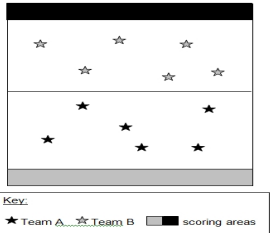
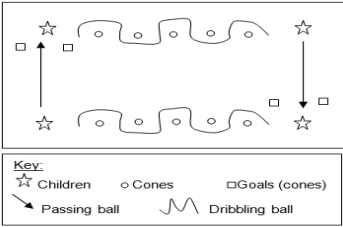


Medium Term Plan – Outdoor PE – Year 5 Autumn 1:

Title: Hockey

Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to vary skills, actions and ideas and link these in ways that suit the activity of the game. how to use skills with coordination, control and fluency. know how to take part in competitive games how to create their own games using knowledge and skills. how to compare and comment on skills to support the creation of new games and apply basic skills for attacking and defending. and use running, jumping, throwing and catching in isolation and combination.	Session 1 Stick Dribble Session 4 Tackle Attack Defend Zones	Session 1 Holding the stick and dribbling correctly Warm-up: Domes and dishes./Stretching: Children will then spread out and find a space for stretching. Stretches will be performed from head to toe, allowing joints and muscles to become more flexible. Skills practice 1: Show the children how to hold a hockey stick and that they are unable to use both sides of the stick. Left hand at the top of the stick and the right hand where the grip meets the wood. The ball is only allowed to be touched by the flat side of the stick. They need to twist their lower arms to control the ball. Set up cones randomly around a netball court. The children will move around the court, being spatially aware and dribble the ball with control around the obstacles. Remind children to watch where they are going and to keep the ball under as much control as possible. Allow 5-10 mins for this. Allow some children to demonstrate their technique to the others. Make sure they are holding the stick correctly. If children are struggling, allow them to use a larger ball and a smaller area. Progression: Make the area smaller – ask the children – is this task harder now? Why? Children are having to keep the ball under more control and use their eyes more. Skills practice 2: Children get into groups of 4 or 5 and stand at one end of the netball court in a line. They will each have a stick and one ball per group. They will number themselves 1-5. Set up some cones in front of each group along the length of the court. Number 1s will go first and dribble the ball in and out of the cones until they reach the end of the court. They will then return the ball to their lines as quickly and as controlled as possible. When each member has had a turn, that group must raise their hands and the winners are the first to finish. Progression: move cones closer together, meaning more control is necessary. Game practice: Children to get into groups of 3. Set out small zones for each 3x3 game. No scoring, only focus on possession. 1 team takes possession of the ball, defending team have to attempt to gain possession. Teacher blows whistle every minute. Team with possession when whistle is blown get a point. Child Progression: How can the children make it more challenging/ easier? What modifications can be made to the game? Make area smaller. Cool down.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to take part in competitive games with a strong understanding of tactics and composition. how to create their own games using knowledge and skills. how to make suggestions as to what resources can be used to differentiate a game. how to apply basic skills for attacking and defending. how to use running, jumping, throwing and catching in isolation and combination. what works well in a group to develop various games. how to show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking		Session 2 Dribbling confidently and in various ways Warm-up: Scarecrow tag

		Skills practice 1: Children will take turns to dribble the ball through the cones and then pass to the next person, who is waiting to receive it and dribble back Progression (see diagram): Each member of the group will stand at one corner of the coned off area A child will start off passing the ball through the goals to the child waiting. The child who received the ball will then dribble through the cones and then pass through the next set of cones to the child waiting. After passing the ball the child will run to where they just passed to ready to receive the ball from the child behind them Skills practice 2: <u>Minefield</u> Each runner has a ball One player acts as a chaser who starts 5 metres from the box. The box is full of cones. On go each player has to dribble across the box, avoiding the cones (mines) before they are caught by the chaser. Any player caught or blown up by a mine joins the chasers for the next run. Game practice: (see diagram) Working in small teams, each team must try and score a goal by dribbling the ball into their scoring area. The game starts with the teams in the opposite side to their scoring area and they must pass and dribble the ball between their team to try and score. Progression: Teams Children must make 5 passes before they can score. 
		Session 3 Passing the ball correctly Warm-up: 'Groups of' game. Stretching: Children will then spread out and find a space for stretching. Stretches will be performed from head to toe, allowing joints and muscles to become more flexible. Skills practice 1 Demonstrate correct passing of the ball, specifically correct usage of the stick. Show a hit and a slide. In pairs, children to practice passing the ball to a partner, ask them to try both the hit and the slide, discuss which was the most accurate. How easy was it to receive the ball? Model putting the length of the stick down when receiving the ball. Pair to practice passing and receiving. Increase/decrease distance as appropriate. Skills practice 2:

		Split class into 2, still in pairs. Using half the length of the playground, a pair at a time children to practice running with the ball and passing to their partner. When the first pair has reached half way, second pair can set off etc. Remind children that if necessary they can still dribble the ball into a good position to pass, this is what you would do in a game situation. Game practice: (see games practice diagram for next lesson) The teams must try and score a goal by passing the ball to another member of their team who must stand in their scoring area. The game starts with the teams in the opposite side to their scoring area and they must pass and dribble the ball between their team to try and score. The ball must be passed 5 times between a team before they can score. <i>Explain that for successful passing in a game, children need to ensure that they are looking for their team mates and looking to see who is ready to receive the ball.</i> Progression: Teams can only score by passing the ball to a person standing in the hooped area. Children must still make 5 passes before they can score.
		Session 4 Attacking and defending Children to work in groups in grids and produce a warm up activity consisting of • Pulse Raising Activity • Relevant Stretches for the activity • Game specific warm up Each section to consist of 2-3 min. Warm up in total to last 10 minutes Skills practice 1: (see diagram) Introduce the rules of scoring in hockey, showing the lines on the court. One child stands by each cone to receive the ball. When they have received the ball and passed it to the next cone they then run to the next cone ready to receive the ball from the previous cone. When the child has received and passed on each cone they then dribble into the D and take a shot at goal. They then run back to the start, making sure to stay clear of the cones. Skills practice 2: (See diagram) Two attackers must attempt to score a goal against two defenders, whose territory is marked into zones using cones. The defenders must not leave their territory, allowing for a free goal if the attackers successfully get passed the defenders. Progression: Remove the zones, allowing the defenders to defend the whole area and work together. Following this task, ask children if the second part of this task was easier or harder and why. Were the two defenders working together for the second task? Why is this beneficial? Games practice: (See diagram) Attackers must try to score as many goals as possible while the defenders must try and get the ball over the half way line The ball must be successfully passed to someone stood on the half way line or must be dribbled over the half way line for the defenders to score a point If a goal is scored or if a ball goes out of play normal hockey rules apply with the exception that when the defenders have reached the half way line the attackers take the ball from the half way line Attackers and defenders are switched around after 5 minutes.

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Session 5: Attacking and defending/game situation Warm up Gears. Children to jog around the games area and teacher to shout out gear1, 2, 3 etc. Activity Split the class in half. Both halves will form a large circle with one person in the middle. Middle player will pass the ball to an outer person who has to stop the ball and pass it back to middle player. Middle player passes to next person etc... Start off static first then build up to a jog. Middle person will then decide who to pass to, call out their name and pass it. It's important that they control the ball by stopping it when it is passed to them and then pass accurately with speed. Use a more able player as the middle player and change. Remind the children that Hockey is a non-contact sport and the only contact should be with the ball and the stick. Remind the children how to tackle without making contact with the other player. Demonstrate how to tackle the ball e.g. get up close and try to get control of the ball or simply stay on the player until they have to pass. Ch will work in pairs. One will dribble the ball from one end of the court to the other and their partner has to try and get the ball off them. (NO SWIPING) Swap over and then change partners. Ch will play a game in a group of 5. 2 ch will tackle the 3 players who are trying to shoot the ball into goal. The three players must use each other effectively when passing etc. The aim of the game is to score as many goals as possible. Swap over. Cool down 1) What is tempting to do when tackling? 2) What do you find hard to control? (swiping) How can you use your body more effectively when playing?		

		Session 6: Playing a game of hockey. Warm-up: Children to work in groups in grids and produce a warm up activity consisting of • Pulse Raising Activity • Relevant Stretches for the activity • Game specific warm up Each section to consist of 2-3 min. Warm up in total to last 10 minutes Skills practice 1: Discuss the roles of the whole team in a hockey game. Why are there different positions in a team? Show the different positions and the territory they would normally cover. Unlike some games, there are no limitations to territory, but this doesn't mean everyone should go everywhere! Split each pitch into 3 zones for defenders, mid fielders and attackers. Children must stick to the zones. What are the advantages of this? Children to rotate around the roles, including goalie. Game practice: Take away the marked zones. Children to play, keeping in mind where their 'zone' is. Discussion about whether they were able to remain spread out when the marked zones had been removed. Children to play an intra class competition based on the rules they have been taught.
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Medium Term Plan – Outdoor PE – Year 5 Autumn 2:

Title: Netball

Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to vary skills, actions and ideas and link these in ways that suit the activity of the game. how to use skills with coordination, control and fluency. know how to take part in competitive games how to create their own games using knowledge and skills. how to compare and comment on skills to support the creation of new games and apply basic skills for attacking and defending.	Session 2 Shoulder pass Bounce pass Session 5 Centre Goal scorer Goal attack Goal defence Goal keeper Wing attack Tip off	Session 1: Passing the ball in different ways. Q) What is important when catching and throwing a ball? Chest pass Pairs to stand on sports 2-3 meters apart Pairs practise chest pass (after modelled by teacher) Ask children to demonstrate good chest passes. How many can they do in 30 seconds when confident? Bounce pass Pairs to stand 2-3 metres apart. Bounce pass demonstrated, should land after 1 bounce in children's stomach area. Ask children to demonstrated good bounce pass How many can they do in 30 seconds? Shoulder pass

	and use running, jumping, throwing and catching in isolation and combination. how to pass and receive, stepping into the pass (chest and bounce pass) how to score into a net/hoop in a small sided game how to perform a jump and stride stop with a pivot		Children to stand on sport 3-5 meters apart Children to practise after teacher modelling Children to demonstrate good shoulder pass. Ball should land in the child's chest area. How many in 30 seconds can the children do when confident? Extension: Children to increase distance if competent over the shorter distance. Pass and move Children into teams of 5/6 Children to stand on spots in their group facing another group approx. 5 meters apart Child 1 passes to the other group and goes to the back of their group and the process continues. First group to go through everyone is the winner. (Teacher can decide if to focus each time on a different type of pass or let children choose. Finally, ask the children to step into their pass and then move as this will be what they need to do when playing Application Set up a court like the one in the picture Split children into equal teams with bibs. One child to stand in the circle (this is a bit like zoneball which they have done last half term in REAL PE) Rules: No moving with the ball, players to stay 1 metre apart, 4 seconds to pass, When ball goes in the hooped area=point to the team. Main emphasis is on the passing and moving and not who wins. Change teams after several minutes.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to take part in competitive games with a strong understanding of tactics and composition. how to create their own games using knowledge and skills. how to apply basic skills for attacking and defending. how to use running, jumping, throwing and catching in isolation and combination. what works well in a group to develop various games. that I need to show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking		Session 2: Perform a stop and pivot when receiving a ball Recap on stride stop Children to jog around the area. If teacher calls out stride stop, they children perform a stride stop. Repeat several times then add in a PIVOT Recap on jump stop Model a jump stop. Children to jog around the area. If teacher calls out jump stop, they children perform a jump stop. Repeat several times then add in a PIVOT Pass and move Same teams as previous activity 1 person becomes the feeder Pass the ball to the feeder, receive the ball back from them on the middle cone performing one of the stops. Pass the ball to the next group and go to the back of the line.

		Application 3v1 Three attacking and 1 defending Set up a square for each group How many passes can they make before being intercepted? Children must stay around the edge of the square. No moving with the ball. Pass and move. 5 passes = 1 point.
		Session 3: Using Footwork and shooting accurately. Warm up On the netball court quickly recap the parts of the netball court and have the children repeat the warm up from last week (running to the different parts of the court). Activity 1 Recap on footwork. Model jumping and landing on foot 1 (can't move), foot 2 and then pivoting round on foot 1. Children to jog around the court. On whistle blow children to jump in the air and land on foot 1 (hold still), foot 2 and then pivot round on foot 1. Children to call out "1, 2, pivot, pivot, pivot" as they do so. Then continue jogging. T to circulate and guide / support children having difficulty and reward good skills. Choose good pairs to demo to the class. Main Activity 2 Model the following drills to the whole class Drill 1 - Shooting. Show the chn how they should shoot (you need to have 2 netball posts out) Drill 2 – Group of 3 children. They should stand in a row of 3 with the child in the middle holding the ball. Tell the chn that netball can be a very quick game so this will test out their reactions. The child in the middle is to drop the ball in front of them. The other two chn need to aim to get/snatch the ball as quickly as they can. Drill 3 – Children work in 3's. Children take turns to try to dodge away from person marking them and catch the ball from the passer. Put the chn into 4 even groups Group 1 and 2 should practise shooting Drill 1 without someone marking them. Group 3 - Work in groups of 3 on Drill 2. Group 4 – Work in groups of 3 on Drill 3

