

Question: What are the biological differences between short and long distance exercise? (Aerobic and anaerobic)		
National Curriculum Link KS2 Athletics Y5		
International Baccalaureate Learner Profile Link Risk Takers <ul style="list-style-type: none"> • <i>Work independently and with others</i> • <i>Be resilient in the face of challenge</i> • <i>Trying something new</i> Reflective <ul style="list-style-type: none"> • <i>Understand our strengths and weaknesses to help us improve/get better</i> • <i>Setting goals</i> • <i>Assessing and evaluating your own and your peers skills</i> 		
Vocabulary Focus – highlighted in yellow		
Prior Skills – Y4	Current Skills – Y5	Future Skills – Y6
<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • e.g. hop skip jump (triple jump) • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.

Knowledge, Skills and Understanding

- Recognise that there are different styles of running
- Run consistently and smoothly at different speeds
- Sustain their pace over longer distances
- Throw over-arm with greater control, accuracy and efficiency
- Throw a range of implements into a target area with accuracy and consistency
- Organise themselves in small groups safely and take turns in their group
- Learn how to throw a quoit like a discus
- Throw with greater control, accuracy and efficiency
- Recognise that there are different styles of throwing
- Demonstrate different jumps showing power, control and consistency at take-off and landing
- Practise different styles of jumping, i.e. standing jump and long jump
- Perform a range of jumps showing power, control and consistency at both take-off and landing
- Learn how to perform the high jump and triple jump
- Practise different styles of jumping and try to improve their height/distance
- Sustain their pace and take part well in a relay event
- Understand the basic principles of relay take-overs
- Use good running and changeover techniques in relays

Challenge

- Can they choose the appropriate technique for throwing a discus?
- Can they choose increase the number of tactics they choose to use?
- Can they record data and interpret it in specific ways?

Resources <ul style="list-style-type: none"> • Cones • Relay Batons • Shot puts • Foam javelins • Beanbags, Mats • Hoops, Beanbags • Tennis balls, stopwatch 	Website/Apps Micoach – ipad app http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/athletic_activities.shtml
Suggested Quality Texts	Extended Writing Opportunities
	Numeracy Skills Measuring distance, timing and recording data WOW Experience Whole year athletics competitions. Arranging inter-school competitions. Sports day.
Cross Curricular Links English - Speaking and listening skills. Extending range of vocabulary ICT - Collating, storing and retrieving information PSHE - Working with others. Coping with success and failure. Developing awareness of strengths and weaknesses. Giving and receiving feedback. Science - Investigating how the body works. Understanding the benefits of exercise and good nutrition	

Question:

Identify differences between sport now and when the ancient Olympics took place?
What can we learn? How to transfer this into dance expression?

National Curriculum Link

KS2 Dance Y5

International Baccalaureate Learner Profile Link**Communicators**

How do express and present ourselves to others?

How can we communicate with others?

Open Minded

Taking other ideas and opinions on board

Working with others effectively

Giving and receiving feedback

Vocabulary Focus – highlighted in yellow**Prior Skills – Y4**

- Confidently improvises with a partner or on their own.
- Beginning to create longer dance **sequences** in a larger group.
Demonstrating precision and some control in response to **stimuli**.
- Beginning to vary dynamics and develop actions and motifs.
- Demonstrates **rhythm** and **spatial awareness**.
- Modifies parts of a sequence as a result of self-evaluation.
- Uses simple dance vocabulary to compare and improve work.

Current Skills – Y5

- Beginning to **exaggerate** dance movements and **motifs** (using expression when moving)
- Demonstrates strong movements throughout a dance sequence.
- Combines flexibility, techniques and movements to create a **fluent** sequence.
- Moves appropriately and with the required style in relation to the stimulus..
- Beginning to show a change of pace and timing in their movements.
- Improvises with confidence, still demonstrating fluency across their sequence.
- Uses more complex dance vocabulary to compare and improve work.

