

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Physical Education Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	Fitness *Understand and explain the importance of good upper body strength *Recognise the physical and mental benefits of increased activity, and develop initiation of physical activity as a lifelong habit *Select an area of physical activity that you want to improve Volleyball *Create short warm up routines that follow basic principles eg raise body temperature, mobilise joints and muscles *Understand how the muscles work eg work by getting shorter, relax by getting longer *Develop an understanding of how to improve in different physical activities and sports will stop recognise part of a performance	Orienteering *Understand relevant techniques to navigate to and from control points *Identify what they have done well and adapt plans for future challenges Gymnastics *Develop your own gymnastic sequences by understanding, choosing and applying a range of compositional principles *Identify which aspects of a performance were performed consistently, accurately, fluently and clearly. Being able to provide constructive feedback	Basketball *Explain how your body reacts in fields when taking part in different activities and undertaking different roles *Learn how to evaluate and recognise success, explain why performance is good *Understand how physical activity can contribute to a healthy lifestyle Dance *Identify which aspects were performed consistently, accurately, fluently and clearly to be able to provide feedback *Work effectively as part of a team *Explain how their body reacts and feels when taking part in different activities and undertaking different roles	Goalball *Understand the basic rules of goalball Tennis *Identify spaces and understand the tactic of hitting into gaps *Watch and evaluate the success of games, being able to explain why performance is good, and what part of a performance could be improved and why	Cricket *Choose skills and tactics to meet the needs of the situation (eg to outwit opponents when fielding) *Watch and evaluate the success of games and good performance *Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity *Create short warm up routines that follow basic principles eg raising body temperature, mobilise joints and muscles Athletics *Choose the appropriate speed to run at for the distance to be covered *Create short warm up routines that follow basic principles eg raise body temperature, mobilise joints and	Tag Rugby *Begin to understand the importance of lines in tag rugby- both for attack and defence *Use simple tactics in games to achieve success as a team *Understand the defensive duties in tag rugby and the process of tagging Swimming *Understand how to be safe in water *Understand a range of strokes *Understand which drug is the most efficient *Understand how to perform safe self-rescue

	that could be improved and explain how *Learn how to evaluate and recognise their own success				muscles *Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit *Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this affects the muscles	
Skills Procedural Knowledge 'I know how to'	Fitness *Develop lower body and core strength, fitness, speed and aerobic endurance *Apply and link learn fundamental movement skills *Show determination to complete tasks using the correct techniques *Demonstrate stamina Volleyball *Adopt a good ready position on court and show good awareness of others in game situations *Direct the ball towards the opponent's court or a target area *Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps	Orienteering *To orientate themselves and map correctly keeping track of their position with increasing accuracy *Work within a team trusting and valuing each other *Develop communication skills and use these skills to achieve success *Make a map with symbols and legend and begin to understand scale *Compete in orienteering events problem solving with team members Gymnastics *Explore, improvise and combine movement ideas fluently and effectively	Basketball *Perform skills (eg passing) with accuracy, confidence and control, and increasing speed *Work effectively as part of a team and keep possession of the ball when faced with opponents *Apply basic principles for attacking- using skills to keep possession of the ball *Begin to apply defending principles in games. Communicating well as part of a team to regain possession of the ball Dance *Continue to develop a broader range of skills and movement patterns, exploring and practising movement	Goalball *Demonstrate the defensive technique required for goalball *Demonstrate the attacking technique required for goalball *Apply the techniques to a game situation Tennis * Hit the ball with purpose *Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area *Participate in competitive games, modified where appropriate *Use good footwork that allows the ball to be hit with good technique	Cricket *Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations *Hit the ball with a purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs *Work as part of a team, adapting games and activities making sure everyone has a role to play Athletics *Run, jump, catch and throw in isolation and combination. Combine and perform skills with control *Communicate, collaborate and compete with others.	Tag Rugby *Increase accuracy and control when passing and catching whilst moving at speed *Participate in competitive games, following the rules and playing fair *Continue to improve different ways to pass- fast, slow, high, low Swimming *Be able to swim 20 metres across the pool without support *Swim 10 metres front crawl and back stroke *Dive down below the water surface to pick up an item

		*Perform movements accurately with a sense of rhythm *Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation *Develop flexibility, strength, control, technique and balance	- ideas inspired by a stimulus *Use basic compositional principles when creating dances- combining movements fluently and effectively *Perform a range of movements accurately with a sense of rhythm *Create instructor dance motifs, phrases and sections of dances, developing expressive qualities	*Adopt a good ready position and show good position on court	- Working effectively as part of a team *Demonstrate a range of throwing actions eg push, pull, sling, using different equipment	
Vocabulary	upper body strength, physical and mental benefits, lifelong habit, aerobic endurance, technique, attacking technique, defensive technique, position	symbols, legend, scale, sequences, fluency, flexibility, strength, control, technique, balance	possession, attacking, defending, communication, rhythm, motifs, phrases, expressive qualities	Goalball, attacking technique, defensive technique, position Forehand, backhand, technique, tactics, height, direction	Forehand, backhand, technique, tactics, height, direction	front crawl, backstroke, dive, self-rescue, defensive duties, tagging, accuracy, control,
Key Questions	How can we develop lower body and core strength, fitness, speed and aerobic endurance? What are the basic principles for attacking and defending in volleyball?	How can we navigate to and from control points orientating ourselves and map correctly? How can we explore, improvise and combine movement ideas fluently and effectively?	What are the basics principles for attacking and defending in basketball? How can we compose a dance motif inspired by a stimulus?	What is goalball? How can we play shots on the forehand and backhand side of your body in tennis?	How can we improve control and technique in cricket? What different throwing actions do we use in athletics?	How can we swim 20 metres across the pool without support? what is the importance of lines in tag rugby?
Assessment	Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Autumn Focus</u> Head: Rules Heart: Perseverance Hands: Balance		Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Spring Focus</u> Head: Strategies Heart: Leadership Hands: Agility		Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Summer Focus</u> Head: Tactics Heart: Courage Hands: Co-ordination	
Cross curricular links/Character Education	Extra-curricular – clubs & fixtures Literacy - Improving your own / others performance Numeracy – scoring in games/organising teams					

	Teamwork – communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration
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