Year 5 Unit – Fundanmental Movement –ABC		
Declaritve Knowledge –	Gates Golden Goals- Healthy Participation	Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

Recognise when to use effective changes of direction when playing against opposition players.
Use knowledge to apply and suggestions Ideas for when attacking or defending as a team/group.
Use knowledge to compare own performance with previous ones highlighting strengths and areas to improve.

Skill Progression

Procedural Knowledge (knowing'how')

Compete against others demonstrating good awareness when travelling at high speeds
Encourage others to participate at their highest level throughout a game/activity.
Apply a range of skills that could offset defenders.
Adapt movements in response to other children's actions, movements/locations.
Combine SAQ skills when travelling through a range of equipment and demonstrate good body control.
Identify and evaluate others performances when travelling through SAQ equipment.
Demonstrate fast reactions, control and balance when travelling past others.

Key Learning

Children will recognise and identify when to use effective changes of direction and speed during a match or when faced with defenders, also, they will be able to demonstrate fast reactions, control and balance when travelling past others in a match such as rugby.

Vocabulary

Limbs, Coordination, Demonstrate, Technique, Target, Sequences

Misconceptions

Good body control applying SAQ skills; Applying knowledge from previous learning. Use knowledge & previous learning to evaluate. I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.

Prior Knowledge

Children will gain the knowledge of when to change direction and speeds during a game situation or when faced with defenders, also, they will begin to improve decision making when negotiating small spaces.
Children will be able to explain, master and apply techniques such as running and jumping needed to improve performances

Future Learning

Children should feel physically confident when moving through equipment, using small spaces during matches while making quick decisions and evading defenders. They will be able to identify, understand and apply a range of skills that could offset defenders.

Year 5 Unit – Tactics and Strategies

Declaritve Knowledge –	Gates Golden Goals- Healthy Participation	Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

- Identify how to improve a performance.
- Identify areas to improve and create tactics as a group to support team performance.
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Skill Progression

Procedural Knowledge (knowing'how')

- Recognise skills that are important to the game.
- Recognise skills that are transferable to other sports.
- Recognise main aspects of a good performance.
- Apply strategies for dodging.
- Apply strategies for throwing and staying in the game.

Key Learning

Children will feel confident when creating a plan to defend or attack an area in 3 v 3 or 4 v 4 scenario. Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances and working out what when well and what they need to change to succeed.

Vocabulary

Tactic Strategy Aim Angles Target Disguise Explain Demonstrate Opposition Performance Transferable

Misconceptions

Racing to be first in activities so that they are not applying the skills.
Not transferring skills from of previous learning.

Prior Knowledge

Children will feel confident when creating a plan to defend or attack an area in 1v1 or 2v2 scenario. Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances.

Future Learning

Children will be able to recognise the key aspects of a good performance from the opposition and be able to react with their own strategies, this could be during 3v3 or 4v4 small sided games or during dodgeball. Identify suitable methods to attack and defend whilst adapting to the oppositions decisions.

Year 5 Unit –Send and Recieve

 Cognitive (mental & psychological)  Affective (social & emotional)  Psychomotor (physical)

Knowledge Progression

Know, apply and understand key skills of a good performance and make suggestions for improvement.
Make good decisions to maintain possession
Explain and apply receiving techniques.
Recognise when to travel or when to pass.
Select appropriate speed, weight and distance when passing.
Select the correct pass type to maintain possession in a game/activity.

Skill Progression

Master throwing and catching techniques when travelling.
Show good receiving techniques when competing within a team.
Maintain control of equipment when competing as a team.
Identify space when sending and receiving to help maintain possession as a team.
Effective communication/signals to help maintain child in possession.
Demonstrate high levels of effective communication/signals to help maintain child in possession.

Key Learning

Children will begin to master different techniques for passing and shooting whilst moving with equipment in a variety of modified games. Children will develop and understanding of how to improve their own performances. Children will show consistency when throwing and catching from a variety of heights angles and distances.

