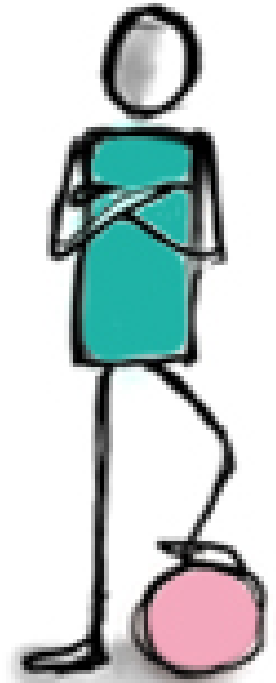


This is a collation of the individual 'year 5 implementation' documents that can be found at the end of each Unit of Work.

The 'Key Unit Objectives' follow the Learning Objectives set out in each PE Planning lesson plan.

Each page contains the appropriate Progression Map Links for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase

Year Group:	Five	Unit:	Athletics
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Prior Learning Required – Year Four Progression Maps Objectives:

- Combine basic jump actions to form a jump combination, using a controlled jumping technique.
- Perform a throwing technique with control, coordination, and consistency.
- Perform competitively with others.
- Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.
- Learn how to evaluate and recognise their own success.
- Devise suitable warm-up activities for the upcoming activities.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.
Resources & Equipment	<ul style="list-style-type: none"> • Balls • Hoops • Bibs • Quoits • Measuring tape 	<ul style="list-style-type: none"> • Cones • Marker spots • Beanbags • Athletics throwing equipment
Key Vocabulary	<ul style="list-style-type: none"> • Pace • Personal Best • Push / Pull • Discus 	<ul style="list-style-type: none"> • Record • Timer • Run up • Olympics
		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.

Implementation Phase

Year Group:	Five	Unit:	Badminton
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<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. Use different skills to try and win games. Work together to keep a rally going, returning the shuttle to a partner. With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. Can move around the court with purpose, demonstrating a fast-paced chasse movement in isolation and in games. Understand the different types of rallies, participating in both.

National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>									
Pillars of Progression	<ul style="list-style-type: none"> Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 									
Key Unit Objectives (Key skills addressed throughout the unit)	<ul style="list-style-type: none"> Step 1: To demonstrate fast paced movements. Step 2: To vary shot selection – speed, height, direction. Step 3: To play shots on the forehand and backhand side of the body. Step 4: To use a variety of different shots, and serves, hitting with increasing consistency. Step 5: To employ some tactics in games. Step 6: To participate in a successful rally. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>								
Key Vocabulary	<table border="0"> <tr> <td>• Serve</td> <td>• Overhead</td> </tr> <tr> <td>• Stance</td> <td>• Lob</td> </tr> <tr> <td>• Coordination</td> <td>• Defensive</td> </tr> <tr> <td>• Clear</td> <td>• Offensive</td> </tr> </table>		• Serve	• Overhead	• Stance	• Lob	• Coordination	• Defensive	• Clear	• Offensive
• Serve	• Overhead									
• Stance	• Lob									
• Coordination	• Defensive									
• Clear	• Offensive									
Resources & Equipment	<table border="0"> <tr> <td>• Badminton Rackets</td> <td>• Cones</td> </tr> <tr> <td>• Nets</td> <td>• Marker spots</td> </tr> <tr> <td>• Shuttlecocks</td> <td></td> </tr> </table>	• Badminton Rackets	• Cones	• Nets	• Marker spots	• Shuttlecocks				
• Badminton Rackets	• Cones									
• Nets	• Marker spots									
• Shuttlecocks										
		<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understand tactics in badminton, such as aiming into space to beat an opponent. Use these tactics to try win games. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. Improve consistency of shots, noticing longer rallies. Use different racket skills and types of movement during a competitive or cooperative rally. To participate in rallies with and without a racket. Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. Can demonstrate fast paced movements, fluently changing direction and speed. 								

Implementation Phase			
Year Group:	Five	Unit:	Basketball

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations. • Explain and apply basic attacking and defending principles. • Identify what you need to practice to improve your performance. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.

