

Year 5

Subject PE- Outdoor Games

Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills: Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <ul style="list-style-type: none"> Play a tennis game using an overhead serve. ???? <p>Basketball (6 weeks)</p> <ul style="list-style-type: none"> To use the correct dribbling technique for basketball. (Lesson 1) To look up while dribbling with the ball. (Lesson 1) To move in different directions and at different speeds with the ball. (Lesson 1) To dribble with control and fluency. (Lesson 1) To pass the ball with control and accuracy. (Lesson 2) To pass the ball over a range of distances. (Lesson 2) To use dribbling and passing skills together. (Lesson 2) To use light and quick footwork to move around the court. (Lesson 3) To know when I need to pivot. (Lesson 3) To stop in different ways and pivot using the correct footwork. (Lesson 3) To combine the skill of pivoting with other basketball skills I have learnt. (Lesson 3) To use strategies to shield the ball from a defender while dribbling. (Lesson 4) To use strategies to shield the ball from a defender while stationary. (Lesson 4) To perform the crossover. (Lesson 4) To mark an opposition player, who is in 	<p>Key Skills</p> <ul style="list-style-type: none"> OAA – development to consider <p>Tennis (Net and wall -3 weeks) (Tennis up to week 5)</p> <ul style="list-style-type: none"> To catch a ball using good hand-eye co-ordination (Lesson 1) To learn how to use feet movement to be in the best position (Lesson 1) To throw underarm with greater accuracy (Lesson 2) To balance a ball on a racket (Lesson 3) To bounce a ball using a tennis racket (Lesson 3) To understand the basics of tennis (Lesson 1) To grip a tennis racket correctly (Lesson 1) To introduce the basic skills of tennis (Lesson 2) To understand timing, when and how to strike the ball (Lesson 2) To understand and demonstrate the forehand stroke (Lesson 3) To understand and demonstrate the ready position (Lesson 3) To understand and demonstrate the one handed and two handed back stroke (Lesson 4) To use learnt skills in a mini game (Lesson 5) 	<p>Key Skills Know and understand the reasons for warming up and cooling down.</p> <ul style="list-style-type: none"> Explain some safety principles when preparing for and during exercise. <p>Athletics (6 weeks)</p> <ul style="list-style-type: none"> To perform basic running, jumping and throwing skills. (Lesson 1) To use and combine the skills of running, jumping and throwing in games. (Lesson 1) To work as part of a team. (Lesson 1) To test and practise my reaction times. (Lesson 2) To perform, compare and evaluate my sprint start from a variety of starting positions. (Lesson 2) To refine my sprinting technique (Lesson 2) To pace myself when running for continuous periods. (Lesson 3) To control the pace I run at to suit the activity. (Lesson 3) To demonstrate stamina. (Lesson 3) To demonstrate power in the take-off. (Lesson 4) To demonstrate an effective flight phase. (Lesson 4) To land safely. (Lesson 4) To use a learnt technique to jump as high as possible. (Lesson 4) To identify and describe how to perform a fling throw. (Lesson 5)

possession of the ball. (Lesson 5)

- To mark an opposition player, without possession of the ball. (Lesson 5)
- To use a quick change of speed or direction to get free. (Lesson 5)
- To apply attacking and defending skills and tactics I have learnt in a game.(Lesson 6)
- To work as part of a team. (Lesson 6)
- To answer questions to help evaluate my own performance. (Lesson 6)

Invasion games (6 weeks)

- To use a range of skills to move with the ball can dribble with control. (Lesson 1)
- To change direction and speed whilst dribbling. (Lesson 1)
- To look up whilst travelling with the ball (Lesson1)
- To pass and receive the ball with control. (Lesson 2)
- To pass the ball with accuracy over a range of distances. (Lesson 2)
- To use a range of techniques to pass the ball (Lesson 2)
- To control and pass the ball using two touches. (Lesson 3)
- To find and use space to help keep possession. (Lesson 3)
- To work as part of a team (Lesson 3)
- To use different tactics for attacking in invasion games (Lesson 4)
- To know when to pass and when to dribble. (Lesson 4)
- To shoot at a target. (Lesson 4)
- To work as part of a team (Lesson 4)
- To know when and how to block tackle in football. (Lesson 5)