- Travel quickly and effectively through equipment and clearly demonstrate pace, power and accuracy
- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Recognise when to apply speed to an attack.
- Select the appropriate pass for the distance/obstacles/pressure required
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaboration and competition with others

Vocabulary

Master Performance Heights Distances Speeds Angles Techniques Possession Maintain Collaboration Pace Power

Misconceptions

Precision in throwing- throwing technique
Catching technique
Practise and resilience-results in progress

Prior Knowledge

Children will begin to master and excel when using different sending and receiving equipment and maintaining control when travelling with equipment. Children will begin to make good decisions to maintain possession when in small sided games such as netball. Children will begin to use effective communication to maintain possession

- Travel with equipment demonstrating good control

- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaborating and competing with others

Future Learning

Children can understand and show how to retain possession, and be able to control possession when facing a team with equal amount of players. Children will have built the knowledge of when to send and when to travel with the equipment, whilst performing with accuracy and efficiency.

- Travel quickly and effectively through equipment and clearly demonstrate pace, power and accuracy
- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Recognise when to apply speed to an attack.
- Select the appropriate pass for the distance/obstacles/pressure required
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaboration and competition with others

Year 5 Unit – Attacking & Defending

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

Make quick decisions whilst competing against others
Identify areas for improvement from your owns teams performance and make suggestions for development
Demonstrate resilience when participating in activities

Skill Progression

Travel with control of equipment when travelling at speed or competing against others
Create and apply strategies suitable for attacking and defending
Defend an area 2 v 2, 3 v 3
Attack an area 2 v 2, 3 v 3
Attack with speed and control
Exploit space when attacking
Recognise when to tackle or when to defend a space
Demonstrate an awareness of others and space to attack

Key Learning

- Compete against others, individually and as a group
- **Create tactics and strategies when competing against others**
- **Evaluate own team performance**
- **Receive in open spaces when attacking**
- Apply transferable skills in a variety of competitions/games/events
- **Attack with speed and purpose**
- **Identify areas of a good/bad performance and make suggestions for improvement**
- **Show determination and resilience when competing against self and others**
- Demonstrate a climate of joy, freedom, respect and celebration
- Show enjoyment in achieving tasks set out

Know and explain key skills of a good performance

Vocabulary

Increase Change of speed Change direction Target Receive Distance Angles Travel Dribble Vary Movement Intercept Variety Control

Misconceptions

I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.
Stereotypical attitudes towards- typically male or female sports. Such as gymnastics or football.

Prior Knowledge

Children will play in a variety of sporting activities and modified sports competing against others whilst developing their knowledge of Attacking and Defending as well as their resilience and determination. Defending, children will have to create and apply ideas of how to guard space and equipment. Attack, Children will develop awareness of space and also develop their fundamental movements when changing direction and speed.

- Pass and move demonstrating control and accuracy
- Send and receive with good pace and distance
- Compete against others, individually and as a group
- Apply simple tactics and strategies when competing against others
- Contribute in discussions
- Apply transferable skills in a variety of competitions/games/events
- Change direction maintaining control and balance
- Identify areas of a good performance and make suggestions for improvement
- Show determination and resilience when competing against self and others
- Demonstrate a climate of joy, freedom, respect and celebration
- Know and explain key skills of a good performance

Future Learning

- Compete against others, individually and as a group
- Create tactics and strategies when competing against others
- Evaluate own team performance
- Receive in open spaces when attacking
- Apply transferable skills in a variety of competitions/games/events

- Attack with speed and purpose
- Identify areas of a good/bad performance and make suggestions for improvement
- Show determination and resilience when competing against self and others
- Demonstrate a climate of joy, freedom, respect and celebration
- Show enjoyment in achieving tasks set out
- Know and explain key skills of a good performance

Year 5 - Unit – Orienteering-Outdoor Adventure Activities.

