

# Year 5

## Year 5 - Autumn 1: Real PE

### Milestone LO

- **Real PE LO:** I am learning to react positively to challenge.

### Curriculum Links:

- Enjoy competing with each other and develop an understanding of how to improve in an activity.
- Use throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Personal Cog</li> <li>• Coordination: Ball skills:</li> <li>• Agility: Reaction / Response</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Persevere means to continue to work towards a goal when they are faced with a challenge or setback through regular practise.</li> <li>• To look at a success criteria can help identify the steps and areas to improve.</li> <li>• To react positively means to see what they have done well and what needs improving.</li> <li>• Demonstrate a desire means to show how they are going to keep going.</li> <li>• To recognise a strength means to know what they have done well.</li> <li>• To recognise a weakness means to know what they need to improve and why.</li> <li>• To set a target means that they set a goal that is achievable in a given time.</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To use their fingers to move a ball, they use the ends of their fingers and use their hands to grab the ball when switching between hands.</li> <li>• To maintain control of the ball means that it is always near their body to control and they have good balance throughout</li> <li>• Achievable means that it is possible to succeed.</li> <li>• Maintain control means to control the movement</li> <li>• To maintain fluidity when changing hands means that they concentrate on performing the movement smoothly.</li> </ul> <p><u>Agility: Reaction / Response</u></p> <ul style="list-style-type: none"> <li>• To bend the knee on their catching leg and take the weight back will help them to stop quickly.</li> <li>• React means to change the movement in response to a stimulus e.g. an object / player</li> <li>• The ready position means that there is a slight crouch, their knees are bent, their feet are shoulder width apart and their weight is on the balls of the feet.</li> <li>• Consistently means to have a regular style or pattern</li> <li>• Accelerate means to increase the speed quickly</li> <li>• When catching they must have balance and control by extending their front leg across the body and bending their knees to stop quickly in a balanced position.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To persevere with a task until their action is consistent ensuring that there is fluency and control</li> <li>• To think about what to improve when things become challenging.</li> <li>• To demonstrate a desire to keep trying through a positive reaction to difficulties.</li> <li>• To use their own and others feedback to recognise strengths and weaknesses.</li> <li>• To set themselves targets that are challenging but achievable through practice.</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To focus on moving a ball smoothly rather than at speed</li> <li>• To use their fingers to move the ball and how to avoid it touching the body.</li> <li>• To maintain control of the ball by focusing on good balance.</li> <li>• To move the ball with their fingers without it touching the body when moving a ball around their body and in a figure of 8 between their legs.</li> <li>• To keep the ball moving and away from their body when working the ball in different directions.</li> <li>• To perform movements smoothly and gradually increase the speed</li> </ul> <p><u>Agility: Reaction / Response</u></p> <ul style="list-style-type: none"> <li>• To bend their knee on the catching leg and take their weight back to stop quickly.</li> <li>• To react and move quickly is when their body is in a ready position.</li> <li>• To gradually increase speed and control as the fluency of movements improve.</li> <li>• To catch the ball when dropped from a height their feet need to push off hard to accelerate</li> <li>• To stop quickly their front leg should extend across the body and their knees should be bent.</li> <li>• To lean and stretch forwards to extend their other arm and leg in the opposite direction to counter balance by making sure that they have core tension.</li> </ul>

<b>Vocabulary</b>	<p><b>Back:</b> Moving in the direction opposite to where they are facing or going forward, like taking steps backward.</p> <p><b>Control:</b> To manage or handle something well, like controlling a ball during a game or controlling their movements.</p> <p><b>Directions:</b> Instructions on how to go or what to do, like following directions to get to a place or following game rules.</p> <p><b>Gallop:</b> A running movement where they leap and land on one foot, then the other, like how a horse runs.</p> <p><b>Hop:</b> To jump or leap on one foot, like hopping over a line or jumping in a game.</p> <p><b>Muscles:</b> Parts of their body that help they move, like their legs and arms muscles that they use in sports and activities.</p> <p><b>Safely:</b> Doing something in a way that doesn't hurt themselves or others, like crossing the street carefully or playing sports safely.</p> <p><b>Side step:</b> Moving sideways by stepping one foot to the side, like when avoiding something in their path.</p> <p><b>Skip:</b> To move forward by jumping lightly and quickly from one foot to the other, like skipping rope or skipping along.</p> <p><b>Still:</b> Not moving, like standing still or holding a position without moving.</p> <p><b>Straight:</b> Not bent or curved, like standing up straight or running in a straight line.</p> <p><b>Task:</b> Something they need to do or complete, like running a race or doing exercises.</p> <p><b>Wobble:</b> To move unsteadily from side to side, like balancing on one foot and wobbling a bit before regaining balance.</p>
<b>Enrichment &amp; wider development</b>	



## Year 5 - Autumn 1: Orienteering

### Milestone LO

- To understand point-to-point orienteering
- To understand the concept of map memory and control flow and apply these skills when orienteering.

### **Curriculum links:**

- Take part in outdoor & adventurous activity challenges both individually & within a team.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Setting the map orientates the map with the real world so an orienteer can have their running direction straight ahead of them. Folding the map helps an orienteer focus on the area to be travelled between controls and allows for thumbing.</li> <li>• Thumbing the map helps an orienteer keep track of their location. As they travel, their thumb moves on the map to correspond with their position.</li> <li>• Map memory is memorising the important parts of the map to help navigate the controls, minimising the amount of times needed to refer to the map.</li> <li>• Control flow is flowing through the controls without having to stop at each one to re-read the map. It involves planning ahead and memorising the direction of the next control so athletes can exit their current control quickly.</li> <li>• Point to point orienteering means to visit a number of controls in order on a pre-marked map.</li> <li>• Map memory is memorising the important parts of the map to help navigate the controls, minimising the amount of times needed to refer to the map.</li> <li>• Control flow is flowing through the controls without having to stop at each one to read the map- it involves planning ahead and memorising the direction of the next control so athletes can exit their current control quickly.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To use a known feature to set / orientate a map.</li> <li>• To keep a map set on the move.</li> <li>• To set, fold and thumb a map whilst orienteering</li> <li>• To complete a point-to-point orienteering course</li> </ul>
<b>Vocabulary</b>	<p><b>Classic:</b> A traditional or typical way of doing something, often referring to a standard style or method.</p> <p><b>Control Flow:</b> The order in which instructions or steps are followed in an activity or process.</p> <p><b>Linear:</b> Arranged in a straight line or following a straight path from start to finish.</p> <p><b>Map Memory:</b> The ability to remember and recognize locations and routes on a map.</p> <p><b>Point to Point:</b> Moving from one specific location to another specific location directly.</p>	
<b>Enrichment &amp; wider development</b>		

