

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 5	PE Long Term Overview									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Unit of work	Netball (invasion) Swimming	Football (invasion) Swimming / Gymnastics	Hockey (invasion) Gymnastics	Basketball (invasion) Dance	Badminton (net and wall) Fitness	Tennis (net and wall) Athletics				
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope					
Link to NC programme of study	<p>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.</p> <p>Pupils should be taught to:</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 ♣ develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) ♣ perform dances using a range of movement patterns ♣ 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. <p>3 Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) ♣ perform safe self-rescue in different water-based situations 									
What we need to know Red Hill Riches	<p>Swimming</p> <p>To know that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>To know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p>		<p>Gymnastics</p> <p>To know that shapes underpin all other skills.</p> <p>To know that sometimes I need to move slowly to</p>		<p>Dance</p> <p>To know that different dance styles utilise selected actions to develop sequences in a specific style.</p>		<p>Fitness</p> <p>To know that to change direction I push off my outside foot and turn my hips.</p>		<p>Athletics</p> <p>To know that taking big consistent strides will help to create a rhythm that allows me to run faster.</p>	

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	<p>To know rules in and around water.</p>	<p>maintain control and other times I need to move quickly to build momentum. To know how to use contrasting balances to make my sequences look interesting. To know that I need to work within my own capabilities and that this may be different to others. To know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. To know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>To know that different dance styles utilise selected dynamics to express mood. To know that space relates to where my body moves both on the floor and in the air. To know that different dance styles utilise selected relationships to express mood. To know what makes a performance effective and to know how to apply these principles to my own and others' work. To know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>To know that dynamic balances are harder than static balances as my centre of gravity changes. To know that people will have varying levels of coordination and that I can get better with practice. To know some of the muscles I am using by name. To know that keeping a steady breath will help me to move for longer periods of time.</p>	<p>To know that keeping a steady breath will help me when running longer distances. To know that if I drive my knees high and fast I can build power and therefore distance in my jumps. To know how to transfer my weight in different throws to increase the distance. To know and apply rules in a variety of events.</p>
	<p>Invasion To know that not having a defender between myself and a ball carrier enables me to send and receive with better control. To know that dribbling in different directions will help to lose a defender. To know that by moving to a space even if not receiving the ball will create space for a teammate. To know the need for tactics and identify when to use them in different situations. To know and apply the rules in a variety of invasion games whilst playing and officiating.</p>			<p>Net and Wall To know which skill to choose for the situation. To know that serving is how to start a game or rally and use the rules applied to the activity for serving. To know that playing the appropriate shot will help to keep the rally going. To know that control is more important than power to keep a rally going. To know that using small, quick steps will allow me to adjust my stance to play a shot. To know the need for tactics and to identify when to use them in different situations. To know and apply rules in a variety of net and wall games whilst playing and officiating.</p>	

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Disciplinary Knowledge	<p>Invasion</p> <ul style="list-style-type: none"> To develop control when sending and receiving under pressure. To dribble with some control under pressure. To explore moving to create space for themselves and others in their team. To use a variety of techniques to lose an opponent e.g. change of direction or speed. To develop tracking and marking with increased success. To explore intercepting a ball using one and two hands/feet/stick. 			<p>Net and Wall</p> <ul style="list-style-type: none"> To develop the range of shots used in a variety of games. To develop the range of serving techniques appropriate to the game. To use a variety of shots to keep a continuous rally. To demonstrate effective footwork patterns to move around the court. 	
	<p>Swimming</p> <ul style="list-style-type: none"> To demonstrate increased technique in a range of strokes, swimming over a distance of 25m. To explore underwater breaststroke breathing technique over a distance of 25m. To explore safety rules. 	<p>Gymnastics</p> <ul style="list-style-type: none"> To perform shapes consistently and fluently linked with other gymnastic actions. To explore progressions of a cartwheel. To explore symmetrical and asymmetrical balances. To develop control in the straight, barrel, forward, straddle and backward roll. To select a range of jumps to include in sequence work 	<p>Dance</p> <ul style="list-style-type: none"> To choreograph dances by using, adapting and developing actions and steps from different dance styles. To confidently use dynamics to express different dance styles. To confidently use direction and patterning to express different dance styles. To confidently use formations, canon and unison to express a dance idea. To perform dances expressively, using a range of performance skills, showing accuracy and fluency. 	<p>Fitness</p> <ul style="list-style-type: none"> To demonstrate improved body posture and speed when changing direction. To change my body position to maintain a controlled centre of gravity. To demonstrate increased speed when coordinating my body. To apply the best pace for a set distance or time. To demonstrate increased technique in body weight exercises. To use a steady pace to be able to move for a sustained period of time. 	<p>Athletics</p> <ul style="list-style-type: none"> To apply fluency and coordination when running for speed in relay changeovers. To effectively apply speeds appropriate for the event. To explore technique and rhythm in the triple jump. To develop technique and power in javelin and shot put.
<p>Excellence Enjoyment Everyone Everything</p>	<p>Excellence- Recognise the excellence of athletes, gymnasts and dancers and the perseverance they demonstrate to succeed at their sport. Recognise the development in their own skill and potential to succeed in physical activity.</p> <p>Enjoyment-Enjoy experiences a wide range of sports and physical activity. Enjoy experiencing coaching, visits and trips from professional athletes, professional coaches and inspiring sportspeople.</p> <p>Everyone-Everyone is entitled to access to physical activity and the opportunity to compete. Recognise the importance of advances in equality for sport including the Paralympics as well as the prominence over female sport eg. 'This girl can' and The Lionesses</p> <p>Everything-Know the rules and techniques involved in a variety of games and sports and develop your skills in each area.</p>				

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Vocabulary	contest consecutive possession defend interception rebound obstruction consistently personal best somersault endurance streamline flutter kick surface propel synchronised exhale inhale continuous retrieve	Opponent Tackle Tactics Concession possession	obstruction trapping the ball support consistently block tackle attack jab tackle defence conceding possession interception bully off symmetrical rotation inverted asymmetrical extension synchronisation canon progression aesthetics	referee double dribble tactics set shot foul set shot possession conceding traveling jump shot levels actions formation timing relationship performance expression unison posture dynamics canon	ready position outwit serve attacking continuously control co-operatively return defensive attacking backhand rally agility balance generate force continuous co-ordination technique control strength stamina component speed power analyse measure record	ready position control volley return serve outwit opponent forehand backhand co- operatively continuously technique determination downsweep compete continuous pace flight personal best momentum upsweep officiate stride rhythm
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