



Westhead Lathom St James' CE Primary School
Year 5/6 Physical Education

Questions to Develop Children's Spirituality in PE:	Why are there rules for sports? Does it matter if you ignore the rules? Why do you need to listen to the person in charge (referee)? Does it matter if you cheat as long as you win? Does it matter if someone in your team can't play? Are there rules for life? Whose rules are they?
Development of the child:	self-fulfilment, teamwork, abiding by rules, positive attitudes, honesty, respect , commitment / loyalty and ritual



<p>Topic: Gymnastics</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • plan, perform and repeat sequences • make use of a range of movements and balances • display smooth transitions • evaluate performances and develop to improve 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • discuss a range of gymnastics actions • perform a range of gymnastic actions with consistency, fluency and clarity of movement • show body tension and extension and good weight transference • when working in small groups, make similar and contrasting shapes on the floor and apparatus (symmetry / asymmetry) • combine dynamics when making sequences using changes of speed, level and direction • create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements • when working in small groups, carefully link actions and balances together showing good timing • incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performance • rehearse, refine and perfect gymnastic skills • work in small groups offering peer support to allow the sequence to develop and progress 	<p>symmetrical rotation aesthetics canon asymmetrical synchronisation progression</p>	<p>formation momentum counter balance fluently counter tension stability</p>



Topic: Dance	Prior Knowledge/Links: <ul style="list-style-type: none"> • create dances in pairs/groups using simple moves • use canon and unison • perform dances created • evaluate performance and develop to improve 		
National Curriculum Objectives	Key Knowledge and Vocabulary		
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • show/fluency/control in chosen dances in response to stimuli • perform fluent dances with characteristics of different styles/eras • adapt and refine(in pair/group), dances that vary direction, space and rhythm • create and perform dances in a variety of styles consistently • be aware of and use musical structure, rhythm and mood, and can dance accordingly • use appropriate criteria and terminology to evaluate performances 	formation posture performance canon relationship	phrase structure connect choreograph contrast structure fluently connect



<p>Topic: Net and Wall Games</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • use forehand shots • rally with a partner • begin to pass across a net 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • begin to apply a backhand stroke to return a ball • move towards the ball from 'ready' position choosing either forehand • set racket back in its ready position after each shot • begin to develop the correct swing technique when hitting the ball over a net • underarm serve the ball correctly beginning to purposely aim for space to score • turn and run to the ball getting into a forehand or backhand position • use the correct swing technique and control with smooth swings keeping the path of the racket the same • underarm serve the ball accurately making opposition have to move to send it back 	<p>tactics volley co-operatively footwork continuously set dig</p>	<p>consecutive deep consistently forecourt backcourt defensive attacking</p>



<p>Topic: Striking and Fielding Games</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • throw with some control and accuracy • bat with some control and accuracy • field to stop a ball • use simple tactics • apply skills in competitive situation 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • link together a range of skills and use in combination when fielding and bowling • bat with control and accuracy within small games • collaborate as a team to choose, use and adapt rules in games • apply with consistency standard cricket rules in a variety of different styles of games • attempt a small range of recognised shots in within a skill related activity and in competitive • use a range of tactics for attacking and defending in role of bowler, batter and fielder 	<p>pressure overtake tracking backing up outwit support tactics obstruction consecutive consistently cooperatively drive hit defensive hit</p>	<p>tactics par hole officiate pressure fair play power support cooperatively tournament hazard consistently sportsmanship outwit bunker</p>



