Year 5 Physical Education Curriculum

A clear overview of the Year 5 PE curriculum, organised by half term, with unit purpose, success criteria and vocabulary for learning.

Intent

Each unit builds pupils' fundamental movement skills, physical confidence, teamwork, personal development and vocabulary for learning.

Implementation

Learning is organised across the year through practical activities, movement challenges, partner work, games and skill-based tasks.

Impact

Pupils develop control, coordination, balance, teamwork, confidence, fairness and an understanding of how physical activity supports health and wellbeing.

Year 5 Curriculum Map

Half Term	Unit	Intent and Implementation	Vocabulary for Learning
Autumn 1	**Health related exercise**	THE UNIT PURPOSE The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness KEY SUCCESS CRITERIA Pupils will be able to complete fitness assessments	VOCABULARY FOR LEARNING Circuits: Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time. Personal Best: Your personal best means doing something better than you ever have before! A personal best is about improving your

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		and participate in circuits that will develop their fitness. Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits	own performance, not competing against others. Cardiovascular System: The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies. Strength: Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort. Flexibility: Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion. Fitness: Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease.
Autumn 2	**Football**	THE UNIT PURPOSE The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team KEY SUCCESS CRITERIA Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they	VOCABULARY FOR LEARNING Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options. Pressure: Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an

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		can then adapt depending on the situation. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games	attempt to regain possession. Tackle: Is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded. Shadowing: Shadowing is when the defending player keeps their eyes on the ball and mirrors the attackers movements. This technique is used to apply pressure to the attacker in an attempt for them to lose possession of the ball. Tracking Back: Is a term used when a player loses possession of the ball and then follows back an opponent and tries to tackle them, or to stop them from getting
Spring 1	**Gymnastics Counter balance and counter tension**	THE UNIT PURPOSE The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements. KEY SUCCESS CRITERIA Pupils will execute ‘excellent’ balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement. Pupils will apply life skills such as evaluation and	VOCABULARY FOR LEARNING Excellent gymnastics: ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds. Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements. Flow: This is when a gymnast moves from one action to another without stopping. Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on

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		reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them. Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve	apparatus. Counter Balance: A counter balance is a pushing balance. Counter Tension: A counter tension is a pulling balance. Unison: Unison is where pupils perform the same movement at exactly the same time as each other. Canon: Canon is where pupils perform the same movement one after the other
Spring 2	**Netball**	THE UNIT PURPOSE The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams KEY SUCCESS CRITERIA Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their game.	VOCABULARY FOR LEARNING Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Transition: is defined as the process of recognising and responding after losing or regaining possession. Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score. Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options. Shoulder Pass: The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so

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			it's another way you can outwit defenders. Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept
Summer 1	**Golf**	THE UNIT PURPOSE The unit of work will challenge pupils to consolidate and combine their skills of using Launchers and Rollers, and apply their skills and understanding in competitive situations. Pupils will have to consider 'Hazards' on the course as they plan solutions for avoiding these hazards and complete the holes in as few shots as possible. KEY SUCCESS CRITERIA Pupils will consolidate their ability to hit the ball with the Roller (Putter)/Launcher (Wedge) accurately and consistently, avoiding the Hazards by varying the speed and angles of their strikes. Pupils will make effective decisions to complete the hole in as few shots as possible, understanding the consequences of their ball landing in a Hazard. Pupils will be able to manage the games themselves, show respect for their opponent and developing conflict resolution strategies.	VOCABULARY FOR LEARNING Launcher (Wedge): The Launcher is also known as a 'wedge'. This club is used when we want to hit the ball with increased power, in the air, with accuracy towards a target. Roller (Putter): The Roller is also known as a Putter. This is the club that is used when we want to hit the ball with control, along the ground, when the ball is close to the hole (target). Hazards: A hazard is an obstacle or an area (for example water or bunker) on the golf course, that poses a challenge or risk to the player's shot. Shots: Shots refers to the number number of times a player strikes/hits the ball on each hole. Holes (Course): Each starting point (Tee) and target are also known as 'holes.' Opponent: means the player or team we are competing against. Power: is the intensity and speed that a ball is struck.