FOXHILLS  
FEDERATION



## Year 5 - Autumn 2: Real PE

### Milestone LO

- **Real PE LO:** I am learning to provide helpful feedback

### Curriculum Links:

- Enjoy communicating, collaborating and competing with each other, and develop an understanding of how to improve in an activity.
- Develop strength, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Social Cog</li> <li>• Dynamic Balance: On the line</li> <li>• Counter Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To show and tell others their ideas can help to improve our skills and tactics in a game situation.</li> <li>• To show and tell others ideas means that their demonstrations and explanations need to be clear and concise.</li> <li>• To give specific feedback means to give information about a person's performance relative to the success criteria or outcomes</li> <li>• To cooperate well with others and give helpful feedback means to take turns when speaking and give specific feedback.</li> <li>• To organise roles and responsibilities can help to guide a group through a task or game.</li> <li>• To give a positive comment before areas to improve will make the other person to know what they have done well.</li> </ul> <p><u>Dynamic Balance: On the line</u></p> <ul style="list-style-type: none"> <li>• To move fluidly and with minimum wobble means that their head is still and looking forward.</li> <li>• To stay balance on the line their head needs to be up</li> <li>• To move using the opposite arm and leg moving forwards means they move from the hips to lips and this will help to keep balance when moving at different speeds and during movements like marching, lunging, running.</li> <li>• To walk fluidly as a lunge means to bring their heel to their bottom, knees up and with a heel to toe landing.</li> </ul> <p><u>Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To balance with their hands and feet off the floor means that their core muscles are tight, their back is straight and their arms are used for balance.</li> <li>• To use their arms for balance they need to be straight either in front, above their head or outstretched to the side.</li> <li>• To balance without strain means that their head is up and they breathe throughout.</li> <li>• A counter balance is where one person uses another person's weight to achieve a balance through opposing forces.</li> <li>• Body tension and control are needed for counter balance and counter tension.</li> <li>• To hold a partners arm in a counter balance they grip their wrist.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To use positive words when others do well.</li> <li>• To use positive words or gestures to praise and keep other going.</li> <li>• To take turns and listen when others are speaking so that everyone can be heard.</li> <li>• To give specific feedback on what others have done well.</li> <li>• To give clear simple instructions and then check that everyone understands</li> <li>• To take responsibility for ensuring that everyone is clear on what they are doing.</li> <li>• To listen and take on others' opinions and then listen and discuss the best way to improve.</li> <li>• To give a positive comment before and improvement feedback</li> </ul> <p><u>Dynamic Balance: On the line</u></p> <ul style="list-style-type: none"> <li>• To balance on the line the core muscles must be tight and the back straight</li> <li>• To keep their head still and look forward whilst keeping their back straight.</li> <li>• To use their arms to move and balance when completing different movements.</li> <li>• To use the hips to lips action when moving.</li> </ul> <p><u>Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To balance with good control and without strain, by keeping the head up and breathing throughout when leaning in and apart.</li> <li>• To perform a balance using a long base by leaning back and moving back in.</li> <li>• To perform a balance using a short base by leaning back and then in.</li> <li>• To maintain balance with minimum wobble by keeping the core muscles tight.</li> <li>• To hold a partners arms when learning back.</li> <li>• To move into difference balances using smooth and controlled movements,</li> <li>• To counter balance with a partner to coordinate the movements.</li> </ul>

	<ul style="list-style-type: none"> <li>• They grip the wrist in a counterbalance as it adds stability and reduces the risk of slipping or falling.</li> <li>• To hold a partners arm when leaning back with help to keep the balance when they do the same action.</li> <li>• To coordinate movements with a partner for a counter balance they lean in to start and then slowly lean back with smooth, controlled movements.</li> <li>• Smooth, controlled movements will allow the action to be completed successfully.</li> </ul>	
<b>Vocabulary</b>	<p><b>Feedback:</b> Information given to someone about how they are doing something, to help them improve.</p> <p><b>Forearm:</b> The part of their arm between their elbow and their wrist.</p> <p><b>Responsibilities:</b> Things they are expected or required to do as part of a job, role, or duty.</p> <p><b>Roles:</b> The function or position that someone has in a situation, organization, or activity.</p>	
<b>Enrichment &amp; wider development</b>		




## Year 5 - Autumn 2: Real Gym

### Milestone LO

- **LO:** I am learning to provide helpful feedback.

### Curriculum links:

- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop flexibility, strength, technique, control and balance.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Rotation</u></p> <ul style="list-style-type: none"> <li>• Rotation means a movement pattern that means that their body needs to move through space around its own axis.</li> <li>• A dish and arch roll is when their body makes the arch or dish shape and they roll keeping their hands, feet and head off the floor with their chin on their chest and they lift their arms and legs as high as possible.</li> <li>• A pencil straight roll means that they use a straight shape and keep their hands and feet together.</li> <li>• A patten turn is when they stand on their toes and take multiple small steps to turn the body around a vertical axis.</li> <li>• To spin on their bottom means that they sit and use their hands to start the rotation and then lift the legs and arms.</li> <li>• To rotate with control means that they have a tight body.</li> <li>• To synchronise movements means that they coordinate the movements with a partner so that they happen at the same time.</li> <li>• A side roll is when they do a straddle shape during the roll and start and finish in a wolf spilt.</li> </ul>  <ul style="list-style-type: none"> <li>• A scrabble roll is when they step forwards, rotate on the vertical axis, go down on one knee, and roll onto one hip and then the other (across the bottom) using their hands for support. To finish they cross the legs and stand onto one leg.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To balance with control for a length of time.</li> <li>• To balance on different apparatus.</li> <li>• To keep apparatus in motion through different movements.</li> <li>• To maintain good body tension and extension during a rotation.</li> <li>• To perform individual movements accurately.</li> <li>• To move with good posture.</li> <li>• To perform accurate movement patterns.</li> <li>• To perform movements on different apparatus.</li> <li>• To perform repeatable shapes.</li> <li>• To create a clear shape during flight.</li> <li>• To land quietly and in balance.</li> </ul>



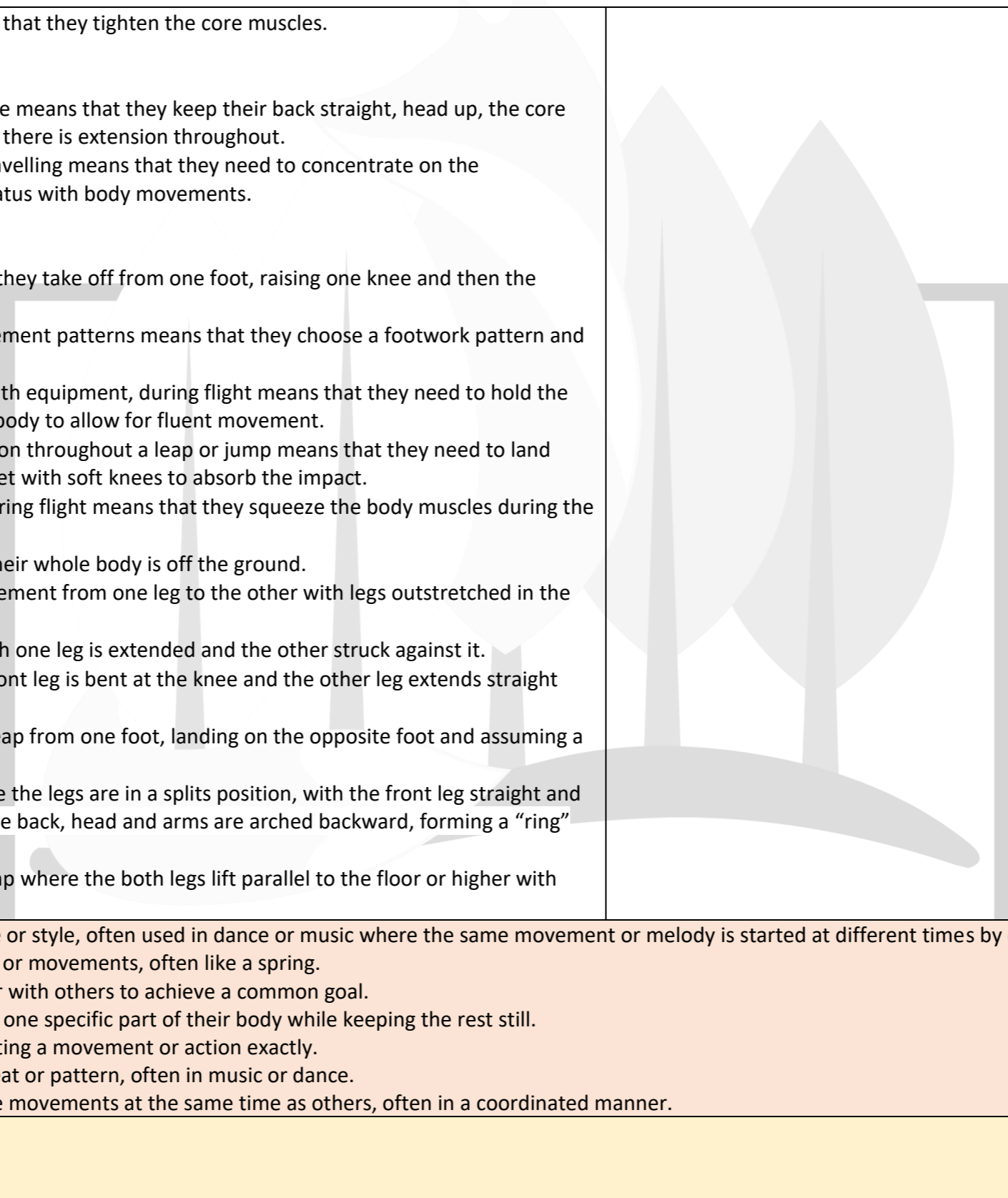
- A tuck roll is when they use a tuck shape, keep the knees close to the chest and their arms to the side of the body. Roll to the side until they have completed a full rotation of the body back in to the starting position.
- A rock 'n' roll is when they use a tuck shape and keep a rounded back and the chin to their chest and roll back then forwards. When moving forwards they reach their arms forwards
- A rock and roll to a stand means that they rock backwards and when moving forwards their arms reach forwards and they stand without tucking their legs under or using their hands.
- A chaine turn is when they step forward onto tiptoes with the feet together and turn on the balls of their feet.
- A pivot is a sharp 1/2 turn around a single point of support, like one hand or a turn on the ball of the foot.
- To pivot on their legs means that they stand on one leg and push off with the other to initiate the rotation.
- To knee turn they need to start on one knee, swing the arms up from the side and put both knees down together to spin and finish on the other knee.
- To spin on the stomach they need to lie down and use the hands to start the rotation and then lift their arms and legs.
- To keep apparatus in motion throughout means that they need to hold the apparatus away from the body to allow for free movement.

