

Half term	Unit/Topic	Skills	Knowledge	Vocabulary	Supporting Texts	Theory Concepts	Extra-curricular opportunities	Careers	Homework
1	Fundamental Motor Skills A look at throwing, catching, running, jumping, hitting and kicking. How are these skills developed and used in different activities? Emphasis will be on hands in this unit - looking at each of the FMS	Hands This is a baseline activity which should be used to assess pupils' ability to perform each of the FMS and create targets. One lesson spent on each of the following fundamental motor skills: Throwing - underarm and overarm, one handed and two handed Catching - two hands, stationary and whilst moving Running - sprinting and endurance based running Jumping - SLJ and STJ - various jumping challenges Hitting - one and two handed, hitting for distance and hitting for accuracy Kicking - on the floor - stationary and moving ball. Kicking out of hands for distance and accuracy	Rules Rules will depend on the activities being used to assess and develop each of the different FMS Heart This is one of your first PE units at VGMS, so it is important to get off to a good start. One thing we ask for is your best effort in every single PE lesson. Why do you think this is important? (Hr4) At VGMS, our core values are Kindness, Resilience and Respect. Can you give examples of how to demonstrate each core value in PE lessons? (Hr1,2,3) In PE lessons, there will be loads of opportunities to work as a team. How can you show good teamwork and why is this so important in PE lessons? (Hr6) Head If you are performing one of the FMS and it isn't going very well, consider what you could do differently in order to progress. It is more difficult to perform the FMS in game scenarios compared to practices, why is this the case? How are the FMS measured in some sporting activities? Can you think of any sports where all of the FMS are needed by the performer?	Throwing Catching Running Jumping Hitting Kicking Measuring Underarm Overarm Accuracy Distance Kindness Resilience Respect Teamwork Fundamental Motor Skill	https://www.ukcoaching.org/resources/topics/expert-opinions/encouraging-fundamental-movement-skills-children	Benefits of a healthy lifestyle Physical Improved fitness levels Increased life expectancy Less risk of injury and illness Healthy body weight More able to complete everyday tasks Social Opportunities to make friends Improved teamwork skills Improved ability to cooperate with others Less risk of feeling lonely Mental Reduces stress More able to control emotions Release of feel good hormones Improved self esteem		Physiotherapist	
	Sportshall Athletics Performance of short sprint based running activities and a variety of basic field events Emphasis will be on heart in this unit	Hands Progression from FMS [Y5] This activity will also be used alongside FMS to create target grades for all of Y5. Pupils will be introduced to the basic technique required for each of the following events: 1 and 2 lap Chest push Soft javelin Speed bounce Standing long jump Standing triple jump Vertical jump	Rules Correct starting procedures for track events, what constitutes a no throw/jump, how to measure each of the field events properly, how to time a track event properly - use of the stopwatch Heart Why might somebody argue that resilience is more important in individual sports when compared to team sports? (Hr2) How can you demonstrate resilience in athletics events? (Hr2) Respect is integral to everything we do in PE at VGMS, how can you show respect in your PE lessons? Think about equipment, facilities, peers, staff (Hr3) In this unit, you have a great opportunity to demonstrate your work ethic. Everyone can do their best in PE lessons regardless of how confident you are. Are you producing your best work? (Hr4) Head How do you measure running, throwing and jumping events in Sportshall Athletics? What decisions do you have to make when competing in athletics events? What can you do to improve your own performance? Observe somebody else, what are the strengths and how could they improve their performance?	Track Field Event Sprint Throw Jump Javelin Speed Bounce Standing Long Jump Standing Triple Jump Vertical Jump Measure	https://www.sportshall.org/primary/primary-sportshall-competition https://www.sportshall.org/primary/primary-competition/teachers-downloads https://www.sportshall.org/wp-content/uploads/2013/08/Primary-Rules-and-Guidance-Notes_171.pdf https://www.sportshall.org/awards-homepage/primary-sportshall-awards	Physical Improved fitness levels Increased life expectancy Less risk of injury and illness Healthy body weight More able to complete everyday tasks Social Opportunities to make friends Improved teamwork skills Improved ability to cooperate with others Less risk of feeling lonely Mental Reduces stress More able to control emotions Release of feel good hormones Improved self esteem	Rugby Dance	Play therapist	