Future Skills – Y6

- Exaggerate dance movements and motifs (using expression when moving)
- Performs with confidence, using a range of movement patterns.
- Demonstrates a strong imagination when creating own dance **sequences** and motifs.
- Combines flexibility, techniques and movements to create a fluent sequence.
- Moves appropriately and with the required style in relation to the stimulus.
- Beginning to show a change of **pace** and timing in their movements.
- Is able to move to the beat accurately in dance sequences.
- Improvises with confidence, still demonstrating fluency across their sequence.
- Dances with fluency, linking all movements and ensuring they flow.
- Demonstrates consistent precision when performing dance sequences.
- Modifies parts of a sequence as a result of self and peer evaluation.

Knowledge, Skills and Understanding

- Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
- Explore, improvise and choose appropriate material to create new motifs and develop them

<p>into phrases</p> <ul style="list-style-type: none"> • Select and use a range of compositional ideas to create motifs that demonstrate their dance idea • Compose and adapt motifs based on Victorian playground games and develop them into dance phrases • Improvise and use simple choreography in their partner work, thinking about space, posture, levels and speed • Perform with clarity and imagination to communicate a dance idea on their own and with a partner and a group • Perform specific skills and movement patterns for different dance styles with accuracy • Explore dance and movement ideas imaginatively, communicating a dance idea on their own, with a partner and in a group • Compose, develop and adapt motifs to make dance phrases and use these in longer dances • Improvise and select ideas to create an ending to the dance • Practise and perform skills and movement patterns with accuracy
<p>Challenge</p> <ul style="list-style-type: none"> • Can they combine and perform movement ideas fluently and effectively? • Can they to create and structure motifs and phrases? • Can they demonstrate their work individually and as part of a group.

<p>Resources</p> <ul style="list-style-type: none"> • Music (LCP CD) • CD player • Pictures of Victorian England. • Victorian toys. 	<p>Website/Apps</p> <p>Stimuli</p> <p>http://www.bbc.co.uk/learningzone/clips/topics/primary/history/victorians.shtml</p> <p>Dances around the world</p> <p>http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/dance_activities_dance_a_round_the_world.shtml</p>
	<p>Extended Writing Opportunities</p>
<p>Suggested Quality Texts</p>	<p>Numeracy Skills</p> <p>Using body parts to measure spans</p>
	<p>WOW Experience</p> <p>Make movie of dance at end of term to be displayed on school website.</p>
<p>Cross Curricular Links</p> <p>ICT - Look up Victorians on the Internet to find out about Victorian schools, toys, transport, etc.</p> <p>Literacy - The Victorians were avid letter writers. Write letters or postcards to friends. Try writing on a slate with chalk.</p> <p>Art and design - Draw or paint children in Victorian clothes. Record phrases from the dance with drawings.</p> <p>History - What was it like for children living in Victorian Britain? Look at Victorian toys, schools and clothes. How did life change in our locality in Victorian times?</p>	
<p>Question:</p> <p>During invasion games, when do we chose a skill? When do we choose to move? When to do we choose to pass?</p>	
<p>National Curriculum Link</p> <p>KS2 Invasion games Y5</p> <p>Netball</p>	
<p>International Baccalaureate Learner Profile Link</p> <p>Caring</p> <ul style="list-style-type: none"> • <i>Show respect to your team and opponent</i> • <i>To work with others with care</i> 	

- *Understanding people need help at times, and offering support*

Balanced

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

Vocabulary Focus – highlighted in yellow

Prior Skills – Y4	Current Skills – Y5	Future Skills – Y6
<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together effectively. • <i>e.g. dribbling, bouncing, kicking</i> • Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination.

Knowledge, Skills and Understanding

- Perform a chest pass with accuracy, confidence and control
- Perform skills with control in a game, adapting them to meet the needs of the situation and perform them with greater speed
- Use a variety of tactics to keep the ball, e.g. changing direction, moving into a space
- Learn the rules of footwork in netball and practise footwork skills
- Use footwork and chest passing skills with control in games, adapting them to meet the needs of the situation
- Know the difference between attacking skills and defending skills
- Combine dodging, passing and footwork skills, adapting them to meet the needs of the situation and perform them with greater speed

<ul style="list-style-type: none"> • Use a variety of tactics, e.g. changing speed and direction, so that they keep possession and progress towards a goal • Use attacking and defending skills appropriately within a game • Know how to mark an opponent in netball • Use a variety of tactics to keep the ball, e.g. changing speed and direction • Use a variety of tactics for defending within a game • Learn about high five netball positions and use them in a game • Perform all the netball skills they have learned with accuracy, confidence and control • Use attacking and defending skills appropriately within a game
Challenge <ul style="list-style-type: none"> • Can they understand and apply a range of tactics and strategies for defence and attack? • Can they combine and perform skills more fluently and effectively in games?