#### Balance

- To balance with control means that there is minimal wobble.
- To balance with minimal wobble they need to keep their head up and still and focus their eyes on a fixed point to help balance.
- To balance with partners in a static position means that all the partners are contributing to the balance.
- A static position is when the desired shape is in a stationary (still) position.
- To hold a balance for a period of time they need to keep the whole body tight and extended,
- When supporting on the back they need to make sure that the stomach is engaged and the back is flat.
- A counter balance is where one person uses another person's weight to achieve a balance through opposing forces.

#### Shape

- To perform an accurate shape means that their whole body is used.
- To hold shapes means that they need to have good body tension.

	<ul style="list-style-type: none"> <li>• Good body tension means that they tighten the core muscles.</li> </ul> <p><u>Travel</u></p> <ul style="list-style-type: none"> <li>• To move with good posture means that they keep their back straight, head up, the core muscles are squeezed and there is extension throughout.</li> <li>• To use apparatus when travelling means that they need to concentrate on the coordination of the apparatus with body movements.</li> </ul> <p><u>Flight</u></p> <ul style="list-style-type: none"> <li>• A cat leap is a leap where they take off from one foot, raising one knee and then the other.</li> <li>• To perform accurate movement patterns means that they choose a footwork pattern and jump before starting.</li> <li>• To create a clear shape, with equipment, during flight means that they need to hold the apparatus away from the body to allow for fluent movement.</li> <li>• To keep apparatus in motion throughout a leap or jump means that they need to land through the balls of the feet with soft knees to absorb the impact.</li> <li>• To create a clear shape during flight means that they squeeze the body muscles during the flight.</li> <li>• The flight phase is when their whole body is off the ground.</li> <li>• A jete is a scissor-like movement from one leg to the other with legs outstretched in the air</li> <li>• A cabriole is a leap in which one leg is extended and the other struck against it.</li> <li>• A stag is leap where the front leg is bent at the knee and the other leg extends straight back behind the body.</li> <li>• A split jump is a forward leap from one foot, landing on the opposite foot and assuming a split position in mid-air.</li> <li>• A ring jump is a leap where the legs are in a splits position, with the front leg straight and the back leg bent, while the back, head and arms are arched backward, forming a “ring” shape.</li> <li>• A Cossack is a vertical Jump where the both legs lift parallel to the floor or higher with one leg bent at knee</li> </ul>	
<b>Vocabulary</b>	<p><b>Canon:</b> A structured sequence or style, often used in dance or music where the same movement or melody is started at different times by different performers.</p> <p><b>Coils:</b> Circular or spiral shapes or movements, often like a spring.</p> <p><b>Collaborate:</b> To work together with others to achieve a common goal.</p> <p><b>Isolation:</b> Focusing on moving one specific part of their body while keeping the rest still.</p> <p><b>Replicating:</b> Copying or repeating a movement or action exactly.</p> <p><b>Rhythmic:</b> Having a regular beat or pattern, often in music or dance.</p> <p><b>Synchronised:</b> Doing the same movements at the same time as others, often in a coordinated manner.</p>	
<b>Enrichment &amp; wider development</b>		



Year 5 - Spring 1: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to judge performance.

**Curriculum Links:**

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Cognitive Cog</li> <li>• Coordination: Footwork</li> <li>• Static Balance: Stance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To explain what they are doing well, they need to identify areas for improvement.</li> <li>• To identify areas of improvement they need to have a clear idea of what a successful performance looks like by using a success criteria.</li> <li>• To judge a performance they need to have a criteria</li> <li>• Strength is when that they have completed the skills / action confidently and accurately several times.</li> <li>• A weakness is when they have parts of the skill / action to improve on</li> <li>• A tactic is a technique that is used to achieve a goal.</li> <li>• A strategy is a plan, method or series of actions that are aimed to perform and achieve a goal.</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• To move with balance and control throughout means that they have to think about the body position by having their head up and back straight.</li> <li>• To move with controlled and smooth movements means that they have to work off the balls of their feet with the feet close to the ground.</li> <li>• To move with rhythm means that the movement is a regular pace</li> <li>• To move well in both directions and perform consistently on both sides their knees need to be bent and the arms are used for balance.</li> <li>• Cross-over (swerve) means to turn abruptly from the line travelled.</li> <li>• The lead leg is the leg that is leading the movement.</li> <li>• A knee raise is when the knee comes across the body.</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To balance with both feet they need to be facing forwards, feet shoulder width apart and their knees bent.</li> <li>• To balance with their feet still, the weight must be through the balls of their feet.</li> <li>• To stay on a line or low beam through they need to have the correct stance.</li> <li>• To maintain a good posture means that their head is looking forward and their back is straight, their weight is over their feet and that their shoulders and hips are level.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To give feedback they need to have a clear idea and agree what a successful performance.</li> <li>• To look around and think ahead to where the space is.</li> <li>• To demonstrate trying to have a positive reaction to difficulty</li> <li>• To identify specific strengths and weaknesses within the opposition</li> <li>• To try different tactics and strategies to see what works.</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• To keep the head up and back straight throughout when using footwork patterns in both directions and off each leg.</li> <li>• To work off the balls of their feet when zigzagging with a cross-over.</li> <li>• To keep their feet close to the ground when moving when zigzagging with a cross-over.</li> <li>• To bend their knees and use their arms to help balance when zigzagging with a cross-over at different speeds.</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To keep their feet shoulder width apart and their knees bent to keep a balanced stance when balancing on a line.</li> <li>• To keep the weight on the balls of their feet to have a balanced stance</li> <li>• To keep their back straight and head up looking forward when raising alternate knees or catching a ball thrown away from the body.</li> <li>• To use smooth controlled movements when balancing and moving on a line.</li> <li>• To maintain a good posture through looking forward and a straight back when balancing, catching or moving on a line.</li> </ul>



<b>Vocabulary</b>	<p><b>Awareness:</b> Knowing about or being mindful of something.</p> <p><b>Criteria:</b> Standards or rules used to judge or make a decision about something.</p> <p><b>Force:</b> A push or pull that makes something move or changes its direction.</p> <p><b>Increase:</b> To make something bigger or more in amount.</p> <p><b>Judge:</b> To evaluate or form an opinion about something based on certain criteria or standards.</p> <p><b>Strategy:</b> A plan or method for achieving a specific goal.</p> <p><b>Tactic:</b> A specific action or method used to achieve a short-term goal, often as part of a larger strategy.</p>
<b>Enrichment &amp; wider development</b>	