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2	Games 4 Understanding Introduction to the G4U approach and basic attacking principles in small sided games	Progression from FMS [Y5] Hands Application of FMS in different game scenarios Use of attacking principles - diamond formation, possession, width, creating space Use of defensive principles - player to player marking, compact formation, getting behind the ball Decision making	Rules Rules will vary depending on the activity being taught but modified games should be used in order to focus on a specific G4U principle. Eg. If looking at the principle of width, a game with channels on either side of the pitch where wide players should remain could be used Heart The G4U approach is important, but demonstrating good sportsmanship is more important. What is sportsmanship and why is it so important? (Hr3) How can sportsmanship be demonstrated in our G4U unit of work? (Hr3) If a person is not displaying good sportsmanship qualities, how might this impact the game for everyone else involved? (Hr3) Head The G4U approach will be revisited throughout your time at VGMS, why do you think it is a good way to learn how to be successful in games based activities? How will you know if you have made a good decision when playing in a game? If it was the wrong decision, what should you do differently next time? Who is the best person to help you learn? Who is the second best person to help you learn? What are the main attacking/defensive principles and how can you apply them in different activities? How can the G4U principles be transferred across a number of different activities? Can you give examples?	Attack Defence Formation Possession Width Space Decision making Principles Sportsmanship Transfer Tactics Strategies Performance	Teaching Games for Understanding: Theory, Research, and Practice, by Linda L. Griffin TGfU: Teaching Games for Understanding, by Nicholas Stratigopoulos More Teaching Games for Understanding, Moving Globally, by Joy I. Butler and Linda L. Griffin https://pdst.ie/sites/default/files/Games%20for%20Understanding%20Teachers%20Manual.pdf	Warm Up and Cool Down Warm Up Components Pulse raiser Dynamic stretches Skill rehearsal Warm Up Benefits Reduced risk of injury Gradual increase in HR Gradual increase in body temperature Mentally prepare Improved range of movement Increased blood flow and oxygen to working muscles	Dodgeball Boys' Football Girls' Football Netball Yoga Lacrosse Tennis Table Tennis Multi-skills	PE teacher	
	Gymnastics Focus will be on floor work with the opportunity to get larger apparatus out and introduce flight at the end of the unit	Hands Floor work Travelling actions - Rolls (forward, backward, log, teddy), feet to feet, hands to feet (cartwheel) Balances - Individual and partner Use of large apparatus to perform adapted travelling actions and balances Creating routines	Rules Established routines for carrying and setting up equipment - no running, appropriate number of people per piece of equipment, correct lifting technique. Rules for effective paired and group work Heart When giving feedback about a performance, how can you ensure that it adheres to our core value of kindness? (Hr1) Gymnastics is very different to the other activities we have done so far in Y5, how have you demonstrated the core values in this/these lesson(s) (Hr1, 2 and 3) Even if gymnastics isn't one of your favourite topic areas, why is it important to always do your best? (Hr4) When creating a routine in a pair or small group, everyone needs to show good teamwork. What will this look, sound and feel like? (Hr6) Head Have a look at this performance, what is good about it and how could it be improved? Have you worked effectively as a team in today's lesson? How do you know? How will you know if your performance has been successful? What components of fitness do you think a gymnast requires and why?	Travelling Rolls Cartwheel Balances Individual Partner Apparatus Routine Safety Feedback Evaluate Teamwork Body tension Control Muscles Start position Finish position Canon Unison	https://www.thespecialist.com/gymnastics/ https://www.youtube.com/watch?v=XhRTneYCLM Teaching Children Gymnastics, by Peter H. Werner Teaching FUNDamental Gymnastics Skills, by Debby Mitchell	Cool Down Components Low intensity exercise Static stretches Cool Down Benefits Gradually reduces HR, breathing rate and body temperature Reduces DOMS (delayed onset of muscle soreness) Helps to remove lactic acid and other waste products	Lifeguard/RNLI		

