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| **PE****Year 5.6** |
| **Term 1.1****Outdoor Education/Swimming**  |
| Vocabulary | Knowledge | Objectives |
| * Float
* Submerge
* Rotate
* Stroke
* Glide
* Streamline
 | Pupils can swim a continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids. Whenever possible, at least part of the swim should be completed in deep water, defined as greater than shoulder depth. This is because ‘competence’ and ‘proficiency’ can’t be assured if the swim takes place in shallow water only. The stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress. The stroke or strokes are recognisable to an informed onlooker. Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success. | 1. I can enter and exit the water safely
2. I can float with and without submerging my face
3. I can push and glide in a streamline position
4. I can breathe effectively
5. I can move effectively use a simultaneous stroke such as front or back crawl
6. I can explain how to stay safe near water
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| **Term 1.2****Dance ½ of class /Dodgeball** |
| Vocabulary | Knowledge | Objectives |
| Excellent DancersExpression CreativityEmotionChorography Rhythm | Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy. Pupils will make effective evaluations of an individual, pairs’ or groups strengths and weaknesses. Pupils will reflect on their own performances. Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance. Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work. | 1. I can create group movements selecting and applying choreography into a routine.
2. I can use my body to perform technical movements with control and rhythm.
3. I can experience dances from different cultural traditions.
4. I can review, describe and evaluate dance performances.
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| TacticsRefereeTransitionBack/End LineCentre LineRetrievers | Pupils will refine their application of dodging, throwing, jumping, ducking and catching. Pupils will be able to switch fluidly between attacking and defending. Pupils will demonstrate resourcefulness and reflective skills by creating a range of attacking and defending tactics and adapting these when necessary. Pupils will refine their communication skills as they support their team mates in games and suggesting ways to improve their performances. Pupils will consistently apply life skills such as integrity and self discipline by playing by the rules and leading others by example | 1. I can create attacking tactics applying them into game situations.
2. I can develop defensive tactics applying them into game situations
3. I can develop an understanding of why we need to quickly transition from attack to defence and defence to attack when playing dodgeball.
4. I can take turns to officiate dodgeball games.
5. I can consolidate my understanding of attacking and defensive tactics during a game.
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| **Term 2.1****Dance ½ of class / Communication and Tactics** |
| Vocabulary | Knowledge  | Objectives |
| Excellent DancersExpression CreativityEmotionChorography Rhythm | Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy. Pupils will make effective evaluations of an individual, pairs’ or groups strengths and weaknesses. Pupils will reflect on their own performances. Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance. Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work. | 1. I can create group movements selecting and applying choreography into a routine.
2. I can use my body to perform technical movements with control and rhythm.
3. I can experience dances from different cultural traditions.
4. I can review, describe and evaluate dance performances.
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| Communication TacticsTeamworkStrategyAttackerDefenderTag | Pupils will work within teams to complete the different problem solving challenges successfully. Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team. Pupils will develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams. Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes. | 1. I can look at what makes an effective team with the focus being on creating tactics as a team.
2. I can look at what makes an effective team leader.
3. I can look at what makes an effective team with the focus on collaboration and communication.
4. I can develop my communication and collaborating within my team.
5. I can develop the skills required to make an effective team.
6. I can consolidate the skills required to make an effective team.
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| **Term 2.2****Athletics/Problem Solving** |
| Vocabulary  | Knowledge  | Objectives  |
| TeamworkSpeedDistanceEvaluationFalse startEvents | Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance. Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important. Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect. Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example. | 1. I can bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.
2. I can bring together the previous suggested sequences of learning related to running for distance and culminate this into a competition.
3. I can bring together the suggested sequence of learning for throwing into a competition.
4. I can bring together the suggested sequence of learning for jumping, into a competition.
5. bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.
6. I can  bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.
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| CommunicationTeamworkStrategyLeadershipTeam memberTrust | Pupils will apply a refined understanding of passing and moving to score points against another team. Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges. Pupils will apply advanced communication skills, taking the lead to ensure everyone in their team understands their role and the tactics to be executed. Pupils will constantly apply life skills such as integrity and self motivation by playing by the rules and leading others by example. | 1. I can look at what makes an effective team with the focus on cooperation and responsibility.