## Year 5 - Spring 1: Real Dance

### Milestone LO

- **LO:** I am learning to judge performance

### **Curriculum links:**

- Apply and develop a broad range of skills and link them to make actions and sequences of movements.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy participation</li> </ul>	<p>Know that...</p> <p><u>Shapes Solo</u></p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing means that they have to find strong, still positions in the shapes.</li> <li>• To perform a variety of smooth, graceful movements when moving between shapes means that they find the simplest way to from turning to jumping to the floor.</li> <li>• Graceful means to move in a smooth and controlled way which is attractive to watch.</li> <li>• To control the height of a jump means that the jump is executed with clear movements according to the height that this can be achieved.</li> <li>• To use different ways of moving means to think about travelling, floor movements, jumping and turning.</li> </ul> <p><u>Circles</u></p> <ul style="list-style-type: none"> <li>• To make circle moves that moves the body means that their arms are moved in large circles and their body is relaxed as it moves and they step where the circle takes their body.</li> <li>• To perform exact, repeatable movements means that the movement is precise and are done again.</li> <li>• Circles can move the body if they follow the circular movement of the arm or leg with their body.</li> <li>• Diverse range of moves means very different moves.</li> <li>• Motion means the speed in which a move is carried out.</li> </ul> <p><u>Artistry abstraction</u></p> <ul style="list-style-type: none"> <li>• To demonstrate moving like silk means that they need to look at how the silk moves in the air and try and move at the same time.</li> <li>• To move smoothly and fluently when transitioning between moves means that it flows from one move to the next.</li> <li>• To link and perform silk moves with shapes and circles means that they need to relax the body and limbs so that there can be fluid movements.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing.</li> <li>• To perform with smooth, graceful movements with no stopping between moves.</li> <li>• To perform clear and repeatable shapes and moves.</li> <li>• To explore shapes on two feet as well as 1 foot.</li> <li>• To find ways to go from turning to jumping before moving to the floor.</li> <li>• To perform a diverse range of circular exact, repeatable movements including jumps and turns.</li> <li>• To control turns through tightening muscles.</li> </ul>

	<p><u>Artistry Musicality</u></p> <ul style="list-style-type: none"> <li>• To identify musical melody means to count the music and then express it with body movement.</li> <li>• To make a visible change in movement when music is changes means that the body replicates what the music does.</li> <li>• Replicate means to reproduce.</li> </ul> <p><u>Partnering (lifts)</u></p> <ul style="list-style-type: none"> <li>• Secure but soft contact means that when they are holding hands in partnering they need to keep their thumbs in and hands soft without squeezing the partner.</li> <li>• To make a partner feel secure means that they talk to them so they both know what is going to happen before practising the move.</li> <li>• Executing means to carry out the move.</li> <li>• To perform successfully with more than one partner means that everyone needs to know their role.</li> <li>• To support a lift means that lifting isn't really lifting but supporting the jump to go higher.</li> </ul> <p><u>Artistry</u></p> <ul style="list-style-type: none"> <li>• To create a sequence of movements means that they need to know the elements that need to be included.</li> <li>• To put moves together, remember and perform means that they need to explore different timings for activities and practise the order of the movements.</li> <li>• Choreography is the making a dance by gathering and organising movements into an order and pattern.</li> <li>• To use their core strength means that they can stay balanced when performing shapes and moving.</li> </ul>	<ul style="list-style-type: none"> <li>• To use silk within a range of movements.</li> <li>• To transition smoothly and fluently between</li> <li>• To perform clear start and finish shapes to impact the choreography.</li> <li>• To identify the musical melody and express it with body movement.</li> </ul> <ul style="list-style-type: none"> <li>• To communicate with a partner to ensure that there is correct timing when lifting and jumping.</li> </ul> <ul style="list-style-type: none"> <li>• To perform a sequence of moves with a partner executed with confidence and control.</li> </ul>
<b>Vocabulary</b>	<p><b>Control:</b> The ability to manage and direct movements or actions precisely.</p> <p><b>Diverse:</b> Showing a great deal of variety; very different.</p> <p><b>Executing:</b> Carrying out or performing an action or movement.</p> <p><b>Express:</b> To show or convey a thought, feeling, or idea through movements or actions.</p> <p><b>Fluid:</b> Smooth and flowing, without sudden stops or changes.</p> <p><b>Graceful:</b> Moving in a smooth, relaxed, and attractive way.</p> <p><b>Inspiration:</b> A feeling of enthusiasm they get from someone or something, which gives them new and creative ideas.</p> <p><b>Linking:</b> Connecting movements or actions together smoothly.</p> <p><b>Range:</b> The extent or variety of movements or actions they can perform.</p> <p><b>Sequence:</b> A particular order in which related movements, actions, or events follow each other.</p> <p><b>Supporting:</b> Helping or holding something or someone up.</p> <p><b>Transitions:</b> Smooth changes from one movement or action to another.</p>	
<b>Enrichment &amp; wider development</b>		



## Year 5 - Spring 1: Swimming

### Milestone LO

- To be able to swim a range of strokes.
- To be able to perform a safe self-rescue in different water-based situations.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy participation</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• The freestyle stroke, also known as front crawl, is the fastest and most efficient of the swimming strokes</li> <li>• Front crawl is when their body is in a horizontal position with the body facing down. The body rolls from one side to the other, always turning to the side of the arm that is currently pulling in the water.</li> <li>• Floats, inflated arm bands and noodles are all types of swimming aids</li> <li>• Backstroke is when they lie on their back and the arms rotate backward at the shoulders in turn. This continues to alternate with arms rotating to move through the water</li> <li>• Self-rescues means to find air and safety by turning onto their back and floating in the event of an emergency</li> <li>• Stamina is needed to make sure that strokes are fluid</li> <li>• To swim competently, confidently and proficiently over at least 25 metre means a continuous swim of more than 25 meters without touching the side with the strokes being as strong at the start as at the end.</li> <li>• To tread water means float with their head above the water and kicking their legs whilst moving the arms and legs forward and back whilst in an upright position.</li> <li>• Water safety means how to stay safe when playing in and around water.</li> <li>• To stay safe when someone is in difficulty in water is to stay out of the water and shout, signal, thrown and signal for help.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To develop confidence in the water by swimming recognisable strokes like front crawl, backstroke and breaststroke.</li> <li>• To perform basic safe self-rescue in different situations</li> <li>• To use breathing correctly to be fluent when swimming</li> <li>• To be safe in and around water they need to recognise warning signs and adhere to local water safety advice.</li> <li>• To help someone in difficulty they stay safe, shout, signal, throw and raise an alarm -999</li> </ul>
<b>Vocabulary</b>	<p><b>Backstroke:</b> A swimming stroke performed on their back with an alternating arm pull and a flutter kick.</p> <p><b>Breaststroke:</b> A swimming stroke where the arms move in a half-circle motion in front of the body and the legs perform a frog kick.</p> <p><b>Confidence:</b> Believing in their own abilities to do something well.</p> <p><b>Front Crawl:</b> A fast swimming stroke where the swimmer is on their stomach, using an alternating arm motion and a flutter kick.</p> <p><b>Proficiently:</b> Doing something skilfully and effectively.</p> <p><b>Safety:</b> Being free from danger or harm.</p> <p><b>Self-rescue:</b> Techniques used to save themselves in a dangerous situation, like swimming to the shore if they fall into water.</p> <p><b>Strokes:</b> Different ways of moving their arms and legs to swim.</p> <p><b>Water:</b> The liquid that fills oceans, lakes, rivers, and pools, used for swimming and other activities.</p>	
<b>Enrichment &amp; wider development</b>		



Year 5 - Spring 2: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to express ideas.

