

# Physical Education

## Athletics Year 5

### Unit Purpose

The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to **sprint** effectively, individually and within a team. Pupils will be able to develop their technique for throwing a **shot putt** and explore and develop an understanding of how to **hurdle** safely.

### Inspire Me

At the 1992 Olympics **Derek Redmond** tore his hamstring in the 400 metres semi-final but continued the race limping. With assistance from his father, managed to complete the race as the crowd gave him a standing ovation.



### Key Success Criteria

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

### 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.

**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 teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances.



### Sport Specific Vocabulary

**Change Over:** A change over 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.





# Physical Education

## Cricket Year 5

### Unit Purpose

The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding.

Pupils will be able to create and apply **tactics** for both batting, and fielding (including bowling) and apply these successfully within their teams.

### Inspire Me

**Sir Don Bradman** was an Australian cricketer, and is widely acknowledged as the greatest batsman of all time. When Bradman retired from international cricket in 1948 he had a test batting average of 99.94!



### Key Success Criteria

- P** Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.
- C** Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.
- 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:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**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.

**Run Out:** A run out occurs when a batter attempting a run, has not reached their ground when the stumps are successfully hit with the ball by the fielding team.



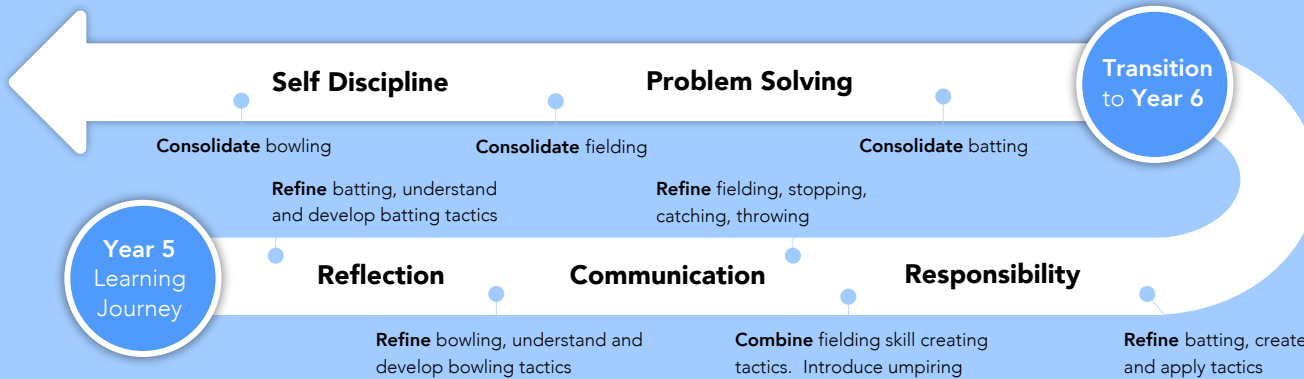
### Sport Specific Vocabulary

**Wicket-keeper:** The wicket-keeper is a fielder who stands behind the stumps opposite the bowler ready to catch and stop the ball.

**No ball:** A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above waist height or the ball bounces more than once when it is bowled.

**Wide:** A wide ball is a delivery bowled by the bowler that the batter is unable to reach or hit.

**Bye:** A bye is a run scored by the batting team when the ball is missed by the wicket keeper and has not been hit by the batter.





# 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.



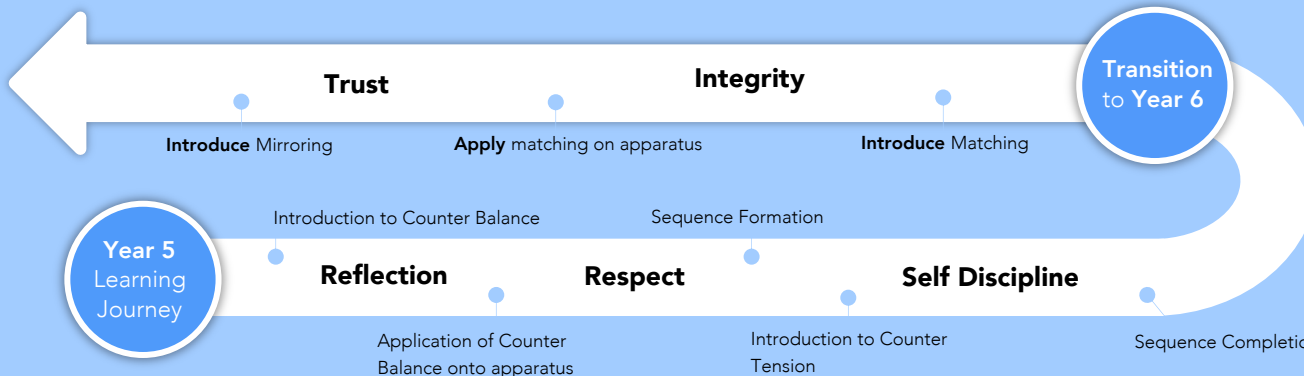
### Sport Specific Vocabulary

**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.



Transition to Year 6

Year 5 Learning Journey

Trust

Integrity

Reflection

Respect

Self Discipline

Introduce Mirroring

Apply matching on apparatus

Introduce Matching

Introduction to Counter Balance

Sequence Formation

Application of Counter Balance onto apparatus

Introduction to Counter Tension

Sequence Completion



# Physical Education

## Rounders Year 5

### Unit Purpose

The unit of work will challenge pupils to apply fielding **tactics**, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of each team and **tactically select players** to play in positions that utilise their skills.

### Inspire Me

**Did you know...** Rounders is an amateur sport and not a professional one. Rounders is an inclusive sport that can help build and develop life skills such as teamwork, communication and respect.



### Key Success Criteria

- P** 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.
- C** Pupils will apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play.
- S** Pupils will work positively with their team members to find success demonstrating effective collaborative skills, leading their team.
- W** 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.

### 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.

**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.



### Sport Specific Vocabulary

**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 batters head and below the knee or if the ball bounces before the batter.

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





# Physical Education

## Tennis Year 5

### Unit Purpose

The unit of work will **challenge pupils** to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to **create tactics in** a doubles game in order to score points and win the game.

### Inspire Me

The **'Big Three'** is a common tennis term for Roger Federer, Rafael Nadal and Novak Djokovic. Between them they won 18 consecutive slam titles between 2005 and 2009. Who is your favourite player and why?



### Key Success Criteria

- P** Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game.
- C** Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games.
- S** Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.
- W** By facilitating learning through doubles games, pupils will be challenged to always try their best, even when they are losing.

### 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.

**Outwit:** means using your intelligence to trick or out smart your opponent to win a point.

**Space:** is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

**Accuracy:** is the ability to control where we hit the ball on our opponents side of the court.



### Sport Specific Vocabulary

**Forehand:** A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

**Backhand:** A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.

**Volley:** Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net.

**Serve:** Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.

