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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Hockey (Unihoc) | **Year:** 5 |
| **Composite:** Pupils will be able to apply skills in small-sided hockey games in line with the rules.  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Be able to identify sports that are invasion games.
* Be able to explain and demonstrate the importance of space and position.
* Be able to play a variety of invasion games and work as a team.
* It important to work as a team to achieve the desired outcome.
* The concept of ‘attack’ and ‘defence’.
* Be able to evaluate team performance and suggest ways to improve.
 | **Motor competence:** I can hold a hockey stick with the correct technique, I can dribble and pass with a developing technique.  **Rules, Strategies and Tactics:** I know the basic rules of hockey and can play by these whilst in a game.  **Healthy Participation:** I can win and lose respectfully.    |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know how to hold a hockey stick with the correct grip.
* I know the correct technique to dribble.
* I know how to do an effective ‘push pass’ with the correct technique.
* I know the basic rules of hockey.

  | * I can hold a hockey stick with the correct grip.
* I can dribble with an increasing technique.
* I can make an accurate ‘push pass’ with an improving technique.
* I can apply these skills in a small-sided game of hockey.
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| **Key Vocabulary** | **Life Skills** |
|  **Invasion Game:** Theterm used for any game where the aim is to attack an opponent's territory and score a goal or point. **Dribble:** manoeuvring a ball by one player while moving in a given direction, avoiding defenders' attempts to intercept the ball. A successful dribble will bring the ball past defenders legally and create opportunities to score. **Push Pass:** A pass is used to move the ball speedily over shorter distances. Because it gives you the most control over the ball, it is the best pass to use in short distances and it gives you more accuracy. Your stick will stay in contact with the ball until it is released for the pass.  **BAISC RULES:** <https://www.realbuzz.com/articles-interests/sports-activities/article/the-rules-of-field-hockey/>    | How to be safe when using equipment by following set rules.   Using every member of the team to achieve your goals.   Evaluating our performances and making improvements.   |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:**  Netball | **Year:** 5 |
| **Composite:** Pupils will be able to apply skills in BEE Netball games. Pupils will understand and apply the basic rules of netball whilst knowing the five positions and what each position involves.   |
|  **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Be able to identify sports that are invasion games.
* Know it is important to work as a team to achieve the desired outcome.
* Be able to pass using a solid technique.
* Understand the concept of ‘attack’ and ‘defence’.
* Be able to evaluate team performance and suggest ways to improve.
* Understand the concept of spatial awareness.

  | **Motor competence:** I can apply my fundamental (moving, throwing and catching) skills into small games to achieve a desired outcome.  **Rules, Strategies and Tactics:** I recognise that there are different positions, and I know which area each position is allowed in.  **Healthy Participation:** I can work together in a team and play a game in line with the rules.   |
|  **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know why agility is important in netball.
* I know the three main passes are chest, shoulder and bounce.
* I know the five positions of high five netball.
* I know the basic rules of high five netball. For example: footwork, obstruction, contact.
 | * I can move at speed and in different direction whilst sidestepping or sprinting.
* I can perform a chest, shoulder and bounce pass under pressure in a game situation.
* I can play all five positions and understand their purpose.
* I can play netball with an understanding of the rules.
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|  **Key Vocabulary** | **Life Skills** |
| **Agility:** The ability to change direction quickly. **Chest Pass:** A pass that travels from the chest of ne player, to the chest of another. Hands should be in a ‘W’ position. **Bounce Pass:** A short pass, that bounces once before a team mate catches it. Similar technique to a chest pass.  **Shoulder Pass:** A one-handed pass that is thrown from above the shoulder.  It is a powerful pass and used when the ball needs to travel over a longer distance. **Obstruction:** When an opposing player is closer than a metre (with their hands up) to the person holding the ball. A Penalty pass is given **Footwork:** When the person with the ball moves their feet.  A free pass is given to the opposing team. **Contact:** Players cannot forcefully touch a member of the opposing team or snatch the ball from their hands.  A penalty pass is given. **Centre Pass:** The first pass that starts a netball game.  The center pass alternates throughout the game regardless of which team score.   | Following rules is an important part of playing games.  Respecting teammates and opposition is essential in sports.  Evaluation is a key skill in improving performance.    |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Dance | **Year:** 5 |
| **Composite: Pupils will explore types of Indian dance.  They will learn a whole class dance as well as choreograph their own sections within. The dance will be performed to their peers and family members at an end of unit performance.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| Pupils should be able to create dance movements and a basic motif.    Pupils should be able to choreograph a dance and perform it to their peers.   Pupils should be able to use peer-evaluation to give constructive feedback to others.   | **Motor competence:** I can learn a whole class dance and choreograph a group section of the dance.   **Rules, Strategies and Tactics:** I can listen to the music and choreograph a dance that reflects the stimuli.  **Healthy Participation:** I can perform in front if an audience (other than my class members).  |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know what Bollywood is.
* I know that Indian dance is inspired by storytelling.
* I know that we use 8 beats when choreographing.
* I know how to give constructive feedback and identify strengths and areas of improvement.