**Curriculum Links:**

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Creative Cog</li> <li>• Static Balance: Seated Balance</li> <li>• Static Balance: Floor Work</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To be able to recognise similarities and difference in movements and expression means that they look at movements, speed and body positioning.</li> <li>• Similarities means actions or movements which are nearly the same.</li> <li>• Differences means actions or movements which are different.</li> <li>• To change tactics, rules or tasks can make an activity more fun or more challenging.</li> <li>• To observe others means to watch their movements, body positioning and tactics.</li> </ul> <p><u>Static Balance: Seated balance</u></p> <ul style="list-style-type: none"> <li>• To balance with their hands and feet off the floor means that their core muscles are tight, their back is straight and their arms are used for balance.</li> <li>• To use their arms for balance they need to be straight either in front, above their head or outstretched to the side.</li> <li>• To balance with minimum wobble means that they have squeeze their core muscles and having their weight going through their bottom.</li> <li>• To balance without strain means that their head is up and they breathe throughout and are able to comfortably hold the balance..</li> <li>• A V shape is when their arms are stretched straight above their head and the legs and stretched out together diagonally. To make the V shape means that their bottom is on the floor and their legs and arms make the V shape.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To balance with their hands and feet off the floor means that their core muscles are tight, their back is straight and their arms are used for balance.</li> <li>• To maintain balance throughout they keep their hands in line with their shoulders.</li> <li>• To balance and hold the correct position means that their back is straight and flat</li> <li>• To maintain stability means to last for a period of time.</li> <li>• To maintain stability without strain means that they need to keep the core muscles tight.</li> <li>• To balance with control when changing balance and position means</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To adapt or change movements depending on the task, situation or stimulus.</li> <li>• To consider speed and body positioning when looking at similarities and differences.</li> <li>• To explore and combine movements and skills in different and unique ways.</li> <li>• To start with an idea and then make more changes to it.</li> <li>• To observe others and then see if they can do something completely different.</li> </ul> <p><u>Static Balance: Seated balance</u></p> <ul style="list-style-type: none"> <li>• To balance with good control and without strain, by keeping their head up and breathe throughout when balancing in a seated position with hands and feet off the floor.</li> <li>• To balance with minimum wobble by keeping the tummy tight.</li> <li>• To maintain balance by keeping their back straight when the hands and feet are off the floor.</li> <li>• To balance with hands and feet off the floor and pick up and place down an item.</li> <li>• To move into different balances using smooth and controlled movements including a dish, and V-Shape with straight arms.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To keep their hands in line with their shoulders to maintain a balance.</li> <li>• To keep their legs straight and stretched out when changing balance or position.</li> <li>• To transfer an object on and off the back whilst in a front support position.</li> <li>• To balance and hold a position that involves keeping a straight, flat back.</li> <li>• To transfer an object on and off the back whilst in a back support position.</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>Aligned:</b> Positioned in a straight line or in correct relative positions.  <b>Express:</b> To show or convey a thought, feeling, or idea through movements or actions.  <b>Observe:</b> To watch carefully, especially in order to learn something.</p>	



	<p><b>Posture:</b> The way in which their body is positioned when they are sitting or standing.</p> <p><b>Repeatable:</b> Able to be done again in the same way.</p> <p><b>Sequence:</b> A particular order in which related movements, actions, or events follow each other.</p> <p><b>Stability:</b> The ability to maintain balance and not fall over.</p> <p><b>Tactics:</b> Specific actions or methods used to achieve a short-term goal, often as part of a larger strategy.</p>
<p><b>Enrichment &amp; wider development</b></p>	



**Year 5 - Spring 2: Basketball**

**Milestone LO**

- To move with the ball at speed and pass with accuracy.
- To mark, track and cover when defending.
- To attack and defend in game situations by working together as a team.

**Curriculum links:**

- Use running, jumping, throwing, and catching in isolation and in combination.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p><b>Know that...</b></p> <p><u>Basketball</u></p> <ul style="list-style-type: none"> <li>• Basketball is a fast-paced team sport played on a rectangular court. Two teams of 5 players use their hands to dribble (bouncing the ball while moving) and pass the ball to each other with the aim of shooting the ball through their opponents' hoop to score.</li> <li>• Basketball is an invasion sport, where two teams attack and defend a 'goal' each trying to score more goals than their opponents.</li> <li>• A goal is scored by throwing a basketball into a hoop/net.</li> <li>• Basketball players can move around the court, travelling with the ball by bouncing to dribble.</li> <li>• A game begins with a jump ball at the centre of the court to see who has first possession.</li> <li>• To score they have to move towards the opponent's basket.</li> </ul> <p><u>Ball skills</u></p> <ul style="list-style-type: none"> <li>• A chest pass is a fast and flat pass and means to transfer the ball from their chest to the chest height of another player.</li> <li>• To execute a successful chest pass they need to hold the ball by spreading the fingers around the ball making a W shape with the thumbs. The ball in help at chest height with their elbows out and they push the ball away from their body by extending the arms forwards and flicking the wrists.</li> <li>• To control the ball means that they look after the ball and keep it close so that they have control of it.</li> <li>• To successfully pass a ball they need to think about who they are passing to and which pass is needed for it to be successful.</li> <li>• In basketball, dribbling is a fundamental skill where they use one hand to continuously bounce the ball on the court.</li> <li>• Dribbling helps them to control the ball and move it towards the hoop and create a distance between them and the defender.</li> <li>• To successfully dribble the balls means that they keep their head up, extend their arm and flex their wrists to send the ball to the ground, use their fingers to control the ball as they move forward.</li> <li>• When dribbling they must bounce the ball at least once every three steps.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed.</li> <li>• To work effectively as part of a team and keep possession of the ball when faced with opponents.</li> <li>• To apply basic principle for attacking – Using skills to keep possession of the ball.</li> <li>• To begin to apply defending principles in games; communicating well as a team to regain possession of the ball.</li> </ul>



- To have control of the ball when dribbling means that they keep it low to the ground.
- Passing is the skill of sending the ball to a target, usually a teammate. It is an attacking skill that a team uses to try and progress up the pitch towards an opponent's goal/basket.
- A set shot means a shot that is made with two hands where they stand still and shoot the ball.
- A successful set shot means that they stand with their feet shoulder width apart and the knees bent. The shooting hand is under the ball with the wrist cocked and the non-shooting hand is at the side of the ball for support. To shoot they straighten their legs, straighten their arm upwards and follow through.
- To have the wrist cocked means that their wrist is flexed back and then is flicked forwards.
- A free pass means the ball has gone outside the marked area and the team who touched it last has to allow their opponent to have a free pass.
- A Double Dribble is an illegal move in basketball where a player who is dribbling the ball stops their dribble, catches the ball and then starts to dribble the ball again. If a player does this, it is a foul and possession of the ball is given to the opposition. Once a player stops dribbling the ball/catches it in two hands they are not allowed to move with the ball they can either pass it or shoot.
- A jump ball means that the referee throws the ball into the air and the players from each team try to catch it.

