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

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

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

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

\*ongoing skill throughout year