<p>Topic: Invasion Games</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • use a range of throwing, catching and passing skills • choose appropriate passes • identify space and when to move into a space to pass and receive the ball • defend, mark and attempt to intercept the ball • apply tactics and skills from a range of invasion games 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Netball Skills</p> <ul style="list-style-type: none"> • defend against a player and make some successful interceptions when playing as a team • use all three passes (chest, shoulder & bounce) applying them to game situations • understand when to vary speed of pass • choose the correct pass within a game situation • apply a range of passes that can lead to a scoring opportunity • disguise movement in an attempt to lose a defender and receive a pass • defend a player and make some successful interceptions when playing as a team • begin to understand and apply the principle of pivoting and landing • position body to defend effectively, making successful interceptions <p>Football Skills</p> <ul style="list-style-type: none"> • dribble with both feet confidently varying speed whilst identifying space • dribble into space with speed, to beat defenders • lose a defender to receive a pass • see space, and use it effectively • know how space changes within a game and when and how to move • send a football to someone on the team, using different parts of foot accurately • make decisions regarding how and when to pass a football to someone in your team • use a range of ways to keep a ball under control (foot, thigh and chest) • defend a player and make some successful interceptions for team • use a variety of techniques to keep the ball under control building on previous knowledge • position body to defend effectively, making successful interceptions <p>Rugby Skills</p> <ul style="list-style-type: none"> • evade and tag opponents • evade and tag opponents within a game 	<ul style="list-style-type: none"> tactics control foul pressure onside offside support obstruction consecutive consistently dictate contest formation conceding turnover shut down



- pass and receive a pass at speed
- pass and receive a pass at speed in a game situation
- apply basic attacking and defending tactics such as defensive line to defend and arrow head to attack
- develop tactics as a team
- apply learnt skills in a game of tag rugby e.g. running at speed, changing direction at speed in and out of possession
- play effectively in attack and defence
- score points against opposition
- support player with the ball

Hockey Skills

- change direction and use the correct side of stick
- begin to develop the Indian dribble within a skill based activity
- choose between the two passes (push/slap) and explain simply why
- make a direct pass while dribbling
- apply a range of passes knowing which one depending on the distance of the pass
- successfully score while in the scoring area
- use speed, changing of direction and Indian dribbling to find space or lead to a goal scoring opportunity
- know when to defend and what defence skills could be used
- attempt to score on intercepting the ball

Basketball Skills

- consolidate different ways of throwing and catching, and know when each is appropriate in a game
- use ball skills in various ways, and begin to link together
- pass a ball with speed and accuracy using appropriate techniques in a game situation
- keep and win back possession of the ball effectively in a team game
- know when to pass and when to dribble in a game
- take part in competitive games with a strong understanding of tactics and composition
- throw and catch accurately and successfully under pressure in a game
- show confidence in using ball skills in various ways in a game situation, and link these together effectively
- keep and win back possession of the ball effectively and in a variety of ways in a team game
- apply knowledge of skills for attacking and defending
- work as a team to develop fielding strategies to prevent the opposition from scoring
- take part in competitive games with a strong understanding of tactics and composition



<p>Topic: Athletics</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • throw using correct technique showing power and accuracy • show correct technique for running • run in different directions with speed, efficiency and control • use correct techniques for jumping 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • develop an understanding of how to run for distance • throw with accuracy and power • understand baton transition in relay based events • explore different footwork patterns to develop technique • understand which technique is most effective when jumping for distance • demonstrate good techniques in a competitive situation • apply throwing with power and accuracy within a competitive environment • demonstrate good running technique in a competitive situation • understand which technique is most effective when jumping for distance • apply skills embedded in sprinting, throwing, running, jumping and relay to a competitive environment 	<ul style="list-style-type: none"> technique downsweep upsweep flight rhythm stride rotation force compete trajectory momentum continuous pace transfer of weight



<p>Topic: Outdoor and Adventurous Activities</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • work in collaboration with others • solve group problem solving tasks • orient a simple map and navigate to markers • use and create own routes 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • describe how collaboration is required during OAA • consolidate map work and orientation • setting up courses for others to navigate • to work in small groups with minimal support from teacher • describe how to create a course/map • set up courses for others • to warm up and prepare appropriately for different OAA activities • can recognise hazards • develop more advanced orienteering techniques 	<ul style="list-style-type: none"> collaborate tactical control card collective orienteering navigation location boundaries critical thinking symbol cooperatively strategy