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Evaluate other children's decisions when pinpointing locations on a map
- Explain the importance of symbols, fractions and travelling speeds w hen completing an orienteering course
- Work effectively as a team to complete an orienteering course
- Explain the differences between similar looking orienteering symbols

Skill Progression

- Create a simple trail on a orienteering map
- Pinpoint locations using lining up techniques
- Create a simple map using scale and birds eye view

Key Learning

Children will be able to use previously learnt techniques such as lining up and thumbing to pinpoint locations on a map and create their own trails for others to follow. Children will be able to draw birds eye view maps and drawings by learning scale ratio's.

END OF YEAR EXPECTATIONS

Create a simple trail on a orienteering map
Pinpoint locations using lining up techniques
Create a simple map using scale and Birdseye view

Vocabulary

Route Apply Communication Control points Orienteering Course Identify Pinpoint Locations Symbols

Misconceptions

Using maps-north always top Teamwork –cooperation, listening to each other

Prior Knowledge

- Children will begin to understand the concept of a basic map and can follow a simple route, whilst identifying locations and symbols. Children will work co-operatively with others to identify locations using lining up techniques and communicate effectively to solve simple problems.

Enc of year expectations: Children understand the concept of a basic map and can follow simple route.

- Identify locations using a map
- Consider health and safety as well as travelling time when locating possible routes to locations
- Pinpoint locations using lining up techniques
- Work co-operatively with others in a team.

- Apply effective communication to solve simple problems.

Future Learning

Children will be asked to evaluate other children's decisions when pinpointing locations on a map, by using different techniques that have been learnt. Children can explain the importance of symbols, fractions and travelling speeds when completing an orienteering course and work effectively as a group to complete tasks set out.

END OF YEAR EXPECTATIONS: Evaluate other children's decisions when pinpointing locations on a map
Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

Suggested Activities

Key PE Sports Curriculum

Year 5- Unit – Athletics

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Compare their own performances with previous ones
- Develop an understanding of how to improve and evaluate own performance
- Demonstrate resilience when participating in activities
- Select appropriate speed when travelling at a variety of distances

Skill Progression

- Apply an awareness of time, speed and distance
- Apply running techniques to improve performance
- Apply throwing techniques to improve performance
- Throw with coordination, force, distance, control and accuracy
- Take off, jump and land demonstrating control and balance
- Compete against others in a variety of events/games
- Compete in a relay race, maintaining speed throughout change over
- Apply throwing techniques to develop power and accuracy
- Create and develop tactics and strategies for when competing as an individual and as a team when competing in a variety of athletic events.

Key Learning

Children will show an awareness of time and distance when competing against others. Children will start to look at the physiology of running techniques and be able to explain the importance of breathing techniques and the effects it can have on the body.

END OF YEAR 5 EXPECTATIONS Demonstrate an awareness of speed and distance when competing against others.
Explain the importance of breathing techniques and the effect it can have on the body

Vocabulary

- Distance Coordination Confidence Skills Apply Technique Awareness Improve Accuracy Variety Understanding Power

Misconceptions

Running technique Throwing and Catching technique TO master skills not race against each other

Prior Knowledge

Children will begin to develop an awareness of time and distance when running and be able to select an appropriate speed for each given distance or time. Children will be able to throw with force, co-ordination and accuracy. Be able to use a variety of ways to compare previous and performances and suggest improvements.
END OF YEAR 4 EXPECTATIONS: Develop an awareness of time, speed and distance
Select appropriate speed when travelling at a variety of distances
Throw with coordination, force, distance, control and accuracy
Compare own performances with previous ones

Future Learning

Children will master all the actions needed when competing in mini Olympics and team challenges. Children will use evaluation methods to suggest areas for improving their running, jumping and throwing abilities. Competition and challenges will be completed with a competitive element and a positive encouraging environment.
END OF YEAR 6 EXPECTATIONS
Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best