- To use the correct techniques for a fling throw. (Lesson 5)
- To develop an ability to throw for distance and accuracy. (Lesson 5)
- To throw a variety of throwing implements using the correct technique. (Lesson 6)
- To develop my ability to throw for distance and accuracy.(Lesson 6)
- To measure and record my throwing distance. (Lesson 6)

Rounders (Striking and fielding) (6 weeks)

- To hold a rounders bat correctly. (Lesson 1)
- To adopt the correct stance for batting.(Lesson 1)
- To swing the bat and lean in to hit a ball that is bowled to me.(Lesson 1)
- To bowl underarm to reach a target. (Lesson 1)
- To control the height, speed and distance of my bowls. (Lesson 1)
- To position myself correctly to receive a catch. (Lesson 2)
- To adapt my body, hand and arm positions to make different types of catches. (Lesson 2)
- To throw overarm using the correct technique.(Lesson 2)
- To throw towards and reach a target using different types of throws where necessary. (Lesson 2)
- To explain where the backstop and base fielders should stand and what they need to do. (Lesson 3)
- To judge who I need to throw the ball to

<ul style="list-style-type: none"> • To know when and how to block tackle in hockey. (Lesson 5) • To know different ways to win back possession of the ball (Lesson 5) • To know how to mark a player without the ball (man-to-man marking). (Lesson 6) • To know how to mark a player with the ball. (Lesson 6) • To know how to pivot. (Lesson 6) • To contribute towards the success of my team when attacking or defending (Lesson 6) 		<p>when fielding, to try and stop the opposing team from scoring. (Lesson 3)</p> <ul style="list-style-type: none"> • To throw and catch a ball quickly and accurately while under pressure. (Lesson 3) • To know the roles and responsibilities of the deep fielders in rounders. (Lesson 4) • To field effectively in these positions and demonstrate good skill and technique.(Lesson 4) • To explain where the deep fielders should stand and what they need to do. (Lesson 4) • To stop a moving ball using the appropriate technique.(Lesson 4) • To judge who I need to throw the ball to when fielding to try and stop the opposing team from scoring. (Lesson 4) • To explain and apply different tactics. (Lesson 5) • To demonstrate awareness of the game to make decisions which positively affect gameplay. (Lesson 5) • To play strategically as part of a team (Lesson 5) • To play a rounders match according to the rules and show good sportsmanship. (Lesson 6) • To demonstrate a range of skills and techniques when fielding and batting.(Lesson 6) • To employ a range of tactics and strategies to help drive the success of my team (Lesson 6) .
Learning and Activities	Learning and Activities	Learning and Activities

Basketball

*Carry out the suggested activities to practise handling the ball, which are explained in detail on the Skills Poster.

- Roll the ball along the floor in a variety of pathways.
- Rotate the ball around your body (legs, waist and head).

*Dribbling in basketball, Practise bouncing the ball in a variety of ways while stationary, including in front of you, low to the ground and high in the air. Can you bounce the ball around your body, swapping hands halfway through

***Bouncing on the Move:** **basketballs, cones:** Explain that the children will now try bouncing the basketball while on the move. Set up a series of different trails for the children to dribble their ball through.

***Collect the Treasure:** **basketballs, cones, hoops:** Refer to the **Area Plan: Collect the Treasure** for how to set up the activity and ways to modify the game. Working in teams of four or five, take it in turns to collect a basketball from the central hoop and dribble it back to the team hoop. The aim is to collect the greatest number of balls.

*Carry out the suggested activities, explained in detail on the poster, to practise the chest pass.

- Practise the technique for the chest pass in groups of three, standing four to five metres apart in a triangle.
- How many passes can you make in one minute?

*Carry out the suggested activities, explained in detail on the poster, to practise this type of pass.

Tennis

*Working with a partner and the spots, widen them out and this time, drop/bounce the ball between the cones for the partner to catch. All the time each person should be opposite the person with the ball. Watch feet and keep moving around

*The aim of the game is for one child to move their feet, one movement at a time, allowing those few seconds for the opposite child to mirror. If they go wrong, it is one point to the first child

*The game: throw the ball (underarm), allowing it to bounce once preferably on the opponents spots. If they manage this, one point. The opponent then gets a turn. Each time the child without the ball also needs to attempt to catch the ball after it has bounced, if they don't the point goes to the other player

* Spots away. Partners to link non-writing hands and should have one ball. They should practise keeping hands joined and throwing the ball over the joined hands and then this should be caught by the other person (keep hands joined). Enforce working together for this. Repeat but swapping so holding different hands

*To extend the children further, ask one child to grab a plastic bat. It is the same game but one child uses the bat, controlling the hit so that the ball bounces in the same way as before. Their opponent still needs to attempt to catch the ball

* Collect plastic racket and soft sponge ball. Balance the ball on the racket whilst moving around. The ball should be in the middle of the racket. Move around the same space as before. Can you stretch out with the racket as you do this? Think about position of thumb as you do this. If thumb is facing the ball, forehand (fore of your hand). Likewise with back hand.

