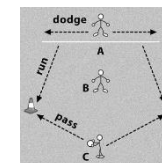


PE – Year 5 – Summer 1 – Netball - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Substantive Knowledge	Activity Outline
<p>Key Stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p>	<p>1</p> <p>Passing Skills</p> <p>2</p> <p>Footwork</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p>	<p>I know how to use my hands to pass a netball.</p> <p>I know how I must pass to a teammate.</p> <p>I know how two hands will help control my pass.</p> <p>I know how I can use different passes in a game of netball.</p> <p>I know why I would use a bounce pass.</p> <p>I know why I could use a chest pass.</p> <p>I know why I would use a lob pass.</p> <p>I know how I can pivot on one foot whilst holding the netball.</p> <p>I know why I cannot move when holding the netball.</p>	<p>I know that I must use my hands to pass the netball.</p> <p>I know for a successful pass, the net ball must go to my teammate.</p> <p>I know I can use different techniques to pass.</p> <p>I know that I must move in a game of netball.</p> <p>I know I cannot keep running/walking when holding the netball.</p>	<p>Organise the children into pairs and teach a chest pass – holding the ball in two hands, rolling their wrists back towards themselves so their fingers are touching their chest and then take a step forward and push the ball towards their partner. Children are to practise this in pairs.</p> <p>Set out a chest pass exercises, such as:</p>  <p>Explain that we are going to be looking at how we can apply footwork to a game of netball. Recap skills needed to be able to pivot (children have briefly looked at this skill in Yr3) – explain that children should pivot in a game of Netball when</p>

<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 		<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know why I can move around my area whilst I do not have the netball.</p> <p>I know why it is important to create space in netball.</p> <p>I know why pivoting helps me pass and keep possession in netball.</p>	<p>I know what a pivot is and how to use that skill.</p>	<p>they have possession of the ball, they are not allowed to move with the ball.</p> <p>Play a simple passing game that involves pivoting.</p>
<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to 	<p style="text-align: center;">3 Creating Space</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know how I must move around to create space.</p> <p>I know how speed helps to create space.</p> <p>I know how Finding an empty space away from a defender will create space for me.</p> <p>I know how I can block others path to create space for my teammates.</p> <p>I know why creating space will help me receive the ball.</p> <p>I know why creating space will help my team score more points.</p>	<p>I know that creating space helps me receive the ball.</p> <p>I know that creating space helps create scoring chances.</p> <p>I know that creating space helps my team keep possession of the ball.</p> <p>I know that I must move into an empty area to create space.</p> <p>I know I can create space by using quick footwork.</p>	<p>Recap skills learnt in previous lessons – explain that today we are going to be learning about dodging and using space to keep possession of the ball. Teach how we should move into a space before catching the ball to be able to help our team.</p> <p>Provide opportunities to practise using space and dodging skills (this should also combine passing and pivoting skills) – this can be done through drills/games like below:</p>



<p>achieve their personal best.</p> <p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 		<p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Apply basic principles suitable for attacking and defending – developing skills needed</p>			
	<p>4</p> <p>Defending</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Apply basic principles suitable for attacking and defending – developing skills needed</p>	<p>I know how I must catch/intercept the ball of the other team whilst defending.</p> <p>I know how I must be close to the attacker to win the ball.</p> <p>I know how I must close the free space to make it easier to defend.</p> <p>I know why it is important to communicate whilst defending.</p> <p>I know why I must use tactics to help my team defend.</p>	<p>I know that defending is an important part of netball.</p> <p>I know that defending can stop the other team scoring.</p> <p>I know that defending uses tactics.</p> <p>I know that I need to try to get the netball of the other team.</p>	<p>Children are to play mini games in which they will be developing their defending tactics – used when they do not have the ball.</p> <p>Recap their marking skills – shadowing another player to increase their chances of gaining possession of the ball.</p>

	<p style="text-align: center;">5</p> <p style="text-align: center;">Positions</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how each position has to stay in their area.</p> <p>I know how to stay in my area by looking at the markings of the court.</p> <p>I know why it is important to stay in my area whilst playing.</p>	<p>I know in netball, there are positions you must play.</p> <p>I know different position allow you to move in certain areas of the court.</p> <p>I know that you cannot go anywhere on the court.</p>	<p>Explain that during a game of high five netball there are different positions that can be played and that these players can only go into certain areas:</p> <ul style="list-style-type: none"> • Goal attack • Goal shooter • Goal defence • Goal keeper • Centre <p>Children are to explore previously learnt skills to experience the five different positions – rotate children round.</p>
	<p style="text-align: center;">6</p> <p style="text-align: center;">Game Play</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how I have to follow the rules in netball by listening to the referee.</p> <p>I know how I must play in my area from my position.</p> <p>I know why it is important to use tactics within my team to help us win the game.</p>	<p>I know how to follow the rules of netball.</p> <p>I know that I must score in netball.</p> <p>I know I must defend in netball.</p> <p>I know that working as a team will help me win games.</p>	<p>Organise the class into teams for a game of high five netball – try to arrange the teams so there is a mixture of abilities.</p> <p>Children are to be taught the rules and point scoring of the game.</p> <p>Play a game of high five netball – children are to use this lesson to gain a beginning understanding of the game.</p>

		<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p>			
	<p>7 Game Play</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p>	<p>I know how to follow the rules in netball by listening to the referee.</p> <p>I know how I must play in my area from my position.</p> <p>I know why it is important to use tactics within my team to help us win the game.</p>	<p>I know how to follow the rules of netball.</p> <p>I know that I must score in netball.</p> <p>I know I must defend in netball.</p> <p>I know that working as a team will help me win games.</p>	<p>Using skills taught last week – children are to play a rotation of high five netball games (rotating teams so that all teams have the opportunity to play one another)</p> <p>Children are to work together as a team.</p> <p>Ask the children how they could adapt the rules of the game to change the difficulty.</p>

