



St. Francis Xavier's RC Primary School

PE Unit Guidance and Formative Assessment

Year Group:	5	Subject:	P. E.
Units:	Hockey Handball Gymnastics Multi-skills Swimming and athletics Cricket	Prerequisite Learning and Curriculum Links	<p>EYFS ELG Gross Motor Skills: To negotiate space and obstacles safely with consideration for themselves and others; demonstrate strength, balance and co-ordination when playing; move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Year 1: gymnastics, multi-skills, athletics Year 2: gymnastics, multi-skills, athletics Year 3: hockey, swimming, athletics Year 4: hockey, swimming, athletics</p>
ROCKS (Remembering Our Curriculum Knowledge and Skills)			
<p><u>Hockey:</u> Play a competitive game following rules. Apply principles for attacking and defending.</p>			
<p><u>Handball/netball:</u> Use throwing and catching in isolation and in combination in a match situation. Apply principles for attacking and defending.</p>			
<p><u>Gymnastics:</u> Develop flexibility and strength. Develop technique, control and balance. Compare performances and try to improve and achieve personal best.</p>			
<p><u>Multi-skills:</u> Use running, jumping, throwing and catching.</p>			
<p><u>Cricket:</u> Play competitive games of cricket. Develop a technique for a stroke and throwing.</p>			

Progressive Journey:	Skills:
<p>Autumn 1</p> <p>Hockey- linked to Real PE skills 8 and 11. Coordination with equipment and agility ball chasing.</p>	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender • Move into space to help support a team. • Defend an opponent and try to win the ball. • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Can communicate with others during game situations. • Uses skills with coordination and control. • Develops own rules for new games. • Works well in a group to develop various games. • Understands how to compete with each other in a controlled manner.
<p>Autumn 2</p> <p>Handball/netball- linked to real PE skills 6 and 9. Dynamic balance and coordination ball skills</p>	<ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of ‘getting free’ in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending.
<p>Spring 1</p> <p>Gymnastics - linked to real PE skills 2 and 3. Static balance (seated) and static balance (floor)</p>	<ul style="list-style-type: none"> • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, coordination and fluency. • Understands composition by performing more complex sequences.

<p>Spring 2</p> <p>Swimming- linked to Real PE skills 10 and 5. Coordination floor movement and dynamic balance.</p>	<p>See separate swimming unit plan.</p>
<p>Summer 1</p> <p>Multi-skills- linked to Real PE skills 5 and 7. Dynamic balance and dynamic balance (pairs)</p>	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with coordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in
<p>Summer 2</p> <p>Cricket - linked to real PE skills 4 and 12. Static balance (small base) and static balance (small base)</p>	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills. • Strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and use them in game situations. • Build a variety of running techniques and use with confidence. • Demonstrates accuracy in throwing and catching activities. • Choose fielding techniques. • To run between the wickets. • To develop a safe and effective overarm throw. • To use all the skills learned by playing in a mini tournament.
<p>Key Vocabulary</p> <p>Hockey, handball, cricket, multi-skills: keeping possession, passing, dribbling, shooting, support, marking, attackers, defenders, team play, batting, fielding, bowler, defending, hitting, offside, pitch, forehand and backhand.</p> <p>Gymnastics: muscles, joints, symmetrical, asymmetrical, rotation, turn, shape, landing, take-off, flight, performance and evaluation.</p>	