#### Tactics

- In a game, they need to consider the best technique to gain the most points from: passing, dribbling and shooting.
- Speed when dribbling is important because it allows them to keep away from defenders and makes it more difficult for them to tackle.
- Passing is an attacking skill which allows the team to try and progress up the pitch towards an opponent's basket.
- Attacking play means when their team has possession of the ball and they are trying to score points against the opponent.
- Successful attacking means that they need to think about teamwork, decision making and communication.
- Defensive play means that their team does not have possession of the ball and are trying to regain possession and stop them from scoring.
- Tactical awareness means the ability to read the game play to solve problems or take opportunities.
- Spatial awareness means knowing where their body is in relation to other people, objects and respond to a change in these positions.
- A defensive stance means that their knees are bent, shoulder width apart, one foot slightly forward, head up and arms outside.
- Man marking means that they follow their player to ensure that they do not receive the ball.
- Tracking means to get into an effective space to predict play and intercept the ball.
- Covering means to protect the space behind their team who are trying to win the ball back

<b>Vocabulary</b>	<p><b>Attack / Defend:</b> To either try to score in a game or try to stop the other team from scoring.</p> <p><b>Awareness:</b> Knowing about or being mindful of something.</p> <p><b>Double Dribble:</b> In basketball, a violation that occurs when a player dribbles the ball, stops, and then starts dribbling again.</p> <p><b>Evaluate:</b> To assess or judge the quality, importance, or value of something.</p> <p><b>Foul / Hold:</b> In sports, a rule violation that results in a penalty or disadvantage for the player or team committing the foul.</p> <p><b>Mark:</b> To pay attention to and keep track of a player on the opposing team, often closely guarding them.</p> <p><b>Principles:</b> Fundamental rules or guidelines that govern behaviour or actions.</p> <p><b>Tactics:</b> Specific actions or methods used to achieve a short-term goal, often as part of a larger strategy.</p>
<b>Enrichment &amp; wider development</b>	



Year 5 - Summer 1: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to combine skills in specific contexts

**Curriculum Links:**

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Physical Cog</li> <li>• Dynamic Balance to Agility: Jumping and Landing</li> <li>• Static Balance: One Leg Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Moving their centre of gravity forwards can help they to move quickly</li> <li>• Centre of gravity is when we are balanced over our feet.</li> <li>• To perform and repeat longer sequences they need to think about clear shapes and controlled movement.</li> <li>• Consistency means that they can do an action in the same way.</li> <li>• Controlled movements means that their body controls the actions and objects</li> <li>• To control a landing they need to keep their head up, use their arms for support and bend their legs.</li> <li>• To perform different movements and skills they need to have good body tension.</li> <li>• Body tension is an action of stretching or tensing the muscles.</li> <li>• To link actions together means that they will flow from one action to another without stopping.</li> <li>• Keeping their head up and scanning allows they to know where they are travelling / landing</li> </ul> <p><u>Dynamic Balance to Aqility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• A good take off and height means keeping their feet and shoulder width apart, bending their legs and using their arms on take-off.</li> <li>• Using their arms by swinging them upwards on take-off will give them more momentum and height.</li> <li>• Bending their legs on take-off means that they can push through theirr balls of their feet to gain height.</li> <li>• To land with balance and control they have to use their arms to help balance their body.</li> <li>• To land softly means that there is no noise.</li> <li>• To land softly and quietly means that they need to land on the balls of their feet so that there is no noise.</li> </ul> <p><u>Static Balance: One Leg Balance</u></p> <ul style="list-style-type: none"> <li>• To counterbalance they can lean and stretch the arms and legs.</li> <li>• Tension means that the muscles are stretched tight.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To take the centre of gravity forwards</li> <li>• To control the quality of a movement</li> <li>• To perform skills in different directions / both sides of the body with control and consistency.</li> <li>• To keep balance and control landings</li> <li>• To keep the centre of gravity forward when combing jumps</li> <li>• To keep the head up and scan ahead when combing jumps.</li> <li>• To make one movement flow into the next.</li> </ul> <p><u>Dyatic Balance to Aqility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• To achieve a good take off and height by keeping their feet and shoulder width apart and bending their knees on take-off and swinging their arms to gain height.</li> <li>• To land with balance and control by keeping their head up and using their arms to help balance their body and keep in balanced on landing.</li> <li>• To land softly by keeping their head up and straight as they land when completing different jumps and hops.</li> </ul> <p><u>Static Balance: On Leg Balance</u></p> <ul style="list-style-type: none"> <li>• To lean and stretch forwards to extend their other arm and leg in the opposite direction to counter balance.</li> <li>• To complete ankle extensions by lifting the heels off the floor and down again smoothly.</li> </ul>



	<ul style="list-style-type: none"> <li>• Ankle extension means to lift their heels off the floor so they are standing on the balls of their feet and then lower the heel back to the floor</li> <li>• A squat means to crouch low to the ground with their knees bent but making sure their knees do not go past the toes and then stand up.</li> <li>• To balance with stability and move with smooth, controlled movements means that they need to have tight core muscles and a straight back.</li> <li>• To balance with a non-standing foot off the floor they need to use the arms to balance.</li> <li>• Stability means that their body holds the position with minimal wobble.</li> </ul>	<ul style="list-style-type: none"> <li>• To squat by having their feet should width apart, core muscles tight and backs straight and using the arms to counterbalance.</li> <li>• To lean and stretch forwards to extend their other arm and leg in the opposite direction to counter balance.</li> <li>• To gradually increase speed and control as the fluency of movements improve.</li> <li>• Use a focus point for control.</li> <li>• To keep their core muscles tight and a straight back in a balance when balancing on an uneven surface or completing a squat into an ankle extension.</li> </ul>
<b>Vocabulary</b>	<p><b>Body Tension:</b> The degree of tightness or firmness in muscles and other tissues of the body.  <b>Consistency:</b> The quality of being reliable, steady, and unchanging over time.  <b>Flow:</b> The smooth and uninterrupted movement or progress of actions or events.  <b>Link Actions:</b> Connecting or joining different actions or movements together in a sequence.  <b>Stability:</b> The ability to maintain balance and not fall over.  <b>Vigorous:</b> Characterized by strong, forceful, or energetic actions or movements.</p>	
<b>Enrichment &amp; wider development</b>		



## Year 5 - Summer 1: Tennis

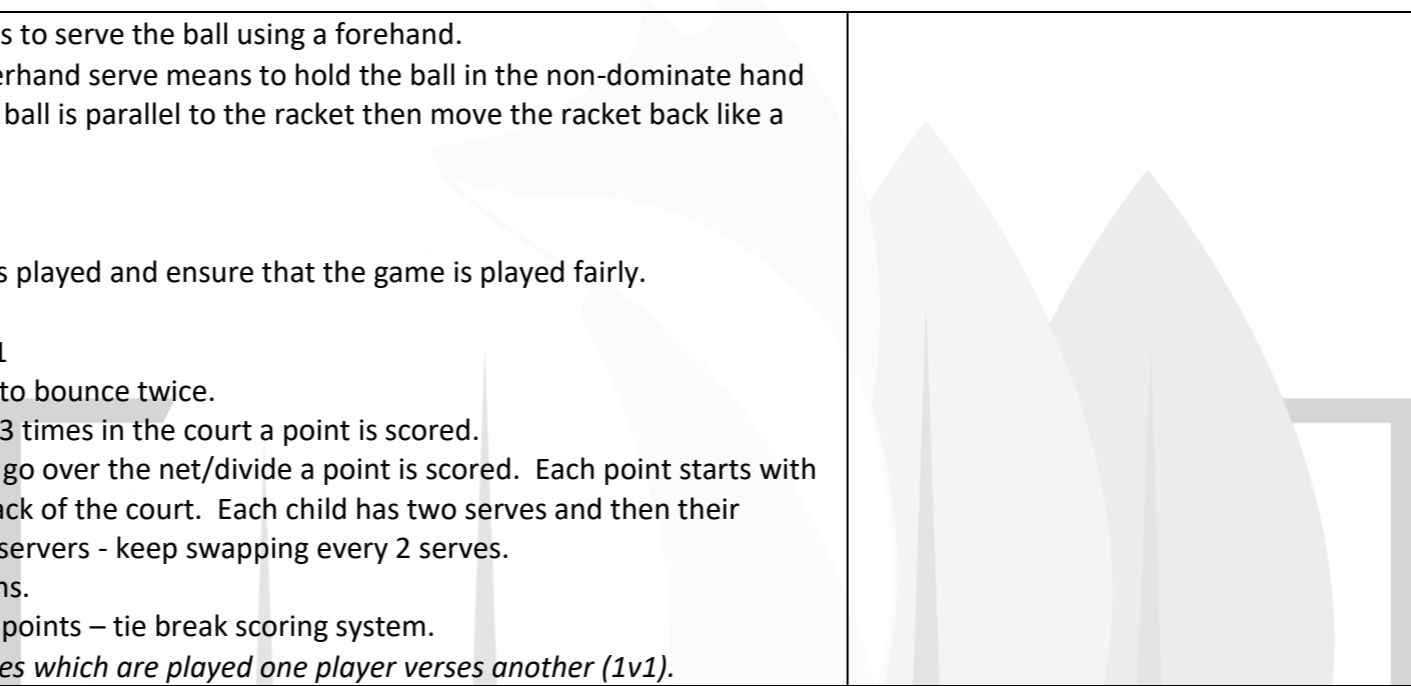
### Milestone LO

- To play shots on both forehand and backhand side of the body.
- To use a variety of different shots.
- To use tactics in games.