Athletics

***Skill — Running: Scissors, Paper, Stone, Chase:** Refer to the **Area Plan: Scissors, Paper, Stone, Chase** and **Lesson Presentation**. Face your partner with the central line between you. On the count of three, play Scissors, Paper, Stone. Whoever wins, chases their partner to the end line, attempting to catch them before they cross the line

***Jumping: The Landing**

***Jumping: The Take-Off**

***Jumping Course:** Use the **Lesson Presentation** to explain the activity.

*In pairs, children use chalk to mark out their own jumping course with spots or crosses to represent the feet. Rotate around trying other courses (if time permits).

*Practise the overhead throw using the skills practice activity.

***Scout Ball:** Refer to the **Area Plan: Scout Ball** and **Lesson Presentation** to mark out the area and explain the game.

***Reaction Time:** Share the information on the

***Test Your Reactions** resource and **Lesson Presentation**.

*Carry out the activities to test reaction time.
Starting Position: Standing Start: Share the information on the **Skills Poster — Starting Position: Standing Start** and **Lesson Presentation**.

<ul style="list-style-type: none"> • Practise the technique for the bounce pass in groups of three, standing four metres apart in a triangle. • How many passes can you make in one minute? <p>*Carry out the suggested activities, explained in detail on the poster, to practise this type of pass.</p> <ul style="list-style-type: none"> • Practise the technique for the overhead pass in groups of three, standing five to six metres apart in a triangle. • How many passes can you make in one minute? <p>*2v1: basketballs: Explain that the children will now practise using all three passes to play 2v1 in groups of three. Count how many successful passes you can make without the ball being intercepted. Players are not allowed to dribble or move with the ball. If the ball is intercepted, swap the player in the middle and start counting from zero again.</p> <p>*Carry out the suggested activity, explained in detail on the poster, to practise good footwork.</p> <ul style="list-style-type: none"> • Sprint on the spot, with minimal leg raise and fast feet. • Follow the arm signals to move to the left or right in a sidestepping motion. • Repeat with bouncing a basketball. <p>*Fast Feet Drills: basketballs, cones: Explain the following basketball rule prior to the next activity: A basketball player can only take one turn at dribbling. If they stop dribbling (by holding the ball in their hands), they cannot start another dribble. They can either pass the ball or pivot (to be covered later in the lesson).</p> <p>*Carry out the suggested activity, explained in detail on the poster, to practise pivoting.</p>	<p>Tiny bounces now up and down onto the racket. Try moving whilst you do this. Repeat but bounce ball down with hand and hit the ball underneath up into the air.</p> <ul style="list-style-type: none"> * Get the children to pick up a tennis racket and double check that they are using the 'handshake grip' *Ball control- egg and spoon drill *Ball drop activity *Non-stop tennis activity *Ready position activity *Forehand drills *Back hand drills *Non-stop rallies * Use mini game activity cards 	<p>*Practise a standing start using the skills practice activities</p> <p>*Starting Position: Crouch Start: Share the information on the Skills Poster — Starting Position: Crouch Start and Lesson Presentation Practise a crouch start using the skills practice activities</p> <p>*Square Chase: Use the Lesson Presentation and Area Plan to explain and set up the activity</p> <p>*Explain that during the activity, the children will need to combine an effective sprint start and an effective sprinting technique. Share the information on the Lesson Presentation about this.</p> <p>* Today, we are going to be developing our ability to run over longer distances and for longer periods of time. We will be taking part in games and activities that will teach us how to pace ourselves as well as try to sustain a certain pace</p> <p>*Set up six train stations with cones. In groups of six, form a train, with the person at the front deciding on the pace and the route as well as being in charge of timing one minute. Each group must visit all the stations, arriving at the last station after one minute. The train must stay together, so the lead person must set an appropriate pace for the whole team. Groups may rest briefly at the last station while the lead person is changed, before they travel again with a different 'engine'.</p> <p>*How Far in Four Minutes?</p>
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- Jog around, avoiding the hoops on the floor.
- On one whistle blow, place one foot inside a hoop and the other foot outside.
- The foot inside the hoop is not allowed to move. The other foot can move to change direction before jogging off again.
- On two whistle blows, land with both feet inside a hoop. You then may choose your anchor foot and place the other foot outside the hoop to move and change direction.