PE – Year 5 – Summer 2 – Outdoor Adventurous Activities - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Substantive Knowledge	Activity Outline
<p>Key Stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing 	<p>1</p> <p>Team-Work</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>Disciplinary Knowledge</p> <p>Procedural Knowledge</p> <p>I know how to work effectively as part of a team.</p> <p>I know how to confidently choose the best equipment for an activity.</p> <p>I know why working as a team can help me complete a task easier.</p>	<p>I know that I must work with other people.</p> <p>I know that I must use communication (Verbal or non-Verbal) to help my team.</p>	<p>Discuss the importance of working together as a team – using good communication.</p> <p>Children are to take part in a teamwork exercise in which they are to choose their own equipment (the amount of equipment they can choose from should be limited) and give reason why they have chosen the equipment. – E.g. crossing a river activity.</p> <p>Children have crossed ‘empty’ swamps before, in previous years. This activity should include obstacles for them to overcome.</p>
	<p>2</p> <p>Team-Work</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to work effectively as part of a team.</p> <p>I know how to confidently choose the best equipment for an activity.</p>	<p>I know that I must work with other people.</p> <p>I know that I must use communication (Verbal or non-Verbal) to help my team.</p>	<p>Organise the class into small groups. They are to complete a teamwork challenge which involves safely carrying/transporting objects. This could be done in an ‘electric fence’ activity:</p> <p>Explain that the pieces of elastic tied between chairs represent an electric fenced area. The rules are:</p>

<p>and catching in isolation and in combination</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know why working as a team can help me complete a task easier.</p>		<ul style="list-style-type: none"> • All the children should cross the electric fence safely and take with them their precious items, for example, a large broom, a bin, some clothing, a chair or a baby doll in a pram. • Nothing should touch or fall on the electric fence; any person who does is out and any item is lost. <p>Children should show good teamwork throughout – they are to design a plan of action and listen to others’ ideas and concerns.</p>
	<p style="text-align: center;">3 Compass Work</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to use a compass for navigation.</p> <p>I know I need to use equipment to orientate around a trail.</p> <p>I know how to identify a key on a map and begin to use the information given.</p> <p>I know why using a compass will help me navigate.</p>	<p>I know that a compass shows me the direction North, South, East and West.</p> <p>I know that a compass will help me navigate.</p> <p>I know that a map is used to help navigate.</p>	<p>Introduce a compass and how it can be used to help navigate when using a map – it identifies which direction we are travelling in. Practise using a compass to move in different directions – children may work together to help navigate.</p> <p>Give the children a simple map of the school ground and ask them to identify the different compass directions. Can they identify which items/sections of outside are located at each of these points? (Children are to use the key to help identify which items are at these different points e.g. blue may mean water).</p>

<p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p>4</p> <p>Site</p> <p>Orienteering</p> <p>- Individually</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know how to use a map to complete an orienteering course.</p> <p>I know how to identify the quickest route to take when navigating a course.</p> <p>I know how to orientate with accuracy and confidence around an orienteering course.</p> <p>I know how to use a compass for navigation.</p> <p>I know why it is important to use the equipment I have been given to navigate.</p>	<p>I know that I must use a map whilst orienteering.</p> <p>I know that I must use a compass to navigate around the course.</p>	<p>Children are to use a map to orienteer around the school site – passing numerous check points (increase the number of check points from Yr4 10 to 15 for Yr5)</p> <p>They are to independently plan and navigate the quickest route around the course – they should also be provided with compasses to help navigation (offer support when needed to use compasses effectively).</p> <p>Children are to reflect on how they could improve the way they navigated and then retry the trail.</p>
	<p>5</p> <p>Site</p> <p>Orienteering – Paired Work</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Compare their performances with previous ones and demonstrate</p>	<p>I know how to communicate clearly and effectively with others.</p> <p>I know how to complete an orienteering course on multiple occasions in a quicker time due to improving technique.</p>	<p>I know that I must use a map whilst orienteering.</p> <p>I know that I must use a compass to navigate around the course.</p> <p>I know that I must work as a team.</p>	<p>Organise a different trail with 15 check points. In pairs, children are to navigate the trail effectively – they are to be timed to see how quickly they can navigate the course.</p> <p>When pairs have successfully navigated the course, they are to reflect on how they would change their route in order to complete the course quicker. They are to then complete the route again.</p>

		improvement to achieve their personal best.			
	6 Creating a Trail – Team Work	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other</p>	I know how to design an orienteering course, with some challenge, that can be followed by others	<p>I know I must use my knowledge of maps to create a trail.</p> <p>I know I must provide equipment to the team to complete the tasks.</p> <p>I know that I must work in a team.</p>	<p>Organise the class into smaller groups. Groups are to work together to design a trail for others to follow – they should incorporate challenge and try to heighten the difficulty of the course.</p> <p>Children are to create their own maps identifying the trail. Other groups are then to follow the trail. Groups are to reflect upon the trail they designed and say how it could be improved.</p>

Health and Fitness Skills to be taught within all PE Themes/Half-Terms – Year 5:

- To know and understanding the reasons for warming up and cooling down.
- To be able to explain some safety principles when preparing for and during exercise.

*** All lessons are to have a warm up and cool down**

*** In Summer 2 Sports Day will take place.**

*** If half terms are shorter than 7 weeks, combine appropriate lessons together.**