  | * I can learn a short Bollywood dance sequence.
* I can choreograph a 4 x 8 beat section of Indian dance.
* I can covey story telling through dance.
* I can perform a dance sequence to an audience.
* I can give constructive feedback and identify strengths and areas of improvement.

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| **Key Vocabulary** | **Life Skills** |
| **Motif:** A simple movement pattern (perhaps 3 movements or a phrase) which is composed and remembered by the dancer. **Rhythm:** The pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats. **Choreograph:** The art of making dances, the gathering and organisation of movement into order and pattern. **Tempo:** The speed or pace of the music.  **Bollywood:** The Indian popular film industry (based in Mumbai). **Hinduism:** A collection of the religion, culture, and philosophy of ancient India **Feedback:** Helpful information that is given to improve a performance i.e. 2 stars, 1 wish (2 strengths, 1 area for improvement.  | Exploring different religions.   Linking similarities and differences.   Expressing emotions.   Performing to an audience.    |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Outdoor Adventurous Activities (OAA) | **Year:** 5 |
|  **Composite: To understand why teamwork is important and develop the ability to successfully work together in a team under pressure to complete a challenge.  To be able to find control points using photo orienteering and grid-referencing.**   |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Cross-curricular exposure.  Year 3 Geography: Map reading grid references.
* Be able to work together in small groups to achieve a desired outcome.
* Be able to identify different forms of communication.
 | **Motor competence:** I can orientate myself with a map and identify key points on the map.  **Rules, Strategies and Tactics:** I can read a grid-reference and locate the area. **Healthy Participation:** I can share ideas with others and listen to their suggestions.    |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know that working together in a team means sharing ideas and listening to my team members.
* I know that teamwork is important to be able to solve a problem.
* I know how to orientate myself with a map and identify key points on the map.
* I know how to read a grid-reference and identify the area on a map.

  | * I can listen to others and share my ideas when working in a group.
* I can work in a team to problem-solve an activity.
* I can orientate myself with a map and identify key points on the map.
* I can read a grid-reference and travel to that are to find a ‘control point’.