Resources <ul style="list-style-type: none">• Cones• Netballs• Bibs• Goals• Markers• Netball posts & hoops	Website/Apps http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/invasion_game_activities.shtml	
	Extended Writing Opportunities	
Suggested Quality Texts	Numeracy Skills Learning to count when scoring Awareness of space and shape	
	WOW Experience Arrange a whole year invasion game competition or tournament in school. Arrange a fixture against another school in chosen invasion game.	
Cross Curricular Links Literacy - Use specialist vocabulary. Write text and draw pictures to explain the rules or tactics of a game. Report on a school fixture. PSHE - Plan and discuss outcomes. Cooperate in a team. Be fair and honest. Follow rules. Science - Investigate how exercise affects breathing, pulse rates and muscles. Learn about how nutrition is important for good performances.		
Question: Can I bring shape, balance and body tension into every part of my gym ability? What type of work would the professionals have to do to say....Qualify for the Olympics?		
<u>National Curriculum Link</u> KS2 gymnastics Y5		
<u>International Baccalaureate Learner Profile Link</u> Inquirer <ul style="list-style-type: none">• <i>Learning how to do new things independently</i>• <i>Try to solve problems by asking and answering questions</i> Principled <ul style="list-style-type: none">• <i>Follow the rules, even when not being watched by others</i>• <i>You are fair</i>		
Vocabulary Focus – highlighted in yellow		
<u>Prior Skills – Y4</u> <ul style="list-style-type: none">• Links skills with control, technique, co-ordination	<u>Current Skills – Y5</u> <ul style="list-style-type: none">• Select and combine their skills, techniques and	<u>Future Skills – Y6</u> <ul style="list-style-type: none">• Plan and perform with precision, control and

<p>and fluency.</p> <ul style="list-style-type: none"> • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences. 	<p>ideas.</p> <ul style="list-style-type: none"> • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. 	<p>fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <ul style="list-style-type: none"> • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances.
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Knowledge, Skills and Understanding

- Perform actions, shapes and balances with consistency, fluency, good body tension and clarity of movement
- Combine partner balances with linking movements to create a fluent sequence with a partner
- Understand the difference between symmetrical and asymmetrical shapes
- Perform these shapes clearly and consistently and develop them into a sequence
- adapt sequences to include a partner and transfer sequences on to different apparatus
- Perform shapes, balances and linking movements clearly, showing good body tension
- Know what counterbalancing is and find different ways of performing counterbalances clearly
- Perform longer combinations of actions and abilities with consistency, fluency and good body tension
- Incorporate canon and unison into their sequences
- Repeat accurately longer sequences with more complex actions, clear shapes and differences between levels, speeds and directions

Challenge

- Can they make use of changes in speed, level and direction in their work and apply their own compositional ideas to the sequences they create?
- Can they perform movements in canon and unison and incorporate them into their sequences?

Resources <ul style="list-style-type: none"> • Mats • Gym Tables • Benches • Safety mattresses • Apparatus • Soft play equipment 	Website/Apps Gym http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml Science http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Investigating shape, symmetry and asymmetry. WOW Experience Perform sequences and performances and film them to be displayed on school website.
	Cross Curricular Links English - Describing and recording their gymnastic sequences PSHE - Listening to and working with others. Valuing self and others. Science - Studying skeletons and muscles. Investigating pulse rates.

Question:

How do people find their way around in the wild?

How do we get from point A, to point B successfully?

National Curriculum Link

KS2 OOA Y5

International Baccalaureate Learner Profile Link***Thinkers***

- *Using your initiative*
- *Think creatively to solve problems*
- *Thinking and deciding a method*
- *Learning from Trial and error*

Knowledge

- *Explore a range of different ideas to help to understand new learning*
- *Learning about unfamiliar things*
- *Developing new skills*
- *Using learnt skills in different contexts and situations*

Vocabulary Focus – highlighted in yellow

<u>Prior Skills – Y4</u>	<u>Current Skills – Y5</u>	<u>Future Skills – Y6</u>
<ul style="list-style-type: none"> • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> • Develops strong listening skills. • Use s and interprets simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> • Develops strong listening skills. • Use s and interprets simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.