2. I can look at what makes an effective team with the focus on communication.
3. I can look at what makes an effective team with the focus on collaboration and communication.
4. I can look at what makes an effective team with the focus on collaboration and communication.
5. I can look at what makes an effective team with the focus on collaboration and communication.
6. I can look at what makes an effective team with the focus on collaboration and communication.
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| **Term 3.1****Hockey/Netball** |
| Vocabulary  | Knowledge  | Objectives  |
| TacticsAttackDefending Counter AttackFree Hit | Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession. Pupils will demonstrate create a range of attacking and defending tactics, applying these to their games and adapting when applicable. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example | 1. I can consolidate my ability to use passing, dribbling and moving skills to keep possession and score.
2. I can consolidate my' understanding of the rules of the game and how I can apply this knowledge in mini games.
3. I can define my knowledge and understanding of defending
4. I can consolidate the pupils' understanding of attacking tactics, applying them into game situations.
5. I can consolidate my understanding of defensive tactics applying them to into game situations.
6. I can bring together the suggested sequence of learning into a level 1 tournament.
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| TacticsTransitionUmpireNetball positions (Goal Keeper, Goal Defence, Centre, Goal Attack, Goal Shooter)Marker | Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently. Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. | 1. I can consolidate my understanding and application of my attacking skills.
2. I can consolidate my understanding and application of my defensive skills.
3. I can ensure my understand that I am 'attacking' as soon as my team gains possession.
4. I can ensure I understand that I am 'defending' as soon as their team loses possession.
5. I can  extend and challenge my tactical application.
6. I can bring together the suggested sequence of learning into a level 1 tournament.
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| **Term 3.2****Quiddich/Boccia (YEAR 4 CURRICULUM AS HAVE NOT PLAYED BEFORE)** |
| Vocabulary  | Knowledge  | Objectives  |
| Snitch SeekerTacticsTransition Counter attackReferee | Pupils will be able to apply their advanced attacking and defensive skills into various game scenarios and react as the game situations change. Pupils will create and apply a variety of attacking and defensive tactics, ensuring everyone in the team understands their roles and responsibilities.Pupils will develop life skills such as trust and co-operation as they effectively collaborate with others including their opponents. Pupils will effectively apply life skills such as self motivation and responsibility as they strive to improve their own performance and understanding | 1. I can consolidate my attacking skills to effectively pass and move to keep possession of the Quaffle, creating shooting opportunities.
2. I can consolidate my defensive skills to effectively strike the Chasers in possession of the Quaffle, with the Bludger, preventing attempts on goal and forcing a change in possession.
3. I can ensure I understand that er are 'attacking' as soon as their team gains possession of the Quaffle
4. I can ensure I understand that we are defending' as soon as their team lose possession of the Quaffle.
5. I can extend and challenge my tactical application into different situations that occur within the game
6. I can play in a tournament
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| AttackerDefenderBlockJackRampEnd | Pupils will continue to be able to send the ball accurately, varying the speed and power they apply, based on the position of the ‘Jack’. Pupils will apply an understanding of accuracy, speed and power, making decisions as to when to hit their opponent's ball or to aim at the 'Jack . Pupils will apply life skills such as respect and collaboration, working effectively with their own team and the opposition. Pupils will effectively apply life skills such as self motivation and integrity as they continue to try and improve their own performance. | 1. I can explore how to utilise the skill of sending accurately at different paces and speeds in Boccia.
2. I can explore different ways of using tactical thinking in Boccia.
3. I can consider the tactics I should apply if their opponent has managed to get their ball closer to the 'Jack'.
4. I can consolidate pupils' understanding of the rules of Boccia and how I can apply this knowledge to successfully play the game.
5. I can apply my learning and understanding in a game of pairs Boccia.
6. I can apply my learning and understanding in Team Boccia.
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