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			Penalty Shot: A penalty shot occurs if a ball lands and stops inside one of the water hazards, the pupil must take the ball out and place it on the ground behind or to the side (the ball cannot be closer to the hole) and play their next shot from there.
Summer 2	**Athletics**	THE UNIT PURPOSE The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely. KEY SUCCESS CRITERIA Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put. Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important. Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.	VOCABULARY FOR LEARNING Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Speed: Is the ability to move all or part of the body as quickly as possible. Speed: is vital to success when sprinting or throwing an object. Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. Evaluation: means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances Change Over: A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the

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			baton. Personal Best: A personal best is an individual or team's best performance in a given event. Lap: Is one full completed circuit of a track in a running race.
Autumn 1	**OAA problem solving**	THE UNIT PURPOSE The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create, evaluate and adapt tactics. KEY SUCCESS CRITERIA Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will be able to think tactically and suggest good ideas for completing the challenges. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games	VOCABULARY FOR LEARNING Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Strategy: is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal. Adapt: is the ability to change or modify something depending on the situation. An individual or team may need to adapt their tactics to help them achieve their goal. Listening: Listening is the ability to accurately receive and interpret messages from our team in the communication process.

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			Support: means to help and encourage other members of your team
Autumn 2	**Tag rugby**	THE UNIT PURPOSE The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. KEY SUCCESS CRITERIA Pupils will be able to pass and move accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will consolidate their understanding of the difference between attack and defence, understanding when and why to apply certain skills. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games	VOCABULARY FOR LEARNING Loop Pass: is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them. Miss Pass: is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker Tactics: are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Transition: is defined as the process of recognising and responding after losing or regaining possession. Outwit: means using your intelligence to trick or out smart your opponent or the other team. Offside: occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker incepts the first pass, this is know as offside.

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Spring 1	**Gymnastics Flight**	THE UNIT PURPOSE The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence. KEY SUCCESS CRITERIA Pupils will execute a variety of jumps on the floor and apparatus and use these jumps to create a sequence of movements in groups that flows. Pupils will apply life skills such as reflection and decision making as they recognise the strengths and weaknesses in their sequences and find ways to improve them. Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve	VOCABULARY FOR LEARNING Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance, which they are able to hold still for at least 4 seconds. Direction: This refers to when a gymnast changes the course along which they were moving. Flow: This is when a gymnast moves from one action to another without stopping. Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus. Flight: Flight in gymnastics, refers to a moment when the gymnast is suspended completely in the air without hands or any other part of the body touching the floor. Jump: Jumping is described as the transfer of weight from one or both feet to both feet. Jumping is divided into three parts: take-off, flight and landing. Turn: A turn is a rotation of the body about the vertical axis. Landing: Landing is the final phase in a jump. We must take care to land safely, absorbing force by bending our knees and sinking down

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Spring 2	**Dance**	THE UNIT PURPOSE The unit of work will challenge pupils to create movement using improvisation, to select and choreograph ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics, concluding with an whole class performance. KEY SUCCESS CRITERIA Pupils can perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic. Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences. Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance perform with big and clear movements that flow. They will perform with expression and be able to stay in character. Pupils will problem solve and apply resourcefulness as they construct their sequences. Pupils can apply life skills such as cooperation and communication as they work successfully with others.	VOCABULARY FOR LEARNING Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Creativity: refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others. Motif: is a series of movements that are repeated. Compositional: means the ability to create a dance performance in relation to a poem or piece of music. Improvisation: means the ability to perform a dance sequence or movement to a particular piece of music or drama, spontaneously or without preparation

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Summer 1	**Cricket**	THE UNIT PURPOSE The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams KEY SUCCESS CRITERIA Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents. Pupils will create, apply and refine tactics for batting, bolwing and fielding, reflecting on the tactics and making any necessary adaptations. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.	VOCABULARY FOR LEARNING Wicket-keeper: The wicket-keeper is a fielder who stands behind the stumps opposite the bowler ready to catch and stop the ball. No ball: A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above waist height or the ball bounces more than once when it is bowled. Wide: A wide ball is a delivery bowled by the bowler that the batter is unable to reach or hit. Bye: A bye is a run scored by the batting team when the ball is missed by the wicket keeper and has not been hit by the batter. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Bowling: is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs. Run Out: A run out occurs when a batter attempting a run, has not reached their ground when the stumps are successfully hit with the ball by the fielding team.
Summer 2	**Tennis**	THE UNIT PURPOSE The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will	VOCABULARY FOR LEARNING Forehand: A forehand is a shot in which the palm of your hand faces the direction in which

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		begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game KEY SUCCESS CRITERIA Pupils will be able to execute a wide range of shots and play the ball into space. Pupils will be able to serve the ball accurately to start the game. Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games. Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.	you are hitting the ball. Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball. Volley: Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net. Serve: Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Outwit: means using your intelligence to trick or out smart your opponent to win a point. Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court. Accuracy: is the ability to control where we hit the ball on our opponents side of the court.