### **Curriculum links:**

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Tennis</u></p> <ul style="list-style-type: none"> <li>• A net / wall game is a game where a player sends an object (hits a ball) towards their opponents' area (half of the court). The aim is to make the object (ball) land in the opponents' area and make it difficult for them to return it. In net games such as tennis the court is divided by a net which the ball must be hit over.</li> </ul> <p><u>Racket and ball skills</u></p> <ul style="list-style-type: none"> <li>• To control the ball means to keep it close and have control of it.</li> <li>• To receive the ball means to get into the correct position to receive the ball sent to be able to return it.</li> <li>• The tennis grip means how they hold the tennis racquet in their hand.</li> <li>• The speed of the racket effects how hard the ball is hit</li> <li>• A forehand shot means a shot hit from the racket-arm side of the body.</li> <li>• A forearm stance means to turn sideways to the net with the feet shoulder width apart.</li> <li>• To perform the forearm shot means that their arm takes a backswing then they take the arm back and bring forward in the shape of a shallow C.</li> <li>• To make the shape of a shallow C means that they take the racket head back above the hand, lowers it at the end of the backswing and swings it forward and slightly upwards to hit the ball when the racket is level with the front foot to follow through.</li> <li>• A backhand is a shot which is struck on the opposite side of their body to the racquet hand.</li> <li>• To perform the two handed backhand shot means that their dominant hand is at the bottom in a v grip and their non-dominate hand is above, they take the racket across the body back and forward and make the shape of shallow C as they follow forward.</li> <li>• A rally means a series of shots where the ball goes back and forth between the players.</li> <li>• A cooperative rally means that they try to keep the ball travelling back and forth for as long as possible</li> <li>• A cooperative shot means that they aim to make the ball bounce in front of their partner.</li> <li>• To hit a ball into a space means that it become difficult for the opponent to return the ball.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To hit the ball with purpose.</li> <li>• To play shots on the forehand and backhand side of their body.</li> <li>• To direct the ball towards the opponent's court or target area.</li> <li>• To participate in competitive games</li> <li>• To use good footwork that allows the ball to be hit with good technique.</li> <li>• To adopt a good ready position and show good position on court.</li> </ul>

	<ul style="list-style-type: none"> <li>• An underhand serve means to serve the ball using a forehand.</li> <li>• To successfully hit an underhand serve means to hold the ball in the non-dominant hand and hold the racket so the ball is parallel to the racket then move the racket back like a forehand.</li> </ul> <p><u>Tennis Rules</u></p> <ul style="list-style-type: none"> <li>• Rules define how a game is played and ensure that the game is played fairly.</li> <li>• Rules of Mini tennis: <ul style="list-style-type: none"> <li>○ Play on a court, 1v1</li> <li>○ The ball is allowed to bounce twice.</li> <li>○ If the ball bounces 3 times in the court a point is scored.</li> <li>○ If the ball does not go over the net/divide a point is scored. Each point starts with a serve from the back of the court. Each child has two serves and then their opponent has two serves - keep swapping every 2 serves.</li> <li>○ First to 7 points wins.</li> <li>○ Play the game to 7 points – tie break scoring system.</li> </ul> </li> <li>• <i>Singles games means games which are played one player versus another (1v1).</i></li> </ul>	
<b>Vocabulary</b>	<p><b>Backhand:</b> A way of hitting the ball in tennis with the back of their hand facing the direction they want the ball to go.</p> <p><b>Competitive:</b> When players try their best to win against each other in a game or sport.</p> <p><b>Cooperative:</b> Working together as a team or with a partner to achieve a goal, like passing the ball back and forth.</p> <p><b>Court target:</b> The area on the ground where they try to aim and hit the ball during a game, like trying to kick a ball into a goal.</p> <p><b>Decision making:</b> Making choices about what to do next in a game or activity, like whether to pass the ball or shoot it.</p> <p><b>Doubles:</b> Playing a game with two people on each team, like having a teammate to help them win.</p> <p><b>Feedback:</b> Information or advice given to help someone get better at something, like telling someone how they can improve their throwing.</p> <p><b>Follow through:</b> Finishing the action they started, like swinging a bat all the way after hitting a ball.</p> <p><b>Position:</b> Where they stand during a game or activity, like where they stand on a soccer field or tennis court.</p> <p><b>Power:</b> Using strength to hit or throw something hard and fast, like hitting a baseball really far.</p> <p><b>Rally:</b> Hitting a ball back and forth with another player in a game, like hitting a tennis ball over the net again and again.</p> <p><b>Respond:</b> Acting quickly to what's happening in a game, like catching a ball thrown to them or kicking a ball coming their way.</p> <p><b>Service:</b> Starting a game by hitting the ball to the other team or player, like serving a tennis ball over the net to start the match.</p> <p><b>Teamwork:</b> Playing together as a team, like passing the ball and helping each other to win a game.</p>	
<b>Enrichment &amp; wider development</b>		



Year 5 - Summer 2: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to describe the basic fitness components.

**Curriculum Links:**

- Use running, jumping, throwing and catching in isolation and in combination.
- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Health and Fitness Cog</li> <li>• Coordination: Sending and Receiving</li> <li>• Agility: Ball Chasing</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Basic fitness includes strength, stamina, speed and flexibility</li> <li>• Aerobic activity is any movement that makes their muscles use oxygen and increases their heart rate</li> <li>• Anaerobic exercise means short, fast exercise that doesn't use the oxygen in their body as its main source of energy.</li> <li>• They need both aerobic and anaerobic exercise in their daily lives.</li> <li>• Cooling down can help to prevent their muscles becoming sore in the first couple of days after exercise.</li> <li>• Cooling down helps their heart rate and breathing to slow down gradually preventing dizziness after exercise</li> <li>• To consider the environment for an activity means to think about the possible dangers like weather / surface, equipment, how often and intensity.</li> <li>• Intensity means how hard or fast they are carrying out an activity.</li> <li>• Taking their pulse means to measure the number of times the heart beats per minute</li> <li>• A pulse is created when they heart beats and it is when the heart pushes blood through the body and they feel a little thump in their arteries.</li> <li>• Arteries are vessels that carry the blood.</li> <li>• To take a pulse they place two fingers on the inside of their wrist and count the beats that they can feel.</li> <li>• Taking a pulse before and after exercise helps them to see how hard they are working.</li> <li>• The maximum heart rate on average is 220 minus their age.</li> <li>• Warm ups should include pulse raising activities, which gradually get more intense, with dynamic flexibility activities.</li> <li>• Dynamic flexibility activities are movement based stretches</li> <li>• Pulse raising activities are movements that gently raise the heart rate.</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To send with good accuracy and weight means that the object goes in the direction intending and with the correct speed</li> <li>• To send with fluency and rhythm means that it is at a consistent speed.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• Changes to the body during and after exercise will increase increased body temperature, heart rate and breathing rate.</li> <li>• To cool down to prevent the muscles be sore and slow the heart rate and breathing.</li> <li>• To use different movements in warm ups to prepare the body for movement and activities gradually.</li> <li>• To consider the environment when planning an activity</li> <li>• To take a pulse before and after exercise.</li> <li>• To warm up to help them to focus and prepare the mind and body for physical activity.</li> <li>• To warm up with pulse raising and dynamic flexibility activities.</li> <li>• Over- competing and inappropriate training can impact their health and fitness</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To use a backswing and follow through when striking.</li> <li>• To move their feet to get in line with the ball when receiving</li> <li>• To send and receive with fluency and rhythm</li> <li>• To vary the pace of the ball when throwing to a partner or against a wall.</li> </ul>



