



# Physical Education

## Communication and Tactics Year 5

### Unit Purpose

The unit of work will refine pupil's ability to apply effective **teamwork** through different problem-solving **challenges**. Throughout the unit, there will be a focus on pupils refining **effective communication** skills, essential to working within a team to complete the challenges.

### Inspire Me

**Did you know...** visually impaired runners race with a guide, who is attached to them with a band at the wrist. The guide's role is to provide valuable information to the runner throughout the race.



### Key Success Criteria

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

### Vocabulary for Learning

**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.

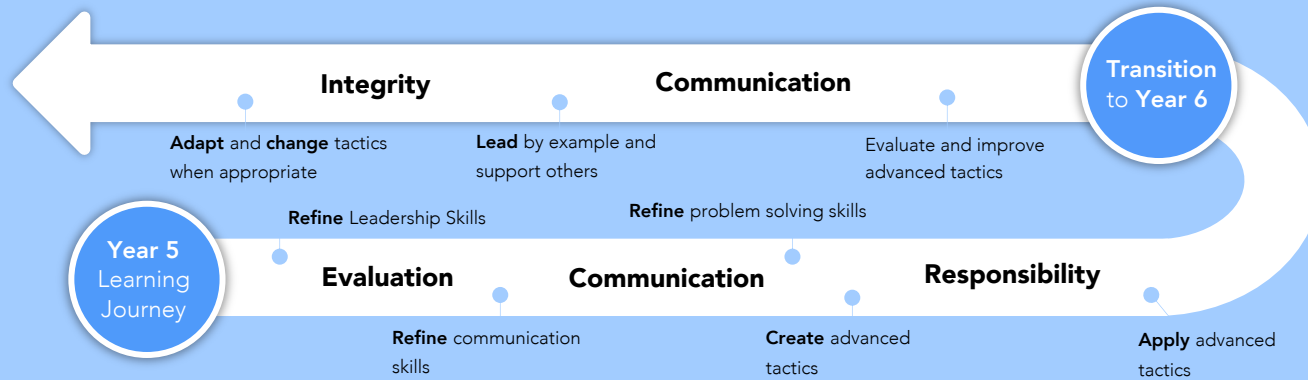


### Sport Specific Vocabulary

**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.





# Physical Education

## Health and Related Exercise Year 5

### Unit Purpose

The unit of work will ensure that all pupils understand the meaning of **strength, flexibility** and the **cardiovascular** elements of **fitness**.

Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.

### Inspire Me

**Did you know...** that after just 20 minutes of exercise, your body will have started to grow new brain cells at a rapid rate! This means that by exercising, we are increasing our capacity to learn!



### Key Success Criteria

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

### Vocabulary for Learning

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

**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.

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

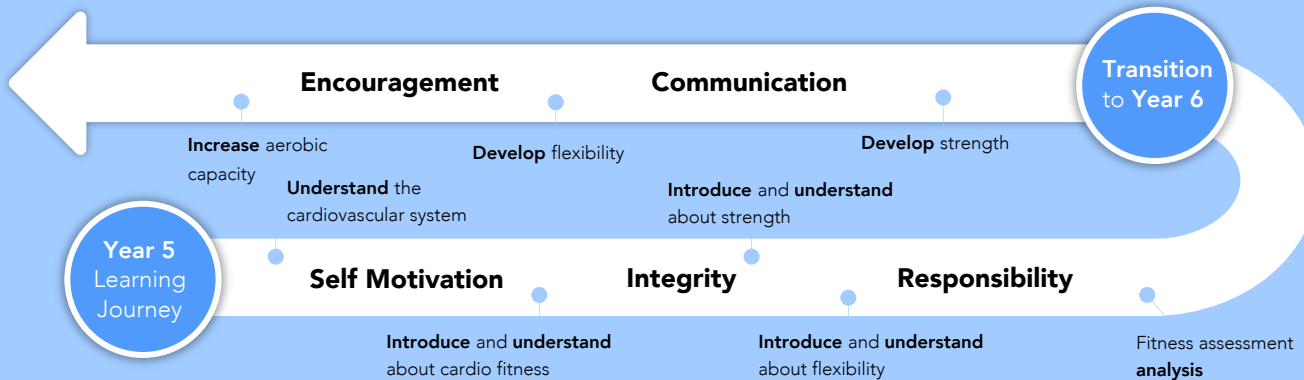
**Fitness:** Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.



### Sport Specific Vocabulary

**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.





# Physical Education

## Tag Rugby Year 5

### Unit Purpose

The unit of work will challenge pupils to apply their prior learning of **passing** and **moving**, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

### Inspire Me

**Did you know...** that 'rugby' originates from a town in Warwickshire called Rugby. During a school football match a pupil broke a rule by catching the ball and running with it rather than kicking it, and so a new game was born.



### Key Success Criteria

- P** Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.
- C** Pupils will consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.

### Vocabulary for Learning

**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.

**Outwit:** means using your intelligence to trick or out smart your opponent or the other team.

**Offside:** occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker intercepts the first pass, this is know as offside.



### Sport Specific Vocabulary

**Loop Pass:** is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them.

**Miss Pass:** is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker.





# Physical Education

## Football Year 5

### Unit Purpose

The unit of work will challenge pupils to **apply** their prior learning of passing, moving and dribbling to **create** attacks that result in a shooting opportunity.

Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

### Inspire Me

**Did you know...** that red and yellow cards were first used at the 1970 World Cup in Mexico. The cards were introduced as a way of communicating to players and spectators that a player had be cautioned or sent off.



### Key Success Criteria

- P** Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.
- C** Pupils will begin to create and apply tactics that they can then adapt depending on the situation.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** 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.

### Vocabulary for Learning

**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.



### Sport Specific Vocabulary

**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.





# Physical Education Gymnastics Year 5

## Unit Purpose

The unit of work will focus on exploring **Counter Balance** and **Counter Tension** balances on the floor and on apparatus.

Pupils will create sequences by consistently applying **flow** and challenging their **creativity**. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.

## Inspire Me

**Nadia Comăneci** is a Romanian retired gymnastics and five-time Olympic gold medalist. At the age of 14, Comăneci was the first gymnast to be awarded a perfect 10 at the Olympic games.



## Key Success Criteria

- P** Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.
- C** 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.
- S** Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.
- W** Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.

## Vocabulary for Learning

**Excellent gymnastics:** 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

**Interesting:** This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

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

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

**Counter Balance:** A counter balance is a pushing balance.

**Counter Tension:** A counter tension is a pulling balance.

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

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