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| **Key Vocabulary** | **Life Skills** |
|  **Team work                Problem solving              Sharing ideas             Communication              Trust                 Safety**  **Strategy                       Maps                           Compass                       Orienteering                       Grid-References**    |  Team work Communicating Sharing ideas Problem solving Life-saving  |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:**  Athletics | **Year:** 5 |
| **Composite: To build on the fundamental skills they learnt in Years 3 and 4, Pupils should now be able to apply and develop their skills to enable them to perform Primary Athletic events.  All children should be able to evaluate and suggests ways to improve performance.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * The correct technique is for sprinting and can identify sprint events. For example: 100m/200m
* Which athletics events need ‘pacing’ and why.
* The difference between a standing jump and a standing triple jump.
* The importance of body positioning in throwing events.
 | **Motor competence:** I can perform a push, pull, and sling throw with a developing technique.  I can hop-step and jump.  **Rules, Strategies and Tactics:** I understand what makes a good baton changeover when participating in the relay.  **Healthy Participation:** I can measure, and record runs, jumps and throws with accuracy and honesty.  I understand the concept of ‘my personal best’.   |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know I need to have my hand in a ‘v’ shape when doing a handover in the relay.
* I know how to pace effectively in distance running.
* I know the different jumps used to perform a triple jump (hop, step, jump)
* I know that there are three different categories of throws: push, pull, sling.
* I know that when measuring a jump, it’s measured from the point of the body that is closest to the take-off board.
 | * I can take part in a relay and use the ‘v’ position to do an effective baton handover.
* I can run over a set distance without walking by using an effective pace.
* I can link a hop, step and jump to perform the triple jump.
* I can do a pull throw, push throw, and sling throw.
* I can measure a jump using a tape-measure.
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| **Key Vocabulary** | **Life Skills** |
|      Technique          Rules             Pacing             Sprinting            Jumping             Throwing                 Baton Changeovers          Transfer of Weight                Strength           Power            Relay               Teamwork                 Strategy   | Team events rely on trust and respect of participants.  Athletic skills are often used in everyday life.  Importance of enjoying a healthy lifestyle.  |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Rounders / Cricket | **Year:** 5 |
| **Composite:** **Pupils will be able to throw and catch using both underarm and overarm throws.  Pupils will have a developing understanding of techniques involved whilst batting.  Pupils will be able to play both rounders and Kwik cricket in line with the rules.**  |

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| **What should they already know?** | ShapeShape**Assessment Criteria** |
| * I know examples of striking and fielding activities e.g. rounders ad cricket.
* I know that I need to transfer my weight and finish pointing to the desired target when I am rolling a ball.
* I know what a short barrier looks like.
* I know how to work as a team to prevent the opposition from scoring.
* I know that I need to use a short barrier when stopping the ball when it is rolling along the ground.
* I know that I should keep my feet still when I am striking a ball.
* I know that rules keep us safe and make the game fair.
 | **Motor competence:** I can apply my skills to play small-sided games of Kwik-Cricket and Danish rounders.  **Rules, Strategies and Tactics:** I can apply basic strategies when batting and fielding e.g. hitting the ball away from the fielders.   **Healthy Participation:** I can fully engage in the game when I am batting and fielding, I am able to stay focused throughout the game.    |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know how to bat using the correct technique.
* I know how the ball is bowled.
* I know that a fielder needs to be ready to move to catch the ball.
* I know that you can get a ‘batter’ out by *catching* them out or *stumping / hitting* the posts / wickets.
* I know that be hitting the ball into space (away from fielders) gives the batter more time to score runs / rounders.
 | * I can bat using the correct technique with increasing power and a change of direction.
* I can do an underarm bowl in rounders and cricket.
* I can move to catch the ball when I am fielding.
* I can field effectively in games, to stop the batting team from scoring.
* I can attempt to thit the ball into space (away from the fielders).
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| **Key Vocabulary** | **Life Skills** |
| **English catch**: Two handed catch, thumbs touch. Used to catch a high ball above shoulder height. **Australian Catch**: Two handed catch, little fingers touch. Used to catch a ball below shoulder height. **Strategies:** A plan to achieve a desired outcome. A way to gain an advantage against the opposing team.  **Deep Fielder:** A player who is positioned far out on the pitch is a deep fielder.  Their job is to retrieve  And return the ball after it has been hit by a fielder. **No-ball:** In rounder’s, a no-ball is called when the bowler does not deliver the ball correctly to the batter  e.g. too low, too high, too wide.   | Team work  Respect  Feedback  Understanding why rules are important.   |