

# Physical Education

## Year 5



## Curriculum End Points

### Unit: Health and Related Fitness

- Pupils will be able to complete fitness assessments and participate circuits that will develop their fitness.
- Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.
- Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits.
- Pupils will develop life skills such as self-motivation, resilience and integrity as they strive to improve their own performances.

## Key Vocabulary

### Unit: Health and Related Fitness

**Cardiovascular System** – The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.

**Flexibility** – The elasticity of muscles when stretching and the ability to move joints through a full range of motion.

**Fitness** – Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.

**Circuits** – Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.

**Fitness Assessment/Test** – A fitness test will evaluate your overall health and physical status. The test marks the starting point for designing an appropriate exercise programme.

**Strength** – Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

# Curriculum End Points

## Unit: Game Sense – Net / Wall

- Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.
- Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.
- Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.
- Pupils will refine life skills such as self-motivation, resilience and self-discipline as they strive to improve their own performances.

## Key Vocabulary

### Unit: Game Sense – Net / Wall

**Outwit** – Using intelligence to trick or outsmart an opponent to win a point.

**Space** – An open area on the court unoccupied by the opponent (could be at the side, front, or back of the court).

**Forehand** – A shot where the palm of the hand faces the direction in which the ball is being hit.

**Backhand** – A shot hit with the arm across the body, with the back of the hand facing the ball.

**Volley** – A shot hit before the ball bounces on the player's side of the court, usually near the net.

**Serve** – The method of starting a tennis game, where the ball is hit from the baseline diagonally into the opponent's service box.

**Accuracy** – The ability to control where the ball is hit on the opponent's side of the court.

**Tactics** – A carefully planned set of actions used by a team or individual to achieve a goal.

# Curriculum End Points

## Unit: Gymnastics – Counter Balance & Counter Tension

- Pupils will execute ‘excellent’ balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balance with movement.
- Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.
- Pupils will demonstrate communication skills and show respect as they watch others’ performances and give feedback on ways to improve.
- Pupils will apply integrity and self-discipline as they perform their sequences, receive feedback and work hard to improve their sequences.

## Key Vocabulary

### Unit: Gymnastics – Counter Balance & Counter Tension

**Counter Balance** is a pushing balance.

**Counter Tension** is a pulling balance.

**Unison** is where pupils perform the same movement at exactly the same time as each other.

**Canon** is where pupils perform the same movement one after the other.

**Flow** is when a gymnast moves from one action to another without stopping.

**Levels** refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

**Flight** in gymnastics refers to a moment when the gymnast is suspended completely in the air without hands or any other part of the body touching the floor.

**Direction** refers to when a gymnast changes the course along which they were moving.

**Jumping** is described as the transfer of weight from one or both feet to both feet. Jumping is divided into three parts: take-off, flight, and landing.

**A turn** is a rotation of the body about the vertical axis.

**Landing** is the final phase in a jump. We must take care to land safely, absorbing force by bending our knees and sinking down.

# Curriculum End Points

## Unit: Dodgeball

- Pupils will consolidate their application of dodging, throwing, jumping, ducking and catching. Pupils will begin to explore blocking and apply this in games.
- Pupils will create and apply attacking and defending tactics. Pupils will understand how important effective decision-making is and begin to evaluate others.
- Pupils will develop communication skills as they support their team mates in games and suggesting ways to improve their performances.
- Pupils will consolidate their application of life skills such as integrity and responsibility as they strive to improve their own performances.

## Key Vocabulary

### Unit: Dodgeball

**Dodge:** A method of moving quickly from one side to the other to avoid being hit by a ball.

**Blocking:** When in possession of a ball, a player can hold their ball and use it to deflect a ball that is thrown towards them to avoid being hit.

**Tactics:** A carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Accuracy:** The ability to control where we throw the ball.

**Transition:** The process of recognising and responding after throwing or regaining possession of the ball.

**Power:** The intensity and speed that a ball is thrown towards an opponent.

**Eliminated:** When a pupil is out of the game and waits on the side to re-enter. An elimination generally occurs when a player is hit with the ball, they enter the other team's half of the court, or their opponent catches the ball that they have thrown.

# Curriculum End Points

## Unit: Outdoor Adventure Activities – Problem Solving

- Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
- Pupils will be able to think tactically and suggest good ideas for completing the challenges.
- Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.
- Pupils will apply effective leadership skills as they control their own emotions and take responsibility for their team members.

## Key Vocabulary

### Unit: Outdoor Adventure Activities – Problem Solving

**Communication:** Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

**Teamwork:** Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Strategy:** is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

**Adapt:** is the ability to change or modify something depending on the situation. An Individual or team may need to adapt their tactics to help them achieve their goal.