Knowledge, Skills and Understanding

- Read sketch plans or maps accurately, recognising symbols and features
- Record information accurately and use orienteering conventions
- Choose efficient approaches and understand the excitement and enjoyment of completing a challenge
- Read sketch plans or maps accurately, recognising symbols and features on an unfamiliar course
- Record information accurately and use orienteering conventions
- Read maps and plans accurately, recognising symbols and features
- Use physical and teamwork skills well when completing a permanent orienteering course
- Record information accurately and use orienteering conventions
- Apply their skills and understanding to new challenges and environments
- Use physical and teamwork skills well in problem-solving activities

Challenge

- Can they include different rules into their tasks to simplify or make it harder?
- Can they decide what approach to use to meet the challenge set?
- Can they work safely and guide another person carefully?

Resources <ul style="list-style-type: none"> • Sketch plan of environment • Plan of environment on projector • Pen/Pencils • Compass • Evaluation Sheets • Control kites • Benches • Ropes • Hoops • Mats • Blinfolds • Chalk • Tyres 	Website/Apps http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/outdoor_and_adventurous_activities.shtml
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Drawing maps and plans to scale
	WOW Experience Treasure hunt at the end of term.
Cross Curricular Links Geography – Draw plans and maps. Using scale and symbols Language – Watching and talking about activities. Working in groups to discuss and evaluate. PSHE – Cooperating with others. Using strategies for problem solving. Planning and organising.	

Question: Is working as a team the same in a striking and fielding game as it is in an invasion game? Are we ever making individual decisions that impact our team-mates in a game?		
National Curriculum Link KS2 Striking and fielding games Y5		
International Baccalaureate Learner Profile Link Caring <ul style="list-style-type: none"> • <i>Show respect to your team and opponent</i> • <i>To work with others with care</i> • <i>Understanding people need help at times, and offering support</i> Balanced <ul style="list-style-type: none"> • <i>How we rely upon others at times</i> • <i>Supporting others, as well as ourselves</i> • <i>Being willing to try new sports and skills, despite our ability.</i> 		
Vocabulary Focus – highlighted in yellow		
Prior Skills – Y4 <ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, 	Current Skills – Y5 <ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, 	Future Skills – Y6 <ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways,

<p>and can link these together.</p> <ul style="list-style-type: none"> • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<p>and can link these together.</p> <ul style="list-style-type: none"> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<p>and can link these together effectively.</p> <ul style="list-style-type: none"> • e.g. dribbling, bouncing, kicking • Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination.
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Knowledge, Skills and Understanding

- To throw and catch accurately.
- Know the demands that exercise makes on the body.
- Use throwing skills in tasks that involve hitting targets and scoring points.
- Know the importance of warming up.
- Use throwing and catching skills in fielding games.
- Work well as part of a group.
- Learn to strike the ball with a number of different implements.
- Intercept the ball with consistency occasionally with a catch.
- Strike and throw the ball with more accuracy.
- Choose where to stand as a fielder, working as a team making it harder for the batter.

Challenge

- Can they choose when to use the right throw for accuracy and distance?
- Can they understand the importance of fielding and why they must work as a team?
- Can they help people around them to understand how to improve their performances?

Resources

- Beanbags
- Cones
- Hoops
- Tennis rackets

Website/Apps

http://www.bbc.co.uk/learningzone/clips/topics/pri mary/physical_education/striking_and_fielding_game_activities.shtml

Extended Writing Opportunities

<ul style="list-style-type: none"> • Cricket stumps and bats • Rounders poles and bats • Tennis balls • Foam Tennis balls. 	
Suggested Quality Texts	Numeracy Skills Individual and team scoring
	WOW Experience Arrange for an external provider to attend school to increase extra curricular interest
Cross Curricular Links Literacy – Using technical language to convey information. Science – Investigating pulse rate and breathing. PSHE – Listening to others and working in a group. Assessing and improving performance. Giving and receiving feedback.	

