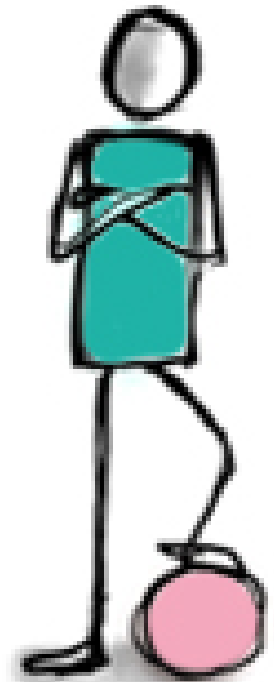


**This is a collation of the individual 'year 5 implementation' documents that can be found at the end of each Unit of Work.**

**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			
<b>Year Group:</b>	Five	<b>Unit:</b>	Athletics

<p><b>Prior Learning Required – Year Four Progression Map Objectives:</b></p> <ul style="list-style-type: none"> <li>• Combine basic jump actions to form a jump combination, using a controlled jumping technique.</li> <li>• Perform a throwing technique with control, coordination, and consistency.</li> <li>• Perform competitively with others.</li> <li>• Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</li> <li>• Learn how to evaluate and recognise their own success.</li> <li>• Devise suitable warm-up activities for the upcoming activities.</li> <li>• Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.</li> </ul>
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<b>National Curriculum Links</b>	<ul style="list-style-type: none"> <li>• 2a: Use running, jumping, throwing, and catching in isolation and in combination.</li> <li>• 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
<b>Pillars of Progression</b>	<ul style="list-style-type: none"> <li>• Continued progress of <b>Motor Competence</b>.</li> <li>• Understanding and applying <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li>• <b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>		
<b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>• Step 1: To combine running and jumping.</li> <li>• Step 2: To combine running and throwing.</li> <li>• Step 3: To compete in short distance races.</li> <li>• Step 4: To compete in long distance running.</li> <li>• Step 5: To practise to combine different types of jump.</li> <li>• Step 6: To throw in different ways with accuracy and control.</li> </ul>		
<b>Resources &amp; Equipment</b>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Balls</li> <li>• Hoops</li> <li>• Bibs</li> <li>• Quoits</li> <li>• Measuring tape</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Marker spots</li> <li>• Beanbags</li> <li>• Athletics throwing equipment</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Hoops</li> <li>• Bibs</li> <li>• Quoits</li> <li>• Measuring tape</li> </ul>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Marker spots</li> <li>• Beanbags</li> <li>• Athletics throwing equipment</li> </ul>
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<b>Progression Map Links</b> (Ensure pupils progress & move forward throughout their primary school years)	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Choose the appropriate speed to run at for the distance to be covered.</li> <li>• Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>• Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.</li> <li>• Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control.</li> <li>• Communicate, collaborate, and compete with others. Working effectively as part of a team.</li> <li>• Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.</li> </ul>		

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Badminton

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

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Basketball

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

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Cricket

**Prior Learning Required – Year Four Progression Map Objectives:**

- 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.

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

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Dance

**Prior Learning Required – Year Four Progression Map Objectives:**

- 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 practise to improve their dance.
- Understand the link between heart rate and breathing when exercising.

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

Implementation Phase

<b>Year Group:</b>	Five	<b>Unit:</b>	Dodgeball
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**Prior Learning Required – Year Four Progression Map Objectives:**

- Get in good positions to throw and receive the ball.
- Send a ball with accuracy, control, and consistency, whilst moving at different speeds.
- Practise 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.