**Listening:** Listening is the ability to accurately receive and interpret messages from our team in the communication process.

**Support:** means to help and encourage other members of your team.

# Curriculum End Points

## Unit: Dance – Greeks

- Pupils can perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.
- Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences.
- Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance.
- Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.

## Key Vocabulary

### Unit: Dance – Greeks

**Pupils Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

**Motif:** is a series of movements that are repeated.

**Compositional:** means the ability to create a dance performance in relation to a poem or piece of music.

**Improvisation:** means the ability to perform a dance sequence or movement to a particular piece of music or drama, spontaneously or without preparation.

# Curriculum End Points

## Unit: Football

- Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.
- Pupils will begin to create and apply tactics that they can then adapt depending on the situation.
- Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.
- By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.

## Key Vocabulary

### Unit: Football

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Marking:** Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

**Pressure:** Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.

**Tackle:** Is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.

**Shadowing:** Shadowing is when the defending player keeps their eyes on the ball and mirrors the attackers movements. This technique is used to apply pressure to the attacker in an attempt for them to lose possession of the ball.

**Tracking Back:** Is a term used when a player loses possession of the ball and then follows back an opponent and tries to tackle them, or to stop them from getting the ball.

# Curriculum End Points

## Unit: Netball

- Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
- Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics.
- Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.
- By facilitating learning through game-based scenarios, pupils' self-discipline will be challenged as they focus on trying their best, even when their team is losing.

## Key Vocabulary

### Unit: Netball

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Transition:** is defined as the process of recognising and responding after losing or regaining possession

**Possession:** Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.

**Marking:** Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

**Shoulder Pass:** The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders.

**Bounce Pass:** A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.



# Curriculum End Points

## Unit: Outdoor Adventure Activities – Communication & Tactics

- Pupils will work within teams to refine effective strategies and tactics in order to complete the different problem-solving challenges successfully.
- Pupils will be able to think tactically and communicate these ideas for completing the challenges to their team members.
- Pupils will refine life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams.
- Pupils will apply effective leadership skills as they control their own emotions and take responsibility for their team members.

## Key Vocabulary

### Unit: Outdoor Adventure Activities – Communication & Tactics

**Adapt:** is the ability to change or modify something depending on the situation. An individual or team may need to adapt their tactics to help them achieve their goal.

**Motivation:** refers to the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.

**Cooperation:** Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task.

**Communication:** is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Teamwork:** Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

**Strategy:** is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

# Curriculum End Points

## Unit: Basketball

- Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.
- Pupils will begin to create and apply tactics that they can then adapt depending on the situation.
- Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.
- By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.

## Key Vocabulary

### Unit: Basketball

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Transition:** is defined as the process of recognising and responding after losing or regaining possession.  
**Marking:** Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

**Rebound:** A rebound occurs when an attacking player has a shot, misses and the ball hits the backboard or hoop. A rebound allows players from the attacking or defending team to make an attempt to regain possession

**Travelling:** is a violation of a rule that occurs when the attacker in possession of the ball moves both feet without dribbling. Possession changes when an attacker commits a travelling offence.

**Double dribble:** A double dribble occurs when the attacker in possession dribbles the ball with two hands simultaneously or begins to dribble again after stopping. When an attacker commits a double dribble offence possession changes.

# Curriculum End Points

## Unit: Athletics

- Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.
- Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.
- Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.
- Pupils will strive to improve their own technique, ensuring they always apply maximum effort.

## Key Vocabulary

### Unit: Athletics

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Speed:** Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

**Evaluation:** means for an athlete to review their own or team's performance, making judgements on their own or teams' strengths and weaknesses in order to improve their own or teams' performances

**Changeover:** A changeover is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.

**Personal Best:** A personal best is an individual or team's best performance in a given event.

**Lap:** Is one full completed circuit of a track in a running race.

# Curriculum End Points

## Unit: Rounders

- Pupils will be able to apply refined fielding skills, (accurate throwing, catching and retrieving skills) will be in order to prevent the batters from scoring.
- Pupils will apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play.
- Pupils will work positively with their team members to find success demonstrating effective collaborative skills, leading their team.
- By facilitating learning through game situations, pupils will be challenged to always try their best, even when they find it difficult and when their team is losing.

## Key Vocabulary

### Unit: Rounders

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Batting and Bowling Square:** The batting square is a marked-out area that the batter stands in when striking the ball. The bowling square is opposite the batting square in the middle of the pitch. This is where the bowler stands when bowling the ball.

**No ball:** A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above the batter's head and below the knee or if the ball bounces before the batter.

**Fielder:** A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder

**Bowling:** is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.

**Out:** is a form of dismissal which occurs when the batter's period of batting is brought to an end by the opposing team.