*With a basketball per group of four or five, take it in turns to dribble five metres, pivot 180° and then chest pass to the next person in line.

- *Carry out the suggested activity to practise protecting the ball, which is explained in detail on the poster.
- Half the class are static defenders while the other half dribble in the space with a basketball.
 - Ball carriers shield the ball using the learnt strategies as they get close to the defenders.
 - Swap defenders and attackers.

***The Defensive Stance.** Explain that when the opposition have the ball, it is important that they are not given too much space and are prevented from getting into a point-scoring position. This can be done with a defender ‘closing down’ the player in possession by getting close to them as quickly as possible. If the player has stopped dribbling and is looking to pass the ball, you can then position yourself in a way that makes it difficult for them to pass it.

Man-to-Man Marking activity

Getting Free from a Defender activity

Mini-Games: [basketballs](#), [cones](#), [hoops](#), [bibs](#):
Explain that the children will now get a chance to

*In today’s lesson, you will be taught the **technique** for the **standing vertical jump** as well as how to **accurately measure** your jumps.

*Practise landing safely.

***Standing Vertical Jump Experiment**

***Skill — Standing Vertical Jump:**

***Jumping for Height Challenges:**

*Work together to measure the reaching height of the first person, who then jumps three times, trying to achieve the highest point possible on the wall with chalk. Make a note of the best height achieved out of the three jumps. Swap over and repeat.

*The fling throw technique

*Throwing for accuracy

*Hold a discuss, throwing a discuss.

* Carry out the suggested activity to practise the one-handed push throw technique using a beanbag. Emphasise the importance of always checking the area ahead before they throw

***Shot-Put: Measure Your Throw:** Use the [Lesson Presentation](#) to explain the activity. Children take it in turns to throw the shot-put using the one-handed push throw technique and measure the distance achieved on the [Throwing Gala Recording Sheet](#).

*Carry out the suggested activity to practise how to throw a javelin using the one-handed pull throw technique. Remind them to always check the area ahead of them before throwing.

apply their newly learnt skills in a game. They will put into practise both marking and getting free while also having to think about the other basketball skills and rules they have learn over the past few lessons (dribbling, pivoting, passing, shielding the ball).

***Teamwork and Communication,** In their teams, carry out the suggested activity to practise teamwork and communication, which is explained in detail on the poster.

- Stand, one behind the other with the person at the front starting with the ball.
- Race other teams by passing the ball down the line over their heads to the person behind.
- When it reaches the person at the back, they run to the front and start the process again until it's back to the starting person.
- Repeat this activity passing the ball through the legs.

*** The Tournament,** Children play 5v5 games in a playing area of approximately 8m by 10m.

- Games last five minutes and a point is scored by throwing the ball into the hoop at the end of the court.
- Once a point has been scored, the game resumes from the centre.

Invasion Games

*** Dribbling: Basketball:** Refer to the **Skills Poster Dribbling Basketball** and **Lesson Presentation** to practise dribbling a basketball with proper technique. Use the **Question Cards** to elicit, challenge and improve children's understanding of dribbling techniques

***Javelin: Measure Your Throw:** Take it in turns to throw the javelin using the one-handed pull throw technique and measure the distance achieved in exactly the same way as with the shot-put. Record the distances on the **Throwing Gala Recording Sheet**.

***The Hammer:** Use the **Lesson Presentation** to explain that there is a throw yet to be covered - the heave throw – which throwing the hammer requires. The hammer throw is one of the hardest throwing techniques to learn as you start with your back facing towards the direction you want the hammer to go in. This means that you have to turn and release the hammer at exactly the right moment otherwise it might fly off in the wrong direction!

Rounders

***Batting:** Refer to the **Skills Poster: Batting the Ball in Rounders** and the **Lesson Presentation** to practise the correct technique for holding and swinging the bat safely. The children then complete the skills practice activities on the skills poster. Remind them to step into their swing and keep their eyes on the ball at all times.