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

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Fitness

<p><b><u>Prior Learning Required – Year Five Progression Map Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Understand what aerobic exercise is and how to develop it.</li> <li>• Discuss the importance of leading healthy, active lifestyles.</li> <li>• Identify parts of the body we are working during exercise.</li> <li>• Develop lower body and core strength, fitness, balance and coordination.</li> <li>• Work well as part of a team to achieve success.</li> <li>• Show self-belief and determination to manage and accomplish tasks.</li> <li>• Demonstrate correct techniques of core strength exercises with control.</li> </ul>
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<p><b><u>National Curriculum Links</u></b></p>	<ul style="list-style-type: none"> <li>• 2a: Use running, jumping, throwing, and catching in isolation and in combination.</li> <li>• 2c: Develop flexibility, strength, technique, control, and balance.</li> <li>• 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
<p><b><u>Pillars of Progression</u></b></p>	<ul style="list-style-type: none"> <li>• Continued progress of <b>Motor Competence</b>.</li> <li>• Understanding and applying <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li>• <b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>		
<p><b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To perform squats with correct technique.</li> <li>• Step 2: To sustain physical movements for periods of time.</li> <li>• Step 3: To perform a press up.</li> <li>• Step 4: To hold a plank position still.</li> <li>• Step 5: To skip using a rope for increased periods.</li> <li>• Step 6: To work to improve performance.</li> </ul>		
<p><b><u>Resources &amp; Equipment</u></b></p>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Hoops</li> <li>• Soft Balls</li> <li>• Tall Cones</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Mats</li> <li>• Stopwatch</li> <li>• Benches</li> <li>• Beanbags</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Hoops</li> <li>• Soft Balls</li> <li>• Tall Cones</li> </ul>	<ul style="list-style-type: none"> <li>• Mats</li> <li>• Stopwatch</li> <li>• Benches</li> <li>• Beanbags</li> </ul>
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<p><b><u>Progression Map Links</u></b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b><u>Declarative Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and explain the importance of good upper body strength.</li> <li>• Recognise the physical and mental benefits of increased activity, and develop an appreciation of physical activity as a lifelong habit.</li> <li>• Select an area of physical activity that you want to improve.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Develop lower body and core strength, fitness, speed and aerobic endurance.</li> <li>• Apply and link learned fundamental movement skills.</li> <li>• Show determination to complete tasks using the correct techniques.</li> <li>• Demonstrate stamina.</li> </ul>		

**Implementation Phase**

<b>Year Group:</b>	Five	<b>Unit:</b>	Football
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- Prior Learning Required – Year Four Progression Map Objectives:**
- 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.

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

**Prior Learning Required – Year Four Progression Map Objectives:**

- 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.

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

Implementation Phase

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

Implementation Phase

Year Group:

Five

Unit:

Handball

**Prior Learning Required – Year Four Progression Map 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 practise.
- Develop the understanding of the importance of speed and stamina when playing invasion games.

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

Implementation Phase

<b>Year Group:</b>	Five	<b>Unit:</b>	Hockey
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**Prior Learning Required – Year Four Progression Map Objectives:**

- 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.

<b>National Curriculum Links</b>	<ul style="list-style-type: none"> <li>• 2a: Use running, jumping, throwing, and catching in isolation and in combination.</li> <li>• 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
<b>Pillars of Progression</b>	<ul style="list-style-type: none"> <li>• Continued progress of <b>Motor Competence</b>.</li> <li>• Understanding and applying <b>Rules, Strategies and Tactics</b>.</li> <li>• <b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>		
<b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>• Step 1: To confidently pass accurately.</li> <li>• Step 2: To choose when to dribble, when to pass and when to shoot.</li> <li>• Step 3: To defend in a team.</li> <li>• Step 4: To compete in small sided games.</li> <li>• Step 5: To mark a player to stop them getting the ball.</li> <li>• Step 6: To decide on ways to defend in games.</li> </ul>		
<b>Resources &amp; Equipment</b>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Hockey sticks</li> <li>• Hockey balls</li> <li>• Cones</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Bibs</li> <li>• Marker spots</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Hockey sticks</li> <li>• Hockey balls</li> <li>• Cones</li> </ul>	<ul style="list-style-type: none"> <li>• Bibs</li> <li>• Marker spots</li> </ul>
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<b>Key Vocabulary</b>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Indian Dribble</li> <li>• Close</li> <li>• Cover</li> <li>• Mark</li> <li>• Block</li> <li>• Slap Pass</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Possession</li> <li>• Principles</li> <li>• Evaluate</li> <li>• Watch</li> <li>• Explore</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Indian Dribble</li> <li>• Close</li> <li>• Cover</li> <li>• Mark</li> <li>• Block</li> <li>• Slap Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Possession</li> <li>• Principles</li> <li>• Evaluate</li> <li>• Watch</li> <li>• Explore</li> </ul>
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<b>Progression Map Links</b> (Ensure pupils progress & move forward throughout their primary school years)	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Choose different formations to suit the needs of the game.</li> <li>• Learn how to evaluate and recognise success.</li> <li>• Understand the importance of being physically fit.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Participate in competitive games, modified where appropriate. Work effectively as part of a team.</li> <li>• Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.</li> <li>• 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.</li> <li>• Apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate.</li> </ul>		