			Swap over groups after 10 mins (Group 1 swaps with 3, group 2 swaps with 4). Session 4: Attacking and defending skills in a small game situation <u>Warm up</u> Gears <u>Model Dodging game:</u> The first person needs to stand on a line facing their partner. They need to approach their partner slowly and then aim to get round them. Their partner should aim to stop them from passing. Remind the chn that netball is a non-contact sport. <u>Activity 1</u> Model how to take a side line pass. Put children in groups of 3 Chn then practise taking side line passes accurately. They must make sure their foot is right up to the line but not on it and not too far away from the line either. The child receiving the pass should be dodging and signaling to get free from the child marking. Rotate <u>Main Activity</u> Model to the children how to play a small game of netball (3 a-side). Each game will take place on one third of the netball court. Can a child explain and show the class one third of the netball court? The aim of the game will be to get the netball into a hoop at one end.(You will need 10 hoops in total for this lesson). Each team will shoot in a different direction. Normal netball rules will apply. Such as: - Footwork - Correct netball passes - If the ball goes off court it will be a throw in - One goal equals one point. Whole class watch two teams playing each other with teacher referring. What are they doing well? How can they improve? Has anyone noticed any good dodging? Has anyone noticed any good signalling? Are the passes accurate? Set the rest of the class up in mini games.(Rotate teams if appropriate) Session 5: Applying knowledge confidently in a game situation Begin the lesson in the classroom by explaining the different positions in netball to the chn (GS, GA, C, GD, GK, ,) and where they stand at the start of the game
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			<u>Warm up</u> ICE AND SUN: Select two children as the 'Ice' and give them blue braids. Select two children as the 'Sun' and give them yellow braids. The 'Ice' children must chase others, [apart from the 'Sun' children] touch them so they freeze. Children can only become defrosted when they are touched by the 'Sun'. Play the game for a designated amount of time. <u>Main Activity</u> Split the class in to two groups. Explain the two activities and put children into teams Activity 1 – 10 Children play a full game of 5 aside netball refereed by the teacher. (1 child to sub on). Help them to find their starting positions. Who can remember who should mark GA? Where should this pair stand to start? etc Activity 2– Children in groups of 3. Children to play 3 aside (as learnt last week) on the other court.(There will be two games on at a time) The team that are not on should be (Child 1 – timekeeper, Child 2 – ref court 1, Child 3 – ref court 2). Rotate after 5 mins. Change over after 15 mins and put children into new teams. Discuss – what skills did children use in the netball game. What do they feel they need to improve on? What do they feel they were good at? Session 6 Intra class competition within the class and then winning team to play year 6 winning team.
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Title: Dance

Length of unit – 6 sessions

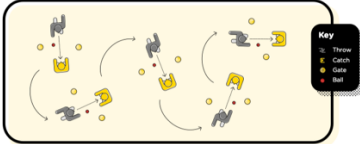
Pre-learning	Knowledge	Vocabulary	Learning Sequence (see REAL Dance platform)
	Declarative To know how to:		
Shapes * Create multiple standing and floor shapes - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways. * Travel between shapes including rotation -on the floor and in the air. -in different directions Circles * Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into: - turning. - jumping with good height, speed and various body shapes in the air. Partnering (Shapes) * Create standing and floor shapes: - at different levels. - without contact. - with 1 hand contact. * Jump with backward rotation when moving between shapes. Partnering (Circles) * Create exact and repeatable movement led by both single arm and leg circles and semi- circles leading into: - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps).	Shapes * Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. * Travel between shapes including rotation - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds. Circles * Create complex movement led by a combination of circles made with different body parts and in different planes leading into - stepping, body movements and turns. - jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards). Partnering (Shapes) * Create standing and floor shapes in close contact - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. * Travel with my partner - incorporating spirals, rotation on the floor, jumping and cross. - bodied finishing positions. Partnering (Circles) * Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring.	Gesture Movement Memory Trigger Torso planes	Lesson 1 Shapes solo Dance battles Shapes solo Making it happen Moving from a painting Gift cards
			Lesson 2 Circles solo Dance battles Circles solo Get turning Using large props as inspiration Gift cards
			Lesson 3 Artistry abstraction Dance battles Partnering shapes Make like silk Freeze frames Gift cards
			Lesson 4 Artistry musicality Follow the leader Partnering lifts Feel the music Using the movements of various creatures Comfort, panic, stretch
			Lesson 5 Partnering lifts Follow the leader Partnering circles Flying and leaning Revisiting moving from a painting

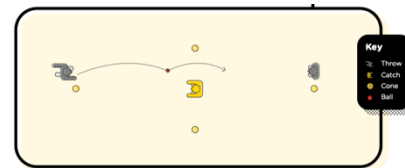
* Create sequences of movement led by large horizontal and vertical single arm and leg circles and semi- circles - with turns led by arms, foot and knee. - in unison. - at different speeds/directions. Partnering (Lifts) * Create and support jumps palm to palm/palm to lower back - with 360° rotation in the air. - with 1 foot take-off and landing. - holding star shape in the air. - finishing by leaning against my partner. - in canon. Artistry (Abstraction) * Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes. Artistry (Musicality)* * Create combination of shapes, circle and silk moves - matching the energy of the music. - in time to the beat and the rhythm. - matching 1 instrument playing off the main beat. * Perform both in my and my partner's place. Artistry (Making) * Create a sequence of a minimum of 5 moves - with limbs in different planes and directions. * Perform both in my and my partner's place.	Partnering (Lifts) * Create sequences of movement, turning and jumping - leading into and out of partner supports. - leaning towards and away from my partner. - in unison. - in canon. - independently from my partner. Artistry (Abstraction) * Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping. Artistry (Musicality) * Create a combination of shapes, circle and silk moves - both matching and in contrast to the melody or the main song line. - responding to musical phrases. Artistry (Making) * Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs. - in unison followed by moves in contrast and performed independently of my partner.		Comfort, panic, stretch Lesson 6 Artistry making Follow the leader Artistry making Epic performance Working with a theme Comfort, panic, stretch
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Medium Term Plan – Outdoor PE – Year 5 Spring 2:

Title: Cricket

Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	where to position yourself when catching that I need to watch the ball at all times that hands should be cupped when catching body position / movement of fielder know how to throw/strike ball (kicking / rackets / bats) how to Intercept and stop the ball with consistency and sometimes catch the ball	Umpire No ball Wide Wicket Keeper Boundary Dismissed Over	Session 1: Catching on the move Warm up Children to move around in the designated area. When call made, children freeze and adopt correct stance. Catch high/low, catch to the left/right, catch left hand/right hand, catch with a partner. Activity 1 In pairs, children have to visit each star (gate) and pass the ball back and forth to complete two catches Set time limits to see how many catches can be completed Get pairs to think about their route The aim is to beat their personal best  Activity 2 Children catch the ball and then throw it back over the 'net' (modification of throw tennis in REAL PE) The ball can only bounce once before the other team catches it Throw underarm only and below head height One point is awarded for each time the ball bounces twice in the opponents' area Y6 Use bean bags or koosh balls initially – these will stop where they drop and can be picked up and thrown more easily.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency. different ways on how to bowl how to bat effectively, using different types of shot from both sides of body how to throw overarm with accuracy and for a good distance		Session 2: Improving accuracy in overarm bowling Warm up Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.) Call out "Ready" children take up the bowling ready position and wait for the next command: bowl fast/slow, spin the ball, bowl to a batter (find partner), hit the stumps Activity 1 In threes, one fielder and two bowlers, bowl three balls each and swap over with the person in the middle The aim is to use an overarm bowl and bounce the ball before getting it through the goal The fielder aims to stop the ball going through, and gets a point if they can stop it or 2 points if they catch it.



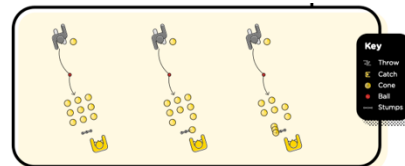
Activity 2

In pairs or small groups, bowlers attempt to hit the cones and stumps

Bowlers rotate with wicket-keeper after each attempt

If a cone is hit, it is placed on the stumps

Use a set time (e.g. 3 minutes) and see which team can remove the most cones



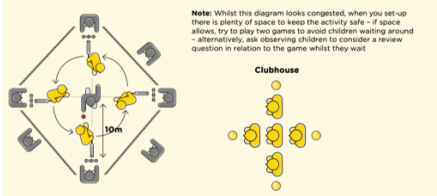
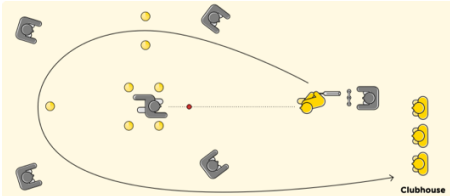
Session 3

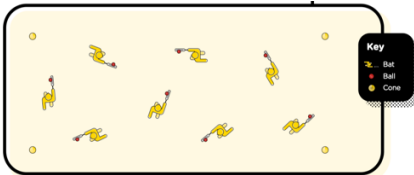
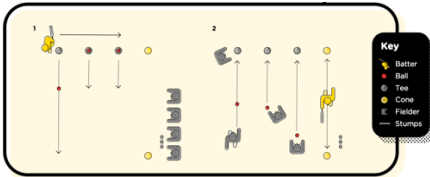
Use a variety of effective throwing techniques to return the ball to a bowler

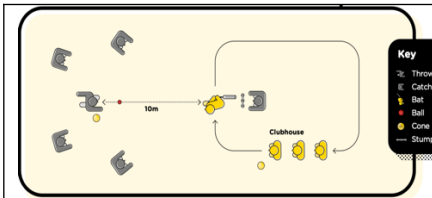
Activity 1 Set out four sets of stumps in the shape of a diamond (see diagram) Use cones or a rope to mark the lines so that fielders remain outside of the diamond before the ball is bowled in order to maintain a safe distance. Have a variety of different sized bats available. Select the first four children to bat. Add target zones for double-runs no fielders to block these zones. Ideally have 2 games going on during the session

How to play Bowler can bowl at any of the four batters. Fielders retrieve the ball and return it to the bowler, who can bowl immediately. All batters run anticlockwise while the ball is being fielded. Batters can be out caught, bowled or hit wicket, with the fielding side gaining a bonus of 2 runs for each wicket taken. One run is given each time a successful rotation is made (if playing competitively). Rotate batters so everyone gets a turn

How do you decide which type of throw to use?

		 Activity 2 Set up a target/stumps for the batter and place 4 cones as a box for the bowler approx 10m in front. Using two cones, set a line for the batters to run between and a further cone/marker behind the bowler. Ensure there is a marked safety area for queueing batters. Split children into teams of 5-8 and set up two pitches if space allows Has the performance of your team improved? The bowler (can be the teacher/coach) uses an underarm bowl towards the stumps. The batter aims to hit the ball into the space, away from the fielders. Fielders must return the ball to the bowler as fast as possible. The batter must then run (whether they hit it or not) through the marked line, round the cone marker and to the back of the queue. The bat then gets passed along the line to the next person without a bat. As soon as the ball has been played, the next batter can step up. Each team has the same time allocated to bat (e.g. 5 minutes) at which point, the fielding and batting side swap. Batters score 1 run each time they successfully get through the marker before the ball is returned to the bowler. Zero runs are scored if the batter can't get through the marker before the ball is returned. Any wickets are 2 bonus runs to the fielding side (caught, bowled and hit wicket)  Session 4 Developing accuracy when hitting the ball Activity 1 Children find some space inside the marked area and use their bat/ object to keep the ball off the floor Children can use different ways to do this, some examples are tapping the ball ('keep ups') or balancing the ball Once children are familiar, you can add in movement around the space.
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			Add in some challenges how many taps can you do in a time limit? Can you use different parts of the bat?  Activity 2 All fielders start behind the stumps/target in a safe space away from the batter The batter hits out all 3 balls into the space in front of them Once the third ball is hit, the fielders work as a team to get the balls back onto the cones/ tees as fast as possible Whilst this is happening, the batter is running to the marker/line and scores a run each time they get there and back Once all the balls are back, the fielders shout ‘stop’ and the score is counted – children then rotate the roles  Session 5 Session 5 Application in a game situation Game 1 Batters face 5 balls each (max 40 balls per team) Bowler feeds to batter, who faces one delivery and attempts to hit it to score a run Batter can hit ball past boundary to score 4 or 6 runs Batter runs to end of batting line after their delivery, with next batter running to stumps to face the next ball Player who faced the delivery, will pass their bat to the next player in the queue as they run back Every time a wicket is lost, the team loses a bat – if all bats are lost before the max balls are faced, the innings ends early
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Game 2

Split into groups of 6(8) & create 3(4)x pairs

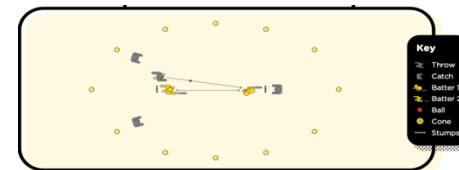
4(6)x fielders & 2x batters at every point

Each batting pair will face 20(15) balls, and try to score as many runs as possible

Bowler bowls to batter, who can run between wicket to score runs or hit boundary

Next pair to bat after 20(15) balls

Fielding team rotate around every 5 bowls, with each child bowling 5 bowls in a row



Session 6

Intra class competition

Title: Gymnastics (Creative)

Length of unit – 2 sessions

Pre-learning (Year 4)	Knowledge	Vocabulary	Learning Sequence (see REAL gym platform)
	Declarative To know how to:		
Link actions and develop sequences of movements that express my own ideas. Change tactics, rules or tasks to make activities more fun or more challenging. Recognise similarities and differences in movements and expression. Make up my own rules and versions of activities. Respond differently to a variety of tasks. Select and link movements together to fit a theme. Begin to compare my movements and skills with those of others.	Effectively disguise what I am about to do next. Use variety and creativity to engage an audience. Respond imaginatively to different situations. Adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.	All sessions	Continues throwing relay Hand apparatus Ball tricks Ball games Gift cards
		Contrasting	
		Refine	
		Agility	Continues throwing relay Hand apparatus Rhythmic sequences Pass it on Gift cards
		Health and fitness	
		Warm up/ cool down	Continues throwing relay Hand apparatus Rhythmic sequences Bounce off Gift cards
		Heart rate	
		Pulse	Continuous relay Low apparatus Apparatus circuit Bench sequences Time shares
		Recovery	Continuous relay Low apparatus Bench sequences Reaching out Time shares
			Continuous relay Low apparatus Bench sequences Front support turn over Time shares

Medium Term Plan – Outdoor PE – Year 5 Summer 1:

Title: Swimming

Length of unit – 5 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Entering the water safely Perform a tuck float and hold for five seconds. Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor. Move from a horizontal floating position on front and return to standing. Move from a horizontal floating position on the back and return to standing. Exit the water safely.	Horizontal Tuck Glide Rotation	Session 1 Warm up Health and Safety Induction Main theme Split into Groups – Using Butterfly from previous year Swimming Assessments in Groups against what they had achieved previous Year e.g. 25m Water safety element Submersion Floatation shapes Water Safety Questions Outcomes Working Towards 2.6, 5.4, SSR.10, 2.7, 5.5, 3.8, 5.8, 4.7, 5.9, 4.8, 6.3, 5.3, 6.6
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know how to) Travel on the back for 5 metres. Discuss as a group when these skills might be used to self-rescue in different water-based situations. Travel on the front for 5 metres. Kick 10 metres butterfly or breaststroke on the front or on the back. Identify an open water hazard near your home or school. Swim 10 Metres, choice of stroke optional. Travel 10 metres on the front with feet off the pool floor. Give two examples of where it is safe to swim and why. Travel 10 metres on the back with feet off the pool floor. Kick 10 metres backstroke. Swim 25 Metres (choice of stroke optional). Perform a horizontal stationary scull on the back. Perform a rotation from front to back then return to standing.		Session 2 Warm up Rotation Push and Glides Recap Water Safety questions Main theme Front Crawl – Progression Group 1: Legs/Arms (15m) Group 2: Arms/ Breathing (25m) Group 3: Breathing/Timing (25m) Water safety element Head/feet first Sculling Outcomes Working Towards 2.7, 5.2, 3.6, 5.4, 3.7, 5.6, 4.4, 6.2, 4.5, 4.7, 6.3 SSR.2 Session 3 Warm up Floating /Sculling Main theme

	Kick 10 metres front crawl. Perform a rotation from the back to the front, return to standing. Travel on the back and log roll 180 degrees in one continuous movement onto front. Push and glide on the front with arms extended and log roll onto the back. Perform a head first scull for 5 metres. Push and Glide on the back with arms extended and log roll onto the front. Float on the back or scull. Perform a head first scull for 5 metres. Two out of the following three must be completed: - Swim 10 metres front crawl - Swim 10 metres backstroke - Swim 10 metres breaststroke Push and glide on the front in a horizontal position, to or from the pool wall. Push and glide on the back in a horizontal position from the pool wall. Perform a “shout and signal” rescue. Explain how you would get help. Know how to signal for help. Push from wall and glide on the front with arms extended. Push from wall and glide on the back (optional with arms extended). Push and glide on the front with arms extended and log roll onto the back. Take up the Heat Escape Lessening Position (H.E.L.P). Take up the Huddle Position		Breaststroke – Progression Group 1: Kick (10m) Group 2: Legs/ Arms (15m) Group 3: Arms/ Breathing (15m) Water safety element Treading Water Outcomes Working Towards 5.2, 5.5, 6.2, 6.3, 6.6 SSR.2
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	• LA pool (Livewire) • Swimming noodles • Swimming costumes • Goggles • Caps • PJ's • LA risk assessment		Session 4 Warm up Push and Glides (Floating) Main theme Water Safety Rescues / Floating Life Positions (Without Clothes). Split Into your groups Water safety element Water Safety Questions/ Recap Outcomes Working Towards 2.4, 4.5, SSR.10, 2.5, 4.9, 2.9, 3.4, 3.5, 4.4, 5.9 SSR.2 SSR.5 SSR.7 Session 5 Warm up Floating Partner Work Main theme Front Crawl – Body Position, Arms, legs or Breathing. 5 Week Assessment Water safety element Treading Water Outcomes Working Towards 4.3, 6.3, 4.7, 6.6, 4.8, 5.3, 5.4, 5.5
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Medium Term Plan – Outdoor PE – Year 5 Summer 2:

Title: Swimming (Local Authority)

Length of unit – 5 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	Entering the water safely Perform a tuck float and hold for five seconds. Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor. Move from a horizontal floating position on front and return to standing. Exit the water safely. Move from a horizontal floating position on the back and return to standing. Scoop the water and wash face, be comfortable with water showered from overhead. Float on the back Float on the back or scull. Jump in from poolside and submerge (minimum depth of 1 metre). Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. Fully submerge to pick up an object. Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre). Travel 10 metres on the front with feet off the pool floor. Travel on the front for 5 metres. Jump into water, submerge, surface and swim back to the point of entry (at full reach depth).		Session 1 Warm up Rotation Push and Glides Main theme Backstroke – Body Position, Arms or Legs Group 1: Arms (25m) Group 2: Arms/Timing (25m) Group 3: Timing (25m) Water safety element Water Safety Questions Outcomes Working Towards 3.4, 4.6, 3.5, 5.6, 3.6, 5.7, 3.7, 5.8, 4.2, 6.3, 4.4, 4.5, 6.6 SSR.10
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know how to) Push from wall and glide on the front with arms extended. Travel 5 metres on the front and perform a tuck to rotate onto the back and return to the side. Push from wall and glide on the back (optional with arms extended). Travel on the back and log roll 180 degrees in one continuous movement onto front. Perform a rotation from front to back then return to standing. Travel on the front and log roll 180 degrees in one continuous movement onto back.		Session 2 Warm up Floating Shapes Main theme Front Crawl – Progression Group 1: Legs/Arms (15m) Group 2: Arms/Breathing (25m) Group 3: Breathing/Timing (25m) Water safety element

	Perform a rotation from the back to the front, return to standing. Swim 10 Metres, choice of stroke optional. Push and glide towards the pool floor with arms extended. Push and glide on the front with arms extended and log roll onto the back. Push and Glide on the back with arms extended and log roll onto the front. Swim 25 Metres (choice of stroke optional). Discuss as a group when these skills might be used to self-rescue in different water-based situations. Perform a tuck float and hold for five seconds. Two out of the following three must be completed: - Swim 10 metres front crawl - Swim 10 metres backstroke - Swim 10 metres breaststroke Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre). Swim 25 Metres (choice of stroke optional). Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. Jump into water, submerge, surface and swim back to the point of entry (at full reach depth). Perform three different shaped jumps into deep water (to include a straddle jump). Tread water for 30 seconds Kick 10 metres butterfly or breaststroke on the front or on the back. Float on the back or scull. Perform a head first scull for 5 metres.		Submersion – deep water jumps in. Outcomes Working Towards 3.3, 6.3, 4.1, 6.6, 4.3, 5.1, 5.8, 6.1 Session 3 Warm up Travel Rotations Main theme Breaststroke – Progression Group 1: Body Position/Kick Group 2: Arms/Breathing (15m) Group 3: Breathing, Timing(25m) Water safety element Sculling/Treading Water Outcomes Working Towards 3.4, 4.6, 6.4, 3.5, 5.5, 3.6, 5.6, 6.6 SSR.2, 3.7, 5.7, 4.2, 5.8, 4.4, 6.2, 4.5, 6.3
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	Push and glide on the front in a horizontal position, to or from the pool wall. Push and glide on the back in a horizontal position from the pool wall. Perform a “shout and signal” rescue. Explain how you would get help. Know how to signal for help. Give two examples of where it is safe to swim and why. Push from wall and glide on the front with arms extended. Swim 10 metres wearing clothes - as a minimum t-shirt and shorts. Enter the water using fall in entry. Float on the back or scull. Tread water for 20 Seconds with one arm in the air and shout for help. Swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object. Take up the Heat Escape Lessening Position (H.E.L.P). Swim 10 metres retaining a floating object. Take up the Huddle Position Swim using long arm front paddle (survival stroke to the side). Climb out from water of at least full reach depth without using the steps. Identify an open water hazard near your home or school. Travel on the back for 5 metres.		
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	• LA pool (Livewire) • Swimming noodles • Swimming costumes • Goggles • Caps • PJ's • LA risk assessment		Session 4 Warm up Water Safety Talk recap Main theme Swimming and Water Safety rescues With Clothes. Split into your groups Water safety element Huddle + Help Floating Position Outcomes Working Towards 2.4, 4.5, 2.5, 4.9, 2.9, 5.9, 3.4, 3.5, 6.7 ALL SSR, 3.8, 4.4
			Session 5 Warm up Handstands/ forward somersaults Main theme Final Week Assessment against Butterfly Framework Water safety element Treading Water Outcomes Working Towards 2.6, 5.5, 2.7, 5.8, 4.7, 6.3, 4.8, 6.5, 5.3, 6.6, 5.4

Medium Term Plan – Outdoor PE – Year 5 Summer 2:

Title: Athletics

Length of unit – 1 session (After summer swimming)

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	a variety of running techniques and perform a running jump accurately and perform with accuracy throwing activities.	Torso Sprint Knee drive Pump Transfer	Session 1 (Sports day practice.) I know how to take part in competitive sports 60M sprint. Children to practise their sprinting technique over 60m but children to be graded ready for sports day. (Timing children then working out fastest ones) Depending on class size, put children

	how to describe good athletic performance using correct vocabulary.		into 2 groups. Torso to be upright and children to drive their knees when running. Arms to be pumped.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to use a variety of running techniques and use with confidence. how to perform a running jump with more than one component. e.g. hop skip jump (triple jump) how to record peers' performances, and evaluate these.		Skipping. Ask the children what technique they would use. Is it the same as sprinting or long-distance stamina work? Children to have a practise at skipping over 30m Javelin. Remember the technique you used in normal PE lessons. Straight arm, 45degeree angle, follow through, step forward. Obstacle race. Sprinting technique and hurdling technique. Sack race. Bouncing over 30m Egg and spoon race over 45m walking technique or jogging. No holding the egg and spoon must be held where the tape is. Equipment Sports day box out of the PE cupboard. (contains eggs, spoons and sacks) Hurdles Cones Skipping ropes Quoits Bean bags Hula hoops Foam Javelins
Resources	• Sports day box out of the PE cupboard. (Contains eggs, spoons and sacks) • Hurdles • Cones • Skipping ropes • Quoits • Bean bags • Hula hoops • Foam Javelins		