***Bowling:** Refer to the **Skills Poster: Bowling the Ball in Rounders** and the **Lesson Presentation** to show the children the correct technique for bowling in rounders. Using the **Adult Guidance**, remind the children of the rules for bowling. The children practise bowling the ball at a target and to a partner as suggested in the practice activities.

***Dribbling: Football:** Refer to the **Skills Poster 2: Dribbling Football** and **Lesson Presentation** to practise dribbling a football with proper technique. Use the **Question Cards** to elicit, challenge and improve children's understanding of dribbling techniques

*** Dribbling Hockey** and **Lesson Presentation** to practise dribbling a hockey ball with proper technique. Have the children take it in turns to practise dribbling the hockey ball and watch each other dribbling, giving feedback by referring to the **Hockey Dribbling Technique Pupil Checklist**

***Dribbling Relay Races:** Children will work in teams of 3. Using the strengths and skills of each team member, decide who will do each leg:
football , basketball , hockey

*** Passing a Football:** Share the information on the **Skills Poster - Passing: Football** and **Lesson Presentation**. Carry out the passing and receiving football activities. Remind children to use the inside of their foot to kick the ball and face the player they are sending the ball to.

***Receiving a Football:** Share the information on the **Skills Poster - Receiving a Football** and **Lesson Presentation**. Carry out the passing and receiving football activities. Remind children to keep their eyes on the ball and absorb the impact as it reaches their foot

*Passing and Receiving a Football on the Move activity

*Carry out the passing and receiving hockey activity. Remind children to step into the push to transfer their body weight through the ball

*** Batting and Bowling Partner Game:** Using lightweight balls (e.g. foam balls), children practise bowling the ball to a partner who bats it back for them to catch. Explain that the bowler should take care to judge the correct height and distance needed to reach the batter and the batter should aim to hit the ball back to the bowler so that they can catch it

*The children use the skills practice activities on the skills poster to develop their overarm throw technique.

*Explain that when approaching a ball coming from above, getting into the correct position is crucial. The way fielders position their hands, arms and body significantly impacts on how successful the catch is.

*The children use the skills practice activities on the skills posters to practise their catching of a straight ball at different pathways.

*Children work in groups of four to practise the different skills needed for playing in different triangle positions.

*It can be played as two separate, simultaneous games, mixed or ability grouped teams. Or, the class can be split into two groups, with one practising their throwing and catching skills from Lesson 2 while the other play the game before swapping over.

*Children to work in groups of six to practise stopping a moving ball in different types of situations

Carry out the passing and receiving hockey activity. Remind children to hold the stick correctly, keeping their hands relaxed as the ball makes contact

***Two-Touch Passing:** Share the information on the **Skills Poster: Two-Touch Passing** and **Lesson Presentation**. If necessary, recap on the technique for passing and receiving in football, by referring to the **Passing in Football** and **Receiving a Football Skills Poster** from Lesson 2. Carry out the suggested activities to practise two-touch passing

*** Space, Possession, Teamwork:** Refer to the **Lesson Presentation** and **Area Plan** for the Triangular Passing Activity. Use the scenarios on the **Question Cards** to give children an opportunity to discuss and think about moving between the cones to create space

***3 v 2:** Introduce another defender into the triangle making it a 3 v 2 scenario (three attackers versus two defenders).

*** Choosing Tactics for Attacking:** Share the **Moving and Passing Skills Poster** and **Lesson Presentation**. Carry out the suggested activities to practise moving and passing. Children work in groups of five taking it in turns to be the defender in the 1 v 1 and 2 v 1 activities

***Shooting and Scoring:** Share the information on the **Skills Poster: Shooting Football/Lesson Presentation**. Carry out the suggested activities to practise the power shot and accuracy shot by referring to the **Area Plan** and/or **Lesson Presentation** for the set up

***Shooting and Scoring:** Share the information on the **Skills Poster: Shooting Football/Lesson**

***Deep Fielding Game:** Follow the instructions on the **Lesson Presentation** and **Area Plan: Deep Fielding Game** to set up the pitch and play the game as described. Continue to discuss tactics and the roles and responsibilities of the different fielding positions

***Fielding Scenario Activity**

***A Strategic Game:** Children play a rounders match following the instructions and guidance on the **Lesson