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Netball

<p><b><u>Prior Learning Required – Year Four Progression Map Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Get into good positions to pass, receive, and shoot the ball.</li> <li>• Pass the ball using different techniques.</li> <li>• Shoot and score with increasing accuracy.</li> <li>• Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.</li> <li>• Develop the understanding of the importance of speed when playing invasion games.</li> <li>• Understand the link between heart rate and breathing during different activities.</li> <li>• Identify and describe the skills needed to improve your game.</li> </ul>
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<p><b><u>National Curriculum Links</u></b></p>	<ul style="list-style-type: none"> <li>• 2a: Use running, jumping, throwing, and catching in isolation and in combination.</li> <li>• 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
<p><b><u>Pillars of Progression</u></b></p>	<ul style="list-style-type: none"> <li>• Continued progress of <b>Motor Competence</b>.</li> <li>• Understanding and applying <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li>• <b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>		
<p><b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To pass the ball in a variety of different ways with confidence and control.</li> <li>• Step 2: To find ways to help attack.</li> <li>• Step 3: To mark an opponent.</li> <li>• Step 4: To keep possession of the ball when faced with opponents.</li> <li>• Step 5: To work together as a team, showing good awareness of others.</li> <li>• Step 6: To use tactics in game situations.</li> </ul>		
<p><b><u>Resources &amp; Equipment</u></b></p>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Netballs</li> <li>• Netballs posts</li> <li>• Netball bibs</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Marker spots</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Netballs</li> <li>• Netballs posts</li> <li>• Netball bibs</li> </ul>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Marker spots</li> </ul>
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<p><b><u>Key Vocabulary</u></b></p>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• Attack/Defend</li> <li>• Heart rate</li> <li>• Direction</li> <li>• Chest Pass</li> <li>• Rules</li> <li>• Power</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Bounce Pass</li> <li>• Technique</li> <li>• Mark/track/cover</li> <li>• Feedback</li> <li>• Teamwork</li> <li>• Shoot</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Attack/Defend</li> <li>• Heart rate</li> <li>• Direction</li> <li>• Chest Pass</li> <li>• Rules</li> <li>• Power</li> </ul>	<ul style="list-style-type: none"> <li>• Bounce Pass</li> <li>• Technique</li> <li>• Mark/track/cover</li> <li>• Feedback</li> <li>• Teamwork</li> <li>• Shoot</li> </ul>
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<p><b><u>Progression Map Links</u></b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b><u>Declarative Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Know the difference between attacking and defending skills.</li> <li>• Know how to mark and defend your goal.</li> <li>• Begin to understand how muscles work and explain how the body reacts to physical activity.</li> <li>• Identify strengths and weaknesses of your own and other performances and explain your reasoning.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.</li> <li>• Increase accuracy and confidence of passing and shooting skills.</li> </ul>		

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Orienteering

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

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Rounders

**Prior Learning Required – Year Four Progression Map 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.

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

Implementation Phase			
<b>Year Group:</b>	Five	<b>Unit:</b>	Tag Rugby

**Prior Learning Required – Year Four Progression Map Objectives:**

- 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.