	<ul style="list-style-type: none"> <li>• To throw with good accuracy and weight means that they know the pace to send the ball to be successful</li> <li>• To vary the pace of a ball thrown means that they adjust the height and force when the ball is thrown.</li> <li>• To send and receive with fluency means that they have a balanced position and their hands are in a good ready position.</li> <li>• To perform consistency means that the action is repeated the same each time.</li> <li>• To perform with consistency means that their eyes are focused on the ball.</li> </ul> <p><u><i>Agility: Ball Chasing</i></u></p> <ul style="list-style-type: none"> <li>• To start quickly means to accelerate by pushing off hard with their feet and driving the arms from 'hips to lips'.</li> <li>• To arrive in the correct position at the correct time they need to keep watching the ball and move their feet quickly.</li> <li>• To turn over either shoulder means to look over their shoulder.</li> <li>• To collect a ball that is travelling from behind they need to turn over their shoulder.</li> <li>• To collect a ball with balance and control may need to run past the ball to allow for more time to get into a stable position.</li> </ul>	<ul style="list-style-type: none"> <li>• To take up a balanced position and have their hands in a ready position to receive the ball.</li> <li>• To focus the eyes on the ball to successfully send and receive.</li> </ul> <p><u><i>Agility: Ball Chasing</i></u></p> <ul style="list-style-type: none"> <li>• To get into a balanced position with the weight forward.</li> <li>• Accelerate by pushing off hard with their feet and driving the arms.</li> <li>• To move their feet quickly to get into the collecting position to chase and stop a ball.</li> <li>• To run past the ball to get into a stable receiving position.</li> <li>• To arrive in the correct position to collect the ball by thinking about timing.</li> </ul>
<b>Vocabulary</b>	<p><b>Fitness:</b> Being healthy and strong from exercising and eating well.</p> <p><b>Components:</b> Different parts that make up something, like the parts of being fit such as strength, flexibility, and stamina.</p> <p><b>Identify:</b> To find out or recognize something, like figuring out what exercises they need to do to get stronger.</p> <p><b>Cross over:</b> Moving from one place to another, like jumping over a line during an exercise.</p> <p><b>Circuit:</b> Going around a set of stations to do different exercises, like doing push-ups and then jumping jacks in a row.</p> <p><b>Pulse:</b> Feeling their heartbeat, like checking how fast their heart is beating after running around.</p> <p><b>Dynamic flexibility:</b> Moving their body in different ways to make their muscles and joints looser and stronger.</p>	
<b>Enrichment &amp; wider development</b>		





## Year 5 - Summer 2: Cricket

### Milestone LO

- To throw and bowl in different ways.
- To choose and play effectively in fielding positions.
- To participate in a game.

### **Curriculum links:**

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>• A Striking and Fielding game is a game played between a batting team and a fielding team where the batting team try to score points and the fielding team try to stop them.</li> <li>• Fielding is the action of a player (fielder)/groups of players (fielders) performed after the batter has hit the ball, it involves using skills such as stopping, gathering and collecting the ball, catching and throwing skills</li> <li>• The aim when fielding is to stop the batters from scoring runs, the best way to do this is to get them out.</li> <li>• Running between the wickets means that they can score a single run each time.</li> <li>• Each point / score is called a run.</li> <li>• The aim when bowling is to get the batter out, one of the ways to do this is by hitting the wicket.</li> <li>• Umpires are responsible for enforcing the rules</li> </ul> <p><u>Ball skills</u></p> <ul style="list-style-type: none"> <li>• Aiming means throwing the ball in the correct direction.</li> <li>• Accuracy means throwing the ball as close as possible to the intended target.</li> <li>• Catching the ball means that they can get the opponent out and it stops them from scoring.</li> <li>• Throwing is a fielding skills as it is the quickest way to get the ball back to the wicket keeper or bowler.</li> <li>• A wicket keeper is the person on the fielding side who stands behind the wicket.</li> <li>• A bowler is the player who delivers the ball to the batsman.</li> <li>• Bowling underarm uses an underarm throwing technique</li> <li>• To bowl underarm means that they hold the ball in their hand, swing the arm back then swing their arm forward and release the ball throwing it towards the target.</li> <li>• A successful bowl means that it is directed towards the wickets and bounces once before it reaches the batter.</li> <li>• The aim when bowling is to stop the batter from scoring runs, the best way to do this is by getting them out.</li> <li>• To catch a ball they need to watch the ball all the way to the hands, have their hands ready, move into a position to catch the ball.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.</li> <li>• To hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.</li> <li>• To work as part of a team, adapting games and activities</li> </ul>

	<ul style="list-style-type: none"> <li>• To move into position means that they get in line with it.</li> <li>• To have the hands ready means to have their hands in front of the body ready to catch the ball.</li> <li>• The accuracy of the delivery means the line it takes and how close it gets to the intended target.</li> <li>• The speed of the delivery means the faster the ball the more difficult it is for the batter to play the shot.</li> <li>• Overarm bowling refers to a method where the bowler delivers the ball with their arm either straight or slightly bent, but always above the shoulder.</li> <li>• To overarm bowl means to stand sideways on, with the ball being held in hand furthest away from the batter. Keeping the bowling arm straight, swing the arm overhead, releasing the ball at the apex of the swing.</li> <li>• Batting</li> <li>• Batting is the skill of hitting the ball with a cricket bat</li> <li>• Hitting the ball into space is the most effective way to score runs/points when batting.</li> <li>• Hitting the ball into space will reduce the chance of getting out.</li> <li>• The bat should only be used and swung in the designated batting area.</li> <li>• Only the batter should enter the batting area - nobody else should enter this area.</li> <li>• To hit a ball they need to consider the grip and stance and steps to the ball, swing the bat through hitting the ball and follow through.</li> <li>• To successfully hit a ball into a space means that they move the face of the bat and the direction of the bat to swing the way they want the ball to travel.</li> </ul> <p><u>Fielding</u></p> <ul style="list-style-type: none"> <li>• Fielding tactics are the plans and decisions a fielding team make in an attempt to stop the batters from scoring runs, the best way to achieve this is to get the batters out.</li> <li>• A long barrier position means a way to stop the ball.</li> <li>• A long barrier positions is when they move towards the ball, crouch down so that their heel touches their knee and the trunk of their body is facing forward and then retrieve the ball using their hands.</li> <li>• Directing the hit means being able to hit the ball to different parts of the field.</li> </ul>	
<b>Vocabulary</b>	<p><b>Wickets:</b> The three wooden sticks stuck in the ground behind the batsman that the bowler tries to hit to get them out.</p> <p><b>Wicket Keeper:</b> The player who stands behind the batsman and catches the ball if they miss it, like the goalie in soccer.</p> <p><b>Positions:</b> Where players stand on the field, like where fielders are placed to catch the ball.</p> <p><b>Outfield:</b> The part of the field away from the pitch where fielders try to catch or stop the ball.</p> <p><b>Skill:</b> Being good at something, like hitting the ball with the bat or throwing it accurately.</p> <p><b>Crease:</b> The lines on the pitch where the batsman stands to face the bowler.</p> <p><b>Technique:</b> The way they do something, like how they hold the bat or throw the ball.</p> <p><b>Awareness:</b> Knowing what's happening around them, like where the ball is and what the other team is doing.</p> <p><b>Forward Defence:</b> A way of stopping the ball with the bat to protect the wickets, done by moving the bat forward to block the ball.</p> <p><b>Tactics:</b> Plans or strategies for playing the game, like where to place fielders or how to bowl.</p>	
<b>Enrichment &amp; wider development</b>		