Question:

How can improving my hand eye coordination improve my net and wall skills?

When do I track? When do I target?

National Curriculum Link

KS2 Net and wall games Y5

International Baccalaureate Learner Profile Link**Caring**

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

Balanced

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

Vocabulary Focus – highlighted in yellow**Prior Skills – Y4**

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together.
- *e.g. dribbling, bouncing, kicking*
- Uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and *composition*.
- Can create their own games using knowledge and skills.
- Works well in a group to develop various games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and combination.

Current Skills – Y5

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together.
- Uses skills with *co-ordination*, control and fluency.
- Takes part in competitive games with a strong understanding of *tactics* and composition.
- Can create their own games using knowledge and skills.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for *attacking and defending*.
- Uses running, jumping, throwing and catching in isolation and combination.

Future Skills – Y6

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together effectively.
- *e.g. dribbling, bouncing, kicking*
- Keeps *possession* of balls during games situations.
- Consistently uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of *tactics* and composition.
- Can create their own games using knowledge and skills.
- Modifies competitive games.
- Compares and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to *differentiate a game*.
- Apply knowledge of skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and in combination.

Knowledge, Skills and Understanding

- Bounce the ball accurately and move in line to catch a ball.
- Getting into positions to receive and can explain why it is important.
- Try to move their opponent by playing their ball into different positions.
- Perform basic skills needed for net games with control and consistency.
- Play games using a racket, getting their bodies into good positions to play the ball correctly.
- Develop throwing and catching skills for consistent feeding of the ball.
- Use and make simple rules and play games without disputes.

Challenge

- Can they recognise what position their bodies need to be in for each shot?
- Can they identify tactics or targets that make the game more difficult for their opponent?
- Can they demonstrate their work to other members of the group?

Resources

- Beanbags
- Cones
- Hoops
- Tennis rackets
- Tennis balls
- Foam Tennis balls
- Badminton rackets/nets/shuttles
- Table tennis tables/bats/balls
- Volleyball equipment

Website/Apps

http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/net_and_wall_game_activities.shtml

Extended Writing Opportunities**Suggested Quality Texts****Numeracy Skills**

Individual and team scoring

WOW Experience

Arrange inter-school competitions against other schools in the area to give children extra incentive to improve skills.

Cross Curricular Links

Science – Investigating pulse rate and breathing. Investigating changes in the body during exercise.
PSHE – Making up and agreeing rules. Assessing their own and others performance.

Question: What affect does exercise have on my body? How can we identify different types of fitness?		
National Curriculum Link KS2 Y3-6		
International Baccalaureate Learner Profile Link Reflective <ul style="list-style-type: none"> Understand physical needs of the body Understanding your strengths and limitations Use your own experiences to learn further Taking considerations to keep healthy and fit. 		
Vocabulary Focus – highlighted in yellow		
Prior Skills – Y3 & 4 <ul style="list-style-type: none"> Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. 	Current Skills – Y5 & 6 <ul style="list-style-type: none"> Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. 	Future Skills – KS3+

Knowledge, Skills and Understanding <ul style="list-style-type: none"> Concentrate on control and accuracy during aerobic activities. Concentrate on speed and power during aerobic activities. Use basic skills in a variety of fitness building scenarios. Focus on good quality movement during light resistance activities. Work in groups for safety and performance review. Improve their ability to choose and use simple techniques.
Challenge <ul style="list-style-type: none"> Can they recognise what position their bodies need to be during different techniques? Can they identify the benefits of attaining an all round fitness level? Can they recognise the benefits of leading a healthy lifestyle? Can they demonstrate their work to other members of the group?

Resources <ul style="list-style-type: none"> Beanbags Cones Hoops Balance boards Steps Skipping ropes Outdoor fitness equipment Fitness trail Resistance bands/bars Medicine ball Mats 	Website/Apps www.change4life.co.uk www.brainmac.co.uk
	Extended Writing Opportunities
Suggested Quality Texts	Numeracy Skills Counting repetitions and sets Learning about space and shape

	WOW Experience Arrange for a fitness professional to take final lesson in module. (Aerobics etc).
Cross Curricular Links Science – Investigating pulse rate and breathing. PSHE – Assessing their own and others performance. Literacy – Using specialist vocabulary	