<b>National Curriculum Links</b>	<ul style="list-style-type: none"> <li>• 2a: Use running, jumping, throwing, and catching in isolation and in combination.</li> <li>• 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>									
<b>Pillars of Progression</b>	<ul style="list-style-type: none"> <li>• Continued progress of <b>Motor Competence</b>.</li> <li>• Understanding and applying <b>Rules, Strategies and Tactics</b>.</li> <li>• <b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>									
<b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>• Step 1: To travel and dodge at speed with the ball.</li> <li>• Step 2: To mark and tackle in game situations.</li> <li>• Step 3: To attack in opposed situations.</li> <li>• Step 4: To understand the rules of a rugby game.</li> <li>• Step 5: To move forward to attack as a team.</li> <li>• Step 6: To defend in a line as a team.</li> </ul>									
<b>Resources &amp; Equipment</b>	<table border="0"> <tr> <td>• Tags</td> <td>• Cones</td> </tr> <tr> <td>• Tag belts</td> <td>• Rugby balls</td> </tr> <tr> <td>• Marker spots</td> <td>• Bibs</td> </tr> </table>	• Tags	• Cones	• Tag belts	• Rugby balls	• Marker spots	• Bibs			
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<b>Key Vocabulary</b>	<table border="0"> <tr> <td>• Ready position</td> <td>• Speed</td> <td>• Mark</td> </tr> <tr> <td>• Tag</td> <td>• Attack / Defend</td> <td>• Dodge</td> </tr> <tr> <td>• Stance</td> <td>• Agility</td> <td></td> </tr> </table>	• Ready position	• Speed	• Mark	• Tag	• Attack / Defend	• Dodge	• Stance	• Agility	
• Ready position	• Speed	• Mark								
• Tag	• Attack / Defend	• Dodge								
• Stance	• Agility									
<b>Progression Map Links</b> (Ensure pupils progress & move forward throughout their primary school years)	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the importance of lines in tag rugby – both for attack and defence.</li> <li>• Use simple tactics in games to achieve success as a team.</li> <li>• Understand the defensive duties in tag rugby and the process of tagging.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Increase accuracy and control when passing and catching whilst moving at speed.</li> <li>• Participate in competitive games, following the rules and playing fair.</li> <li>• Continue to improve different ways to pass – fast, slow, high, low.</li> </ul>									

**Implementation Phase**

**Year Group:** Five      **Unit:** Tennis

- Prior Learning Required – Year Four Progression Map 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.

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

**Implementation Phase**

<b>Year Group:</b>	Five	<b>Unit:</b>	Volleyball
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- Prior Learning Required – Year Four Progression Map Objectives:**
- 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 practise to improve their performance.
  - Describe how their bodies feel when exercising.
  - Explain the tactics they have used in games.

<b><u>National Curriculum Links</u></b>	<ul style="list-style-type: none"> <li>• 2a: Use running, jumping, throwing, and catching in isolation and in combination.</li> <li>• 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Continued progress of <b>Motor Competence</b>.</li> <li>• Understanding and applying <b>Rules, Strategies and Tactics</b>.</li> <li>• <b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>
<b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>• Step 1: To show a good ready position.</li> <li>• Step 2: To vary shot selection – speed, height, direction.</li> <li>• Step 3: To play shots to a target.</li> <li>• Step 4: To use a variety of different shots, and serves, hitting with increasing consistency.</li> <li>• Step 5: To employ some tactics in games.</li> <li>• Step 6: To participate in a successful game following rules and playing fairly.</li> </ul>	<b><u>Progression Map Links</u></b> (Ensure pupils progress & move forward throughout their primary school years)	<b><u>Declarative Knowledge:</u></b>
<b><u>Resources &amp; Equipment</u></b>	<ul style="list-style-type: none"> <li style="width: 50%;">• Volleyballs</li> <li style="width: 50%;">• Bibs</li> <li style="width: 50%;">• Cones</li> <li style="width: 50%;">• Marker spots</li> </ul>		<b><u>Procedural Knowledge:</u></b>
<b><u>Key Vocabulary</u></b>	<ul style="list-style-type: none"> <li style="width: 33%;">• Ball Flight</li> <li style="width: 33%;">• Evaluate</li> <li style="width: 33%;">• Recover</li> <li style="width: 33%;">• Ready Position</li> <li style="width: 33%;">• Successful</li> <li style="width: 33%;">• Direction</li> <li style="width: 33%;">• Spike</li> <li style="width: 33%;">• Flexibility</li> <li style="width: 33%;">• Position</li> <li style="width: 33%;">• Court</li> <li style="width: 33%;">• Power</li> <li style="width: 33%;">• Wide</li> <li style="width: 33%;">• Heart rate</li> <li style="width: 33%;">• Serve</li> <li style="width: 33%;">• Defend</li> </ul>		<ul style="list-style-type: none"> <li>• Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>• Understand how the muscles work e.g. work by getting shorter, relax by getting longer.</li> <li>• 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.</li> <li>• Learn how to evaluate and recognise their own success.</li> </ul>