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| **Physical Education**  **Core Curriculum**  **Year 5&6**  **Summer Term Year B** | | | | |
|  | **Summer Term 1** | | **Summer Term 2** | |
| **Unit of Work** | Athletics  (Year 6) | Rounders  (Year 5) | Cricket  (Year 5) | Tennis  (Year 6) |
| **Prior Learning** | Sustain pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws. | Developed a range of skills in a competitive context. Chosen and used a range of simple tactics in isolation and a game context. Identified different roles in rounders. | Developed and applied a range of skills in a competitive context. Chosen and used a range of simple tactics in isolation and game context. Consolidated existing skills and apply them with consistency. | 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** | Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement. | Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders. | Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance. | Develop backhand shots Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve. |
| **5 Essential Key Knowledge and/or Skills** | * Develop a sprint start technique to increase our running speed. * Perform and name the 3 phases of triple jump. * Collaborate in both a pair and team to parlauuf run effectively. * Perform the scissor jump technique. * Refine and evaluate performances. | * Judge how far you can run based on the distance of a hit. * Use the short throw to stump players out. * Track the path of the ball in the field. * Identify and use the backwards hit rule for tactics. * Field with an awareness of left and right-handed players. | * Work with a partner to score runs. * Use the short throw to run players out. * Perform an overarm bowl with accuracy using the correct grip. * Recognise and play a forward defensive shot in isolation. * Know where the mid-on and mid-off fielding positions are. | * Use a two-handed backhand shot with control. * Demonstrate a lob shot in isolated situations. * Appropriately score a tennis game using full tennis rules * Implement basic positioning as a pair to score points. * Work as a pair to develop tactics against other pairs |
| **Progression of Learning in lessons-Objectives covered** | * I can use sprint start techniques to increase my running speed. * I can understand and use the three phrases of triple jump. * I can use and understand heave throw technique and what it is used for. * I can assess my own ability to play my role in parlauff. * I can use the scissor jump technique and know when it would be used in athletics. * I can record and relay results over a range of track and field events | * I can judge how far you can run based on the distance of a hit. * I can throw over short distances with power and accuracy to get batters out. * I can follow the path of the ball to make sure it is fielded consistently. * I can backwards hit rule and using it tactically as the backstop. * I can hit the ball into gaps to maximise the chance of scoring. * I can set a field in a game to limit the scoring of a batter. | * I can work with a partner to score runs. * I can throw accurately over short distances to get batters out. * I can follow the path of the ball to catch as a wicketkeeper. * I can overarm bowl with accuracy whilst using a run-up. * I can play a forward defensive shot. * I can set a field in a game to limit the runs scored by a batter. | * 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** | Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess. | Power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive. | Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power. | Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head - Accurately and confidently record multiple scores under pressure. * Hand - Combine different jumping skills to accurately replicate the triple jump technique. * Heart - Judge your strengths and weaknesses to fulfil; your role in a running challenge | * Head – Apply the backward hitting rules. * Hand – Play more attacking shots, looking for gaps in the field. * Heart – Show commitment towards their team and perseverance during gameplay. | * Head – Describe what ‘setting a field’ means. * Hand – Begin to employ specific bowling techniques such as overarm in cricket. * Heart – Show perseverance during a game and commitment to the 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  CNSSP Competition Link | Intra-competition in house groups  CNSSP Competition Link | Intra-competition in house groups  CNSSP Competition Link | Intra-competition in house groups |