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3	Invasion Games Activities which involve invading the other team's territory: Football, hockey, rugby, basketball, netball, handball, etc	<i>Progression from FMS [Y5] and G4U [Y5]</i> Hands Pupils will perform a variety of Invasion Games and will attempt to apply the FMS and G4U principles learnt in previous units. Invasion games include: Football Hockey Rugby Basketball Netball Handball	Rules Basic rules of each invasion game will be introduced Heart When some people play invasion games, they can act in an unkind way towards teammates or opponents. Why do you think this happens and how can we prevent it? (Hr1) Kindness is a core value at VGMS, how can we make sure that we are demonstrating kindness in our PE lessons? (Hr1) How can you demonstrate kindness to yourself in PE lessons? (Hr1) We talked about sportsmanship in our G4U unit, how can we show good sportsmanship in invasion games? (Hr3) Some sports people don't demonstrate good sportsmanship but rugby players are generally very respectful, why do you think there is a difference depending on which sport is played? (Hr3) Head How can we apply the different attacking and defensive principles that we learnt in G4U to each of the different invasion games? Some invasion games are very similar, whereas others are quite different. Compare similarities and differences between two invasion games. When playing invasion games, in your opinion, what is the most important attacking and defensive principle and why?	Invasion Territory Attack Defence Possession Tactics Teamwork Rules	https://us.humankinetics.com/blogs/physical-education-and-health/developing-game-sense-in-pe-exploring-invasion-games Developing Game Sense in Physical Education and Sport, by Ray Breed and Michael Spittle https://pazz.tripod.com/lesson.html http://www.primaryresources.co.uk/pe/pe.htm	Components of Fitness Health related components Strength Cardiovascular endurance Muscular endurance Flexibility Body composition		Commentator	
	Net Games An introduction to some net/wall games - volleyball, short tennis, badminton and table tennis Transferable skills and thinking across a number of sports rather than one individual sport Emphasis on head	<i>Progression from FMS [Y5] specifically hitting, throwing and catching</i> Hands Pupils will have an introduction to the following activities: Badminton Volleyball Table Tennis Short Tennis Key skills to be developed in this unit: Ready position Basic grip of rackets Forehand and backhand shots Volley (Volleyball)	Rules Winning a point, in and out, basic scoring rules, 'love' instead of 'zero' Heart What is resilience and how can you develop it in net games? (Hr2) Why is it important to never give up in games? (Hr2) Can you use the correct terminology when discussing your games? (Hr5) Head What are the similarities and differences between net games? How can you create space and why is this important? What makes a successful shot in net games? What do you need to do differently in order to be more successful?	Court Net Racket Grip Ready position Forehand Backhand Serve Volley Point Rally 'Love'	https://www.playsport.net/skill/netwall https://blog.gophersport.com/5-resources-to-take-pe-net-games-to-the-next-level/	Skill related components Agility Speed Coordination Power Balance Reaction Time	Rugby Dance Dodgeball Boys' Football Girls' Football Netball Yoga	Pro Sports person	

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4	Cultural Games Pupils will participate in games from other cultures, such as: American football, Aussie rules football, Gaelic football, Tug of War, Kabadi, etc	<i>Progression from FMS, G4U and Invasion Games [Y5]</i> Hands Pupils will perform games from other cultures: American Football Aussie Rules Football Gaelic Football Tug of war Kabadi Pupils will have the opportunity to apply the FMS and G4U principles in activities that pupils may have never heard of, let alone performed.	