National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To confidently pass the ball with accuracy. • Step 2: To move with the ball at speed. • Step 3: To mark, track and cover when defending. • Step 4: To keep possession of the ball when faced with opponents. • Step 5: To work together as a team, showing good awareness of others. • Step 6: Apply some basic principles for attacking and defending in game situations. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
	<p>Resources & Equipment</p> <ul style="list-style-type: none"> • Basketballs • Marker spots • Basketball hoops (if available) • Cones, Marker spots • Bibs 	
Key Vocabulary	<ul style="list-style-type: none"> • Mark • Evaluate • Tactics • Double Dribble • Foul / Hold • Awareness • Attack / Defend • Principles 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Learn how to evaluate and recognise success, explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball.

Implementation Phase			
Year Group:	Five	Unit:	Cricket

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. • Intercept and stop the ball consistently. • Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. • Show control, coordination and consistency when throwing and catching a ball.
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National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed throughout the unit)	<ul style="list-style-type: none"> • Step 1: To throw and bowl in different ways. • Step 2: To play a drive shot successfully. • Step 3: To play a block shot when appropriate. • Step 4: To stop a ball when fielding. • Step 5: To choose effective positions when fielding. • Step 6: To participate in team games against others. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.
Resources & Equipment	<ul style="list-style-type: none"> • Cones • Balls • Bats 	<ul style="list-style-type: none"> • Marker spots • Wickets 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, adapting games and activities making sure everyone has a role to play.
Key Vocabulary	<ul style="list-style-type: none"> • Wickets • Wicket Keeper • Positions • Outfield • Skill • Crease 	<ul style="list-style-type: none"> • Technique • Awareness • Forward Defence • Tactics • Fast Bowl 	

Implementation Phase			
Year Group:	Five	Unit:	Dance

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. • Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. • Understand the link between heart rate and breathing when exercising.

National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns.	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To be inspired by music and different stimuli. • Step 2 To move showing expressive qualities. • Step 3: To dance using a range of movement patterns. • Step 4: To create and structure sections of dance. • Step 5: To work as part of a team. • Step 6: To perform to an audience. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
Resources & Equipment	<ul style="list-style-type: none"> • Music & music player • Cones • Marker spots 	
Key Vocabulary	<ul style="list-style-type: none"> • Emotions • Expressions • Rehearse • Unison • Canon • Choreography • Fluency • Tutting • Routine • Together • Tutting • Question & Answer 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.

Implementation Phase

Year Group:	Five	Unit:	Dodgeball
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Prior Learning Required – Year Four Progression Maps Objectives:

- Get in good positions to throw and receive the ball.
- Send a ball with accuracy, control, and consistency, whilst moving at different speeds.
- Practice and improve the underarm throw and side shot throw.
- Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.
- Describe how your body feels when you are warming up and playing games.
- Evaluate your own performance and describe skills you need to improve your play.
- Find and use space in game situations and explain the importance in this tactic.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To throw a ball at a moving target. • Step 2: To increase the pace of a side shot. • Step 3: To play catching games. • Step 4: To move quickly with control. • Step 5: To participate in games fairly. • Step 6: To use peer evaluation to discuss strategies and tactics and apply these to your own game. 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand the importance of quick reactions in dodgeball. • Develop an understanding of how to improve when playing games. • Understand how the muscles work. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Participate in games fairly, following the rules. Show good teamwork. • Apply appropriate skills and tactics in game situations. • Move quickly (dodge) with good control. Improve control when moving at speed. • Increase accuracy and consistency of throws, including a side shot throw, towards a moving target.
Resources & Equipment	<ul style="list-style-type: none"> • Cones • Soft dodgeballs • Bibs 	<ul style="list-style-type: none"> • Tall Cones • Marker Spots
Key Vocabulary	<ul style="list-style-type: none"> • Communicate • Accelerate • Accurate • Side shot • Defend 	<ul style="list-style-type: none"> • Agility • Balance • Coordinate • React • Attack
		<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>

Implementation Phase			
Year Group:	Five	Unit:	Fitness

<p><u>Prior Learning Required – Year Five Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Understand what aerobic exercise is and how to develop it. • Discuss the importance of leading healthy, active lifestyles. • Identify parts of the body we are working during exercise. • Develop lower body and core strength, fitness, balance and coordination. • Work well as part of a team to achieve success. • Show self-belief and determination to manage and accomplish tasks. • Demonstrate correct techniques of core strength exercises with control.

<p><u>National Curriculum Links</u></p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2c: Develop flexibility, strength, technique, control, and balance. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
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<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To perform squats with correct technique • Step 2: To sustain physical movements for periods of time • Step 3: To perform a press up • Step 4: To hold a plank position still • Step 5: To skip using a rope for increased periods • Step 6: To work to improve performance 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand and explain the importance of good upper body strength. • Recognise the physical and mental benefits of increased activity, and develop an appreciation of physical activity as a lifelong habit. • Select an area of physical activity that you want to improve.
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<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Hoops • Soft Balls • Tall Cones • Mats • Stopwatch • Benches • Beanbags 	<p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Develop lower body and core strength, fitness, speed and aerobic endurance. • Apply and link learned fundamental movement skills. • Show determination to complete tasks using the correct techniques. • Demonstrate stamina.
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<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Develop • Combine • Endurance • Circuit • Core Strength • Lifelong appreciation • Determination • Benefit • Stamina
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Implementation Phase			
Year Group:	Five	Unit:	Football

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.

National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To confidently pass accurately. • Step 2: To choose when to dribble, when to pass and when to shoot. • Step 3: To defend in a team. • Step 4: To compete in small sided games. • Step 5: To mark a player to stop them getting the ball. • Step 6: To decide on ways to defend in games. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Learn how to evaluate and recognise success. • Understand how physical activity can contribute to a healthy lifestyle. • Choose different formations to suit the needs of the game.
Resources & Equipment	<ul style="list-style-type: none"> • Footballs • Goals • Bibs • Cones • Marker spots 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.
Key Vocabulary	<ul style="list-style-type: none"> • Marking • Tactics • Accuracy • Experiment • Possession • Support • Tackle • Defence • Opposition • Patience • Power • Referee 		

Implementation Phase			
Year Group:	Five	Unit:	Golf

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore the skills required to play golf successfully. • Continue to develop and apply the chipping technique to competitive games. • Develop and demonstrate the ability to ‘putt’ accurately and effectively. • Demonstrate good teamwork skills. • Understand the importance of accuracy when chipping.

National Curriculum Links	2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To increase consistency when putting. • Step 2: To practise the drive technique. • Step 3: To putt and chip with accuracy. • Step 4: To increase accuracy when chipping for height. • Step 5: To apply chipping techniques into games. • Step 6: To apply the correct techniques when competing. 		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)
Resources & Equipment	<ul style="list-style-type: none"> • Golf putters • Golf chippers • Cones • Golf balls 	<ul style="list-style-type: none"> • Golf balls • Cones • Marker spots 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand the technique to be able to chip at different heights. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Apply both the putting and chipping techniques to competitive games. • Show control and control to make accurate shots. • Begin to develop the driving technique. • Increase accuracy and distance when practicing the driving technique and participate in driving games.
Key Vocabulary	<ul style="list-style-type: none"> • Challenge • Gradual • Concentration • Confident 	<ul style="list-style-type: none"> • Drive • Course • Consistency • Evaluation 	<ul style="list-style-type: none"> • Par • Competition • Compare

Implementation Phase

Year Group:	Five	Unit:	Gymnastics
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<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. Show control, accuracy and fluency of movement when performing actions on your own and with a partner. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. Collaborate with others. Recognise and explain a good performance.

National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance.	
Pillars of Progression	<ul style="list-style-type: none"> Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To travel with confidence choosing different pathways. Step 2: To travel fluently on the floor and on/off apparatus. Step 3: To show rhythm and creativity when working with others. Step 4: To create longer sequences. Step 5: To show flexibility and technique when performing gymnastic elements. Step 6: To perform in front of an audience. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
	<p>Resources & Equipment</p> <ul style="list-style-type: none"> Marker spots Tables Speaker Apparatus Benches Gymnastics mats Cones 	
Key Vocabulary	<ul style="list-style-type: none"> Front Support Back Support Creativity Evaluate Improve Pose Observe Fluency Flow Flight 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Perform movements accurately with a sense of rhythm. Explore, improvise, and combine movement ideas fluently and effectively. Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. Develop flexibility, strength, control, technique, and balance.

