| **Creating and closing space Netball** | 1 | Passing to create space | Physical  To be able to use a range of passes to create space  Thinking  To be able to select the correct type of pass to match the position of a team member.  Social and Emotional  To be able to select the correct type of pass to match the position of a team member. |  |
| 2 | Evading a defender | Physical  To know how to use speed and direction to move away from a defender  Thinking  To be able to select an effective strategy to create space  Social and Emotional  To demonstrate the skills of a good leader when working with a partner, group or team |  |
| 3 | Defending | Physical  To be able to defend a player without the ball  Thinking  To select appropriate positions when defending  Social and Emotional  To plan and lead a small group through the pulse raising section of a warm-up team |  |
| 4 | Attacking and defending | Physical  To understand the difference between attacking and defending roles.  Thinking  To evaluate how well themselves and others have played in different positions and suggest how they could become more effective  Social and Emotional  To plan and deliver a short pulse-raising activity for the warm-up |  |
| 5 | Shooting | Physical  To know the basic shooting position and perform with some success .  Thinking  To improve others’ performance and success rate when shooting.  Social and Emotional  To plan and deliver the stretching section of the warm-up to a small group |  |
| 6 | Tactical awareness | Physical  To apply the skills and tactics covered in the unit into competitive games.  Thinking  To evaluate the progress made in the unit and identify how to improve further.  To know how to get involved with clubs/teams/games outside of school.  Social and Emotional  To plan and deliver the mobilising section of the warm-up to a small group. |  |
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| **Dance** | 1 | Unison | Physical  To know the origins of the Olympics and the different countries that participate in them and the sports that occur during the games.  Thinking  To describe how the movements, relate to the music and evaluate the timing and quality of movements in their own and another group’s performance.  Social and Emotional Learning Objectives  To describe how the movements, relate to the music and evaluate the timing and quality of movements in their own and another group’s performance. |  |
| 2 | Dance from different cultures | Physical  Look at one country form the Olympics and look at their traditional style of dance key focusing on key features including its origins, typical clothing and costumes, and type of music  Thinking  To know how to make their steps and shapes more effective, and use this knowledge to improve their technique  Social and Emotional Learning Objectives  To identify why aesthetics are important in dance |  |
| 3 | Dynamics | Physical  Look at one country form the Olympics and look at their traditional style of dance key focusing on key features including its origins, typical clothing and costumes, and type of music.  Thinking  To describe how the typical clothing and music relates to the dance style.  Social and Emotional Learning Objectives  To understand how strength and flexibility can have an effect on their overall health |  |
| 4 | Choreography around a theme | Physical  Use three sports from the Olympics to choreograph a short dance phrase  Thinking  To describe the attitude, emotion and expression used in their own and others dances and describe how it enhances the performance.  Social and Emotional Learning Objectives  To understand how strength and flexibility can have an effect on their overall health |  |
| 5 | Expression | Physical  To create a closing ceremony using different speeds, levels to enhance their performance  Thinking  To know how to make their steps and shapes more effective, and use this knowledge to improve their technique  Social and Emotional Learning Objectives  To understand their weaknesses (physical/ cognitive or social and emotional) when choreographing and performing in dance and think of ways these could be improved |  |

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| **Gymnastics** | 1 | Gymnastic shapes | Physical  To select and use a range of sitting, standing, support and lying shapes in a sequence  Thinking  To watch a performance and judge its effectiveness  Social and Emotional  To understand the Olympic value of ‘Excellence’ and identify a time they have shown this in the lesson |  |
| 2 | Jumping | Physical  To use rotations to increase the difficulty of a straight jump.  Thinking  To identify parts of a performance that have been performed well and those that need improving.  Social and Emotional  To identify how ‘Excellence’ has been shown by others within the lesson |  |
| 3 | Balancing | Physical  To use large body parts (head) to perform a well-controlled balance.  Thinking  To identify one element of their own performance to practise and improve  Social and Emotional  To understand the Olympic value of ‘Friendship’ and identify a time they have shown this in the lesson |  |
| 4 | Taking body weight on hands | Physical  To perform a cartwheel safely and with control over body.  Thinking  To use advice and suggestions to improve when working as part of a small group  Healthy Active Lifestyles  To plan a warm up routine that all children can take a full and active part in. |  |
| 5 | Rolling | Physical  To be able to use different shapes when performing a forwards and backwards roll  Thinking  To identify changes in speed, direction and level when watching a performance.  Healthy Active Lifestyles  To choose exercises that are relevant to the upcoming activity when planning and leading a short warm up routine for a group. |  |

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| **Linking actions cricket** | 1 | Throwing and catching | Physical  To develop throwing and catching technique in cricket.  Thinking  To evaluate how effective their own and others throwing and catching technique is and suggest ways to improve.  Social and Emotional  To identify how ‘Friendship’ has been shown by others within the lesson. |  |
| 2 | Fielding | Physical  To understand the role of a fielder in cricket.  Thinking  To recognise where a suitable position as a fielder might be.  Social and Emotional  To understand the Olympic value of ‘Respect’ and identify a time they have shown this in the lesson. |  |
| 3 | Bowling | Physical  To improve bowling technique..  Thinking  To evaluate how well they and others can perform the correct bowling technique  Social and Emotional  To identify how ‘Respect’ has been shown by others within the lesson. |  |
| 4 | Batting | Physical  To use a bat to defend the wicket.  Thinking  To make suggestions on how to improve batting technique.  Healthy Active Lifestyles  To explain how their bodies change and react during the game. |  |
| 5 | Batting | Physical  To use a bat to defend the wicket and make runs.  Thinking  To make suggestions on how to improve batting technique.  Healthy Active Lifestyles  To explain in greater depth why Heart Rate increases during exercise |  |
| 6 | Tactical Awareness | Physical  To develop tactical awareness and apply skills previously learnt.  Thinking  To select and apply the appropriate skills and rules according to their playing position.  Healthy Active Lifestyles  To explain in greater depth why Heart Rate increases during exercise. |  |

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| **Athletics** | 1 | Long jump | Physical  To improve children’s ability to jump using the long jump technique  Thinking  To evaluate how well a jump is performed and discuss the impact a run up has on the distance achieved  Social and Emotional  To understand what the letter S.T.E.P stand for in the STEP framework |  |
| 2 | Triple jump | Physical  To improve children’s ability to jump using the triple jump technique.  Thinking  To evaluate their own and others performances, making simple suggestions on how to improve further.  Social and Emotional  To use their knowledge of the STEP framework to make a game more inclusive for all |  |
| 3 | Sprinting | Physical  To improve sprinting technique and children’s ability to perform a 3 point start.  Thinking  To evaluate the effects using a sprint start has on a race and their performance.  Social and Emotional  To plan a warm up routine that all children can take a full and active part in. |  |
| 4 | Relay | Physical  To know the correct technique for a relay change over and apply it with some consistency in their performance.  Thinking  To evaluate their chosen tactics and adapt them to increase their chances of succes  Healthy Active Lifestyles  To develop a basic knowledge and understanding of how muscles work |  |
| 5 | Throwing Shot put | Physical  To develop the shot put technique and apply it with some accuracy and control.  Thinking  To evaluate how well their shot put technique was performed and suggest ways that they could improve this.  Healthy Active Lifestyles  To understand how muscles work when exercising. |  |
| 6 | Javelin | Physical  To know the technique and the safety aspects of the javelin throw.  Thinking  To evaluate how well they have performed the javelin throw and suggest ways to improve technique.  Healthy Active Lifestyles  To understand what happens to your body work when exercising. |  |

\*ongoing skill throughout year