Rules Pupils will be taught the basic rules of each cultural game in order to allow them to access a modified version of the activity Heart Why is it important to show respect to games from other cultures? (Hr3) How can we show respect and good sportsmanship towards our opponents? Why is this important? (Hr3) How can we ensure that the way that we communicate in lessons is appropriate? (Hr5) Head For each of the cultural games, can you identify its origins and where it is most popular at the moment? Why do you think each of the cultural games are not very popular in the UK? Have we done anything in Y5 PE which is similar to any of the cultural games? Which G4U principles can be applied?	Culture Origin America Australia Gaelic India American Football Aussie Rules Football Gaelic Football Tug of War Kabadi World	American Football, The Basics, by S. Green Aussie Rules For Dummies, by Jim Maine		Lacrosse Fitness Gymnastics Multi-skills	Swimming teacher	Link for American Football
	Dance Pupils will be able to develop and lead their own warm ups. They will be able to demonstrate key moves with good musicality and posture and adopt performance skills when performing. Pupils will link various movements to choreograph a dance.	Hands Choreography of a short warm up routine to music Use of space, levels and flight Development of movement skills and following set choreography showing improved flair and rhythm Core skills to include: Leaps and jumps Balances Turns and travelling Step patterns	Heart Adopting a responsible approach in lessons is a key indicator of your respect in PE lessons, how do you ensure that you enjoy PE lessons without displaying irresponsible behaviours? (Hr3) Dance is different to a lot of the activities we have covered so far in Y5, how will you ensure that your effort levels remain high in this unit? (Hr4) In dance you have the opportunity to use non-verbal communication to show expression in a routine. What does this mean and why is it important in dance? (Hr5) Head Why is it important to push ourselves out of our comfort zones from time to time? Dance is an aesthetic activity, what does the term aesthetic mean and how do you achieve it when dancing? Imagine you have just watched an amazing dance, how would you describe what you had just seen? What are your strengths and areas for improvement in dance? Watch another performance, evaluate their performance and suggest how it could be improved.	Space Levels Flight Choreography Flair Rhythm Leaps Jumps Balances Turns Travelling Performance Evaluate	Dance Teaching Methods and Curriculum Design, by Gayle Kassing The Dance Teacher's Survival Guide: Teaching Dance in Schools from Key Stage 1-key Stage, by Kathryn Sexton https://www.bbc.co.uk/teach/school-radio/dance-ks1--ks2-home/zjn3xyc	Bones		Choreographer	Link for Gaelic Football Link for Aussie Rules Football

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5	Handball Up to this point, pupils have completed generic units of work with a variety of activities. In this unit pupils have the opportunity to make progress in terms of their performance and understanding of the activity	Hands One handed overhead pass Stationary catch - stationary and on the move Dribbling with dominant hand Shooting whilst stationary	Rules Only goalkeeper allowed inside the goal area, goalkeeper is the only player permitted to use their feet, player can bounce ball one handed as much as they want but if they catch in two hands they must then pass or shoot (similar to double dribble rule in basketball), player can take a maximum 3 steps but this resets with each dribble, players can't hold the ball for more than 3 seconds Heart Can you explain any links between effort and teamwork? (Hr4 and Hr6) Why is it important to work to the best of your ability, even in activities that you don't enjoy as much as others? (Hr4) Can you demonstrate good teamwork skills by ensuring that all players in your team are involved in play? (Hr6) What does it feel like to be a part of a team when everyone is working together? (Hr6) Head Do you have a good understanding of when to pass / shoot / dribble? Do you know which pass to make in any given scenario? Are you able to apply basic attacking principles in a game scenario? Do you demonstrate a good understanding of the basic rules of handball?	Overhead Pass Throw Catch Stationary Dribble Dominant Shoot Goal area Goalkeeper Attack Tactic	https://www.englandhandball.com/schools-1/teaching-resources https://www.ihf.info/sites/default/files/2020-03/H@S_booklet_0.pdf TEAM HANDBALL: TEACHING AND LEARNING STEP-BY-STEP: An Instructional Guide, by Luisa Estriga	Conduct of Performers		Doctor	Link to video shared via google classroom - Handball
	Athletics Introduction to basic track and field events.	Hands Progression from FMS and Sportshall Athletics [Y5] Pupils will focus on developing their technique using the following events: 60m sprint 400m run Standing LJ Cricket ball throw Various other modified athletics events	Rules Track - correct starting commands and how to time properly Field - what constitutes a no throw/jump and how the field events are measured Safety procedures for throwing events, eg. ensuring there is a safety line Heart In which athletics events do you need to demonstrate the most resilience? (Hr2) Imagine you are in a race which you know you won't win. How do you approach this situation? (Hr4) In individual sports such as athletics, it is often said that the athlete is competing against themselves. What do you think this means and how can we use this in our lessons? (Hr4) Head What are the most important components of fitness for each of the different athletics events? Explain your answer If you were teaching somebody else how to run/jump/throw, what would you tell them to do? What does the term 'pace' mean and why is it important in middle distance running events?	Track Field Event Sprint Middle distance Pace Throw Jump Technique Cardiovascular Endurance Strength Speed Flexibility Power	Athletics Challenges, A Resource Pack for Teaching Athletics, by Kevin Morgan Track & Field Omnibook, by Ken Doherty Ph.D. https://www.englandathletics.org/young-athletes-and-schools/run-jump-throw/ https://www.quadkids.org/		Tennis Athletics Cricket Rounders Aqua Club Fitness Lacrosse Yoga Handball Multi-skills Girls' Football Gymnastics	Events manager	

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6	Striking & Fielding Modified versions of cricket and rounders where the main focus will be effective fielding skills	<i>Progression from FMS [Y5] - specifically hitting, throwing and catching</i> Hands Basic principles of striking and fielding activities Basic hitting technique Basic throwing technique Basic catching technique	Rules Rounders - scoring, basic bowling rules, basic hitting rules, rules regarding players at a base Cricket - scoring and various ways a player can be given out Heart How can you show kindness towards to teammates in striking and fielding activities? (Hr1) Do you think teamwork is more important when you are batting or fielding? Can you give examples to back up your answer? (Hr6) We've talked about teamwork a lot in Y5, how does teamwork in striking and fielding activities differ from teamwork that you have shown in other team sports? (Hr6) Head What tactics can you use when batting, bowling and fielding? What are the similarities and differences between cricket and rounders? What components of fitness do you need in striking and fielding activities? Explain your answer	Striking Fielding Batting Hitting Bowling Throw Catch Rounders Cricket Tactics Fitness Component	https://www.playsport.net/skill/strkingfielding https://schools.specialolympics.com.au/wp-content/uploads/2021/02/Striking-Fielding-Games_Program-Planner-Cards.pdf	Pathway of air		Sports Medicine	
	Orienteering Pupils will develop basic map reading skills and demonstrate fitness levels while completing the orienteering courses	Hands Map orientation Long distance running technique Creating a map Spatial relationship between objects Ability to follow a marked course	Heart How will you show resilience if you can't locate a control straight away? (Hr2) Some of the routes will require a degree of cardiovascular endurance in order to complete them, why will resilience also be important? (Hr2) Have you demonstrated good teamwork when completing the challenges? How do you know that this is the case? (Hr6) Is the teamwork you have shown in orienteering the same or different to teamwork you have demonstrated in other activities? (Hr6) Head What are the key features of a map and how can you use them to help you locate a checkpoint? Can you identify different things on a map using the map symbols key? Can you identify the symbols used for start, control and finish? Why is it important to ensure that you orientate the map correctly?	Map Orientation Technique Spatial relationship Course Control Cardiovascular Endurance Features Symbols Checkpoint Start Finish	https://www.yourschoolgames.com/active-recovery/tri-o-introductory-orienteering-activities/ https://betterorienteering.org/teaching/ http://www.bsoa.org/docs/misc/Teaching%20Orienteering%20in%20Schools.pdf			Gym owner	Link to British Orienteering website for pupils to find out more about orienteering
			PE Assessment Statements						