

PE (Outdoor) Curriculum 2023/24 – Years 5 & 6

	Autumn 1	Autumn 2				
Topic	<p>Netball</p> <p>Children will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	<p>Football</p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>				
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Vocab	<p>Chest pass, Bounce pass, Shoulder pass, Space, Attacker, Defender, Lose defender, Change direction, Free, Receive, Ball-side, Intercept, Shoot, 'High-5 netball', Court - thirds – D, Goal-Keeper, Goal-Defence, Centre, Goal-Attack, Goal-Shooter</p>	<p>dribble, control, space, pass, receive, control, stop-step-see-send, control, light touch, cushion, drag-back, inside hook, outside hook, defend, close down, tackle, track, jockey, angle</p>				



PE (Outdoor) Curriculum 2023/24 – Years 5 & 6

	Spring 1	Spring 2				
Topic	<p>Tag Rugby</p> <p>Children will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Tennis</p> <p>Children develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>				
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Vocab	<p>Tag, Try, Attack, Defend, Scoring/Try line, Forward pass, Offside, Dodge Drawing the defence, Pass, Switch, Dummy, Sidestep, Receive, Possession Turnover, Knock-on, Set of three</p>	<p>Racquet, Forehand, Backhand, Groundstroke, Rally, Split-step, Reactions Volley, Underarm, Serve, Tactics, Court, Deuce</p>				



PE (Outdoor) Curriculum 2023/24 – Years 5 & 6

	Summer 1	Summer 2				
Topic	<p>Cricket</p> <p>Children develop their understanding of the principles of striking and fielding through the context of cricket. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Athletics</p> <p>Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p>				
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Vocab	<p>Underarm, Overarm, Stop, Fielding, Catch, Retrieve, Strike, Bowl, Accuracy</p> <p>Close catch, Deep catch, Wicket-Keeper, Defensive, Drive, Short barrier</p> <p>Long barrier</p>	<p>stamina, pace, walk/jog/sprint, power, speed, hurdle, lead leg, trail leg, communication, vertical, transfer weight, aim, scissor kick, triple jump, discus, shot-putt, officiate, measure, record.</p>				



PE (Outdoor) Curriculum 2024/25 – Years 5 & 6

	Autumn 1	Autumn 2				
Topic	<p>Hockey</p> <p>Children will develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p>Netball</p> <p>Children will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>				
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Vocab	stance, force, situation, collaborate, under-pressure, space, dribble, pass, receive, intercept, tackle	Chest pass, Bounce pass, Shoulder pass, Space, Attacker, Defender, Lose defender, Change direction, Free, Receive, Ball-side, Intercept, Shoot, 'High-5 netball', Court - thirds – D, Goal-Keeper, Goal-Defence, Centre, Goal-Attack, Goal-Shooter, pressure, communicate				



PE (Outdoor) Curriculum 2024/25 – Years 5 & 6

	Spring 1	Spring 2				
Topic	<p>Football</p> <p>Children will learn how to play a competitive game and they should enjoy communicating, collaborating and competing with each other. They should apply basic principles suitable for attacking and defending.</p>	<p>Basketball</p> <p>Children will learn key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting; they will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Children work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition and also develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>				
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Vocab	dribble, control, space, pass, receive, control, stop-step-see-send, control, light touch, cushion, drag-back, inside hook, outside hook, defend, close down, tackle, track, jockey, angle	Defend, attack, throw, catch, dribble, pass, shoot, protective dribble, chest pass, bounce pass, shoulder pass, possession, space, tracking, intercept, pressure, set shot, jump shot, court, backboard, hoop, net, double-dribble, travelling.				



PE (Outdoor) Curriculum 2024/25 – Years 5 & 6

	Summer 1	Summer 2				
Topic	<p>Outdoor Adventurous Activities (O.A.A)</p> <p>Children will develop teamwork skills through completion of a number of challenges, working individually and collaboratively in pairs and groups to solve problems. Children will learn how to be inclusive of others and to share ideas to create strategies and plans to produce the best solution to a challenge. Children are also given the opportunity to lead a small group and learn how to orientate and navigate using a map.</p>	<p>Athletics</p> <p>Children are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>Children will learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.</p>				
Knowledge	<table border="0"> <tr> <td style="background-color: #e6e6fa; padding: 5px;"> <p>YEAR 5</p> <ul style="list-style-type: none"> • I am inclusive of others and can share job roles. • I can navigate around a course using a map. • I can orientate a map confidently. • I can reflect on when I was successful at solving challenges and alter my methods in order to improve. • I can use critical thinking to approach a task. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. </td> <td style="background-color: #e6e6fa; padding: 5px;"> <p>YEAR 6</p> <ul style="list-style-type: none"> • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> • I am inclusive of others and can share job roles. • I can navigate around a course using a map. • I can orientate a map confidently. • I can reflect on when I was successful at solving challenges and alter my methods in order to improve. • I can use critical thinking to approach a task. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<p>YEAR 6</p> <ul style="list-style-type: none"> • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. 	<table border="0"> <tr> <td style="background-color: #ffff00; padding: 5px;"> <p>YEAR 5</p> <ul style="list-style-type: none"> • I can choose the best pace for a running event. • I can identify good athletic performance and explain why it is good. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I can take on the role of coach, official and timer when working in a group. • I can use feedback to improve my sprinting technique. • I persevere to achieve my personal best. • I show accuracy and power when throwing for distance. </td> <td style="background-color: #ffff00; padding: 5px;"> <p>YEAR 6</p> <ul style="list-style-type: none"> • I can compete within the rules showing fair play and honesty. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I can perform jumps for distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> • I can choose the best pace for a running event. • I can identify good athletic performance and explain why it is good. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I can take on the role of coach, official and timer when working in a group. • I can use feedback to improve my sprinting technique. • I persevere to achieve my personal best. • I show accuracy and power when throwing for distance. 	<p>YEAR 6</p> <ul style="list-style-type: none"> • I can compete within the rules showing fair play and honesty. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I can perform jumps for distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best.
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Vocab	Cardinal points, critical thinking, strategy, compromise, landmark, verbal, concise, negotiate, visual	stamina, pace, walk/jog/sprint, power, speed, hurdle, lead leg, trail leg, communication, vertical, transfer weight, aim, scissor kick, triple jump, discus, shot-putt, officiate, measure, record.				