Implementation Phase

Year Group: Five Unit: Handball

Prior Learning Required – Year Four Progression Maps Objectives:

- Get into good positions to pass and receive the ball. Pass the ball using different techniques.
- Develop set moves that can be used in attacking play.
- Show growing control and consistency during games.
- Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.
- Know, keep, and follow the rules of the game.
- Identify what skills they need to practice.
- Develop the understanding of the importance of speed and stamina when playing invasion games.

<p>National Curriculum Links</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Pillars of Progression</p> <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball whilst on the move. • Step 2: To shoot with accuracy. • Step 3: To pass the ball over different distances whilst moving. • Step 4: To choose positions to help when attacking. • Step 5: To move with speed and purpose. • Step 6: To play modified games against others. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Find ways to get the ball towards your opponent’s goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Explain how your body reacts and feels when you play different games and understand how the muscles work – work by getting shorter, relax by getting longer.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Handballs or similar size balls • Bibs • Cones • Marker spots 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform skills, such as passing and shooting with accuracy, control, and confidence. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball.
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Decision Making • Evade • Evaluate • Overhead • Track • Mark • Possession • Communicate • Loop • Technique 	

Implementation Phase

Year Group:	Five	Unit:	Hockey
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<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success. • Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for the upcoming activity.
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National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To confidently pass accurately. • Step 2: To choose when to dribble, when to pass and when to shoot. • Step 3: To defend in a team. • Step 4: To compete in small sided games. • Step 5: To mark a player to stop them getting the ball. • Step 6: To decide on ways to defend in games. 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Choose different formations to suit the needs of the game. • Learn how to evaluate and recognise success. • Understand the importance of being physically fit.
	<p>Resources & Equipment</p> <ul style="list-style-type: none"> • Hockey sticks • Hockey balls • Cones • Bibs • Marker spots 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Participate in competitive games, modified where appropriate. Work effectively as part of a team. • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. • Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Keep possession of the ball when faced with opponents. • Apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate.
Key Vocabulary	<ul style="list-style-type: none"> • Indian Dribble • Close • Cover • Mark • Block • Slap Pass • Decision Making • Possession • Principles • Evaluate • Watch • Explore 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>

Implementation Phase			
Year Group:	Five	Unit:	Netball

<p><u>Prior Learning Required – Year Four Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. • Develop the understanding of the importance of speed when playing invasion games. • Understand the link between heart rate and breathing during different activities. • Identify and describe the skills needed to improve your game.

<p><u>National Curriculum Links</u></p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Begin to understand how muscles work and explain how the body reacts to physical activity. • Identify strengths and weaknesses of your own and other performances and explain your reasoning.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Netballs • Netballs posts • Netball bibs • Cones • Marker spots 	<p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills.
<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Attack/Defend • Heart rate • Direction • Chest Pass • Rules • Power • Bounce Pass • Technique • Mark/track/cover • Feedback • Teamwork • Shoot 	

Implementation Phase			
Year Group:	Five	Unit:	Orienteering

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. • Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance.

National Curriculum Links	2e: Take part in outdoor and adventurous activity challenges both individually and within a team.		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To problem solve in teams. • Step 2: To work within your team, communicating, trusting, and valuing each other. • Step 3: To understand scaling. • Step 4: To understand the legend. • Step 5: To develop map building skills. • Step 6: To complete a single control event. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges.
Resources & Equipment	<ul style="list-style-type: none"> • Hoops • Hurdles • Cones • Clipboards, Ruler, pencils • Measuring tape 	<ul style="list-style-type: none"> • Beanbags • Benches • Cardinal Points, Map symbols, Symbol names, keywords 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members.
Key Vocabulary	<ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering 	<ul style="list-style-type: none"> • Control Plotting • Communication • Problem Solving 	

Implementation Phase			
Year Group:	Five	Unit:	Rounders

Prior Learning Required – Year Four Progression Maps Objectives:

- Show control, coordination and consistency when throwing and catching a ball.
- Hit a ball with increasing control, accurately towards a target.
- Take up spaces/positions that make it difficult for the opposition.
- Communicate, collaborate, and compete with others, following the rules of the game.
- Chose fielding skills which make it difficult for your opponent.
- Recognise what you do well and what you find difficult and explain good performances.
- Explain the tactics you have used in games.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To throw and bowl in different ways. • Step 2: To hit a ball with some accuracy. • Step 3: Understand tactics needed in games. • Step 4: To stop a ball when fielding. • Step 5: To choose effective positions when fielding. • Step 6: To participate in team games against others. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Watch and evaluate the success of games and good performance and explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.
Resources & Equipment	<ul style="list-style-type: none"> • Balls • Rounders posts • Rounders bases • Marker spots • Cones • Bats • Balls • Measuring tape 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Show good awareness of others in game situations. • Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play. • Begin to bowl at different speeds.
Key Vocabulary	<ul style="list-style-type: none"> • Stumped • Tournament • Tactics • Stance • Infield • Outfield • Run • Evaluate • Feedback • Technique • Gap • Tactics 		

Implementation Phase			
Year Group:	Five	Unit:	Tag Rugby

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass in rugby, catching successfully and improving skills whilst on the move. • Move forward to attack as part of a team – running in a line. • To work as part of a team when defending, keeping in a line, and spreading out. • Successfully score a try. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility. • To begin to understand the rules of tag rugby.

National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To travel and dodge at speed with the ball. • Step 2: To mark and tackle in game situations. • Step 3: To attack in opposed situations. • Step 4: To understand the rules of a rugby game. • Step 5: To move forward to attack as a team. • Step 6: To defend in a line as a team. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Begin to understand the importance of lines in tag rugby – both for attack and defence. • Use simple tactics in games to achieve success as a team. • Understand the defensive duties in tag rugby and the process of tagging.
Resources & Equipment	<ul style="list-style-type: none"> • Tags • Tag belts • Marker spots 	<ul style="list-style-type: none"> • Cones • Rugby balls • Bibs 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low.
Key Vocabulary	<ul style="list-style-type: none"> • Ready position • Tag • Stance 	<ul style="list-style-type: none"> • Speed • Attack / defend • Agility 	<ul style="list-style-type: none"> • Mark • Dodge

Implementation Phase

Year Group:

Five

Unit:

Tennis

Prior Learning Required – Year Four Progression Maps Objectives:

- Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy.
- Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent.
- Begin to apply basic movements in a range of activities and in combination.
- Apply basic principles for attacking including finding and using space in game situations.
- Keep a rally going using a range of shots.
- Recognise and explain good performances and learn how to recognise and evaluate your own success.
- Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To demonstrate a good ready position and fast paced movements. • Step 2: To vary shot selection – speed, height, direction. • Step 3: To play shots on the forehand and backhand side of the body. • Step 4: To use a variety of different shots, and serves, hitting with increasing consistency. • Step 5: To employ some tactics in games. • Step 6: To participate in a successful rally. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)
Resources & Equipment	<ul style="list-style-type: none"> • Tennis rackets • Tennis balls • Cones • Marker spots 	Declarative Knowledge: <ul style="list-style-type: none"> • Identify spaces and understand the tactic of hitting into gaps. • Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why. Procedural Knowledge: <ul style="list-style-type: none"> • Hit the ball with purpose. • Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent’s court or target area. • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court.
Key Vocabulary	<ul style="list-style-type: none"> • Court Target • Backhand • Rally • Power • Service • Cooperative • Competitive • Follow through • Respond • Decision Making • Teamwork • Doubles • Feedback • Position 	

Implementation Phase			
Year Group:	Five	Unit:	Volleyball

<p>Prior Learning Required – Year Four Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Apply basic principles suitable for attacking and defending. • Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball consistently. • Devise suitable warm-up activities for the upcoming activities. • Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance. • Describe how their bodies feel when exercising. • Explain the tactics they have used in games.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p> <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To show a good ready position. • Step 2: To vary shot selection – speed, height, direction. • Step 3: To play shots to a target. • Step 4: To use a variety of different shots, and serves, hitting with increasing consistency. • Step 5: To employ some tactics in games. • Step 6: To participate in a successful game following rules and playing fairly. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Volleyballs • Cones • Bibs • Marker spots 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how the muscles work e.g. work by getting shorter, relax by getting longer. • Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how. • Learn how to evaluate and recognise their own success.
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Ball Flight • Ready Position • Spike • Court • Heart rate • Evaluate • Successful • Flexibility • Power • Serve • Recover • Direction • Position • Wide • Defend 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Adopt a good ready position on court and show good awareness of others in game situations. • Direct the ball towards the opponent's court or target area. • Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.