|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Physical Education**  **Core Curriculum**  **Year 5&6**  **Summer Term Year B** | | | | |
|  | **Summer Term 1** | | **Summer Term 2** | |
| **Unit of Work** | Hockey  (Year 6) | Athletics  (Year 5) | Netball  (Year 6) | Tennis  (Year 6) |
| **Prior Learning** | Learned about attacking and moving toward a goal. Able to follow the basic rules for a hockey game. Learned how to pass, receive, control, dribble and shoot. | Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws. | Used specific netball skills in games. Played in different positions on the pitch both attack and defence. Moving the ball over longer distances. | Introduce a variety of shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Explored tennis serves |
| **Unit Focus – Key Knowledge & Skills** | Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances | Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws. | Work as a team to improve group tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills. | Develop backhand shots Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve. |
| **Key Questions** | 1. How can you as an individual player help build an attack towards the goal?  2. When you are marking in defence where should you position yourself?  3. If the ball hits someone’s foot what happens? | 1. Why do we pass the baton to the opposite hand?  2. Which throw do you think is most effective for distance?  3. Can you jump further with a run up? | 1. Why are rebounds so important as the attacker and as the defender?  2. Why are some passes more appropriate for different distances?  3. Why would you attempt to knock the ball away? | 1. What tactics did you try to implement as a pair?  2. Can you explain the deuce scoring in tennis?  3. How can the lob shot help you to score points in a game? |
| **Progression of Learning in lessons-Objectives covered** | * I can tackle to dispossess an attacker * I can use fast, accurate passes to create scoring opportunities * I can mark an attacker to stop them from scoring * I can perform a sweep hit to send the ball ‘first time’ * I can move the ball from left to right whilst dribbling * I can use a variety of techniques to keep possession in a game | * I can run for speed and distance * I can pace to run over longer distances * I can use different jumping styles * I can use the push throw technique * I can exchange a baton within a given area * I can compete in running, jumping and throwing activities | * I can observe and follow the double bounce rule * I can mark a pass or shot * I can organise myself and my team around the D ready to receive a pass * I can compete to win the rebounding ball * I can knock the ball away and explain when I would do this * I can make good choices about which pass to use in a game | * I can communicate with a partner to score points in doubles play * I can attempt a 2-handed backhand shot with control * I can perform a lob shot to hit the ball over an opponent * I can apply the correct rules and scoring system in games * I can play in different doubles formations * I can discuss and apply tactics in doubles play |
| **Vocabulary** | Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play | Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump. | Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside. | Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Apply basic defensive positions. * Hand: Able to combine basic skills such as dribbling and passing. * Heart: Work as a team to attack and defend. | * Head: Distinguish between good and poor performances and suggest ways to improve self and others. * Hand: Sustain pace over shorter and longer distances. * Heart: Able to run as part of a team in relay style events. | * Head: Make choices about where to pass the ball. * Hand: Anticipate, track and control a rebounding ball from a shot. * Heart: Play in high 5 squad rotations working well in a team | * Head: Make good choices in games about the best shot to use. * Hand: Begin to use full scoring systems. * Heart: Use speaking and listening skills to umpire and play with peers without dispute. |
| **Application Task** | Intra-competition in house groups | (Sports Day) | Intra-competition in house groups | Intra-competition in house groups |