

Pudsey Bolton Royd Primary School PE Long-Term Plan

Year 5

<i>Autumn 1: Gymnastics Unit 1</i>	<i>Autumn 1: Hockey</i>	<i>Autumn 2: Dance Unit 1</i>	<i>Autumn 2: Netball</i>
Enquiry Questions			
How can you be a good partner in counterbalances?	How can you as an individual player help build and attack towards the goal?	What are some of the key characteristics of line dancing?	When and why might you use one-handed shooting and when might you use two-handed shooting?
Outcomes			
Redo assessment for learning tasks in pairs (6 elements). Show sequence to another pair, evaluate others sequence to select a component for improvement. Practise and refine area of improvement.	To work cooperatively as a team to defend and attack. Use simple skills to keep possession. Explain how passage of play was effective.	Combine 3 new dance steps with previously learnt steps. Work collaboratively with a group of 4. Practise and improve dance to perform for others.	To work cooperatively as a team to defend and attack. Use skills learnt to keep possession. explain how passage of play was effective.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.	Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.	Perform different styles of dance fluently and clearly. Refine and improve dances adapting them to include the use of space, rhythm and expression.	Use specific netball skills in games. Begin to play efficiently in different positions on the court in both attack and defence. Increase power and strength of passes.
Knowledge and/or Skills Covered			
Round off. Explore symmetry. Explore asymmetry. Counterbalances. Performing.	Block tackle. Passing in the D. Apply marking in the game. Sweep shot to send over distance. Dragging the ball from right to left.	Apply basic Bollywood actions. Perform non-locomotor and locomotor movements. Describe key features of line dance. work collaboratively with a group of 4. Use knowledge of basic line dance steps to create their own.	Bounce pass in game. Finding space. Dodge to get away from opponents. Pivot to make successful passes. Two handed shooting.
National Curriculum Attainment Targets			
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to	Pupils should continue to 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	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions

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<p>link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 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.</p>	<p>their agility, balance and coordination, individually and with others</p> <p>Perform dances using simple movement patterns and compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 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.</p>
Important Vocabulary			
<p>Aesthetics, flexibility, symmetry, asymmetry, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance, elements, control, balance, strength, bridge, warm up, injury, core temperature.</p>	<p>positions regain teamwork score shoot power distance perform consistent fair play</p>	<p>choreographer formation locomotion facial expression choreographer Bangra line dance wall patterns</p>	<p>positions regain teamwork score shoot power distance perform consistent fair play score shoot footwork foul free pass pivot umpire dodging attack defence</p>

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			dodge stationary contest possession pressure support turn over loose pass w grip offence formation regain interchange position maintain
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<u>Spring 1: Gymnastics Unit 2</u>	<u>Spring 1: Football</u>	<u>Spring 2: Tag Rugby</u>	<u>Spring 2: Basketball</u>
Enquiry Questions			
What are some of the things you must do when linking two cartwheels together?	Why is it essential to be goalside of your player when marking?	When would you use the magic diamond?	What are the key principles to box a player out?
Outcomes			
Create a sequence using all 6 elements taught in this unit with a defined starting and finishing position.	Use the skills covered in this unit in a small game situation.	Attempt the 3 step then pass tactic to gain attacking momentum.	Hold the triple threat position in a small game situation.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Take responsibility for own warm-up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.	Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skillful when performing movements at speed.	Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over greater distance.	Use strength, agility and co-ordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.
Knowledge and/or Skills Covered			
Pathways. Linking cartwheels. Linking round offs. Devising warm-ups. Combining actions.	Turning with the ball. Running with the ball. Passing on the move. Maintain space. Step over.	Tagging opposition. Running and passing accurately. Principles of defence. Pop pass. Magic diamond formation.	Blocking. Forward pivot. Forward pass. Push pass. Boxing out.
National Curriculum Attainment Targets			
Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how	Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils	Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and	Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise

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to evaluate and recognise their own success. Pupils should be taught to: develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.	should be taught to: 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.	recognise their own success. Pupils should be taught to: 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.	their own success. Pupils should be taught to: 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.
Important Vocabulary			
speed partner asymmetrical symmetrical aesthetics counterbalance elements control balance strength bridge warm up injury core temperature	positions regain teamwork score shoot power distance perform consistent fair play goal side interchange maintain	contest possession pressure support pop pass turn over loose pass w grip offence formation	blocking forward reverse exploit lay off accurately rebound fake feint pivot#

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<u>Summer 1: Athletics</u>	<u>Summer 1: Cricket</u>	<u>Summer 2: Rounders</u>	<u>Summer 2: OAA</u>
Enquiry Questions			
Which throw do you think is most effective for distance?	What are some of the key differences between an attacking shot and a defensive shot?	What is the difference between close and deep fielding?	Can you suggest any other ways to communicate a Morse Code Signal?
Outcomes			
Use STEP principle to develop a run, jump or throwing event and teach it to others.	Attempt a range of shots in a game situation.	Field using awareness of batters' strengths and adapt fielding positions where necessary.	Interpret Morse Code and use it to communicate with others.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.	Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, eg power, flexibility and cardiovascular endurance.	Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.	Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.
Knowledge and/or Skills Covered			
Relay legs. Work to improve distance covered in set times. Use push throws to hit a target. Baton exchange. STEP principle.	Start sprints with power to run between wickets. Using the short throw to run players out. Anticipating the rise of the bowled ball. Flexibility and overarm bowling. Defensive shot.	Apply rules of the game consistently. Optimal base positioning. Following the path of the ball. Applying backwards hit rule. Field with some awareness of batters' strengths.	Memory and recall skills. Collaborative working. Interpret Morse Code. Send Morse Code. Circle trust.
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throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best.	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.	should be taught to: 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.	taught to: take part in outdoor and adventurous activity challenges both individually and within a team.
Important Vocabulary			
force sustain bounce relay baton safety rules targets record set take over pass sustain push receive hop-step-jump	calling accuracy rise of the ball anticipating forward defensive shot cardiovascular endurance power	power consistently stump conditioned fitness miss hit strength encouragement defensive offensive	challenge plan trust solve team design instructions extend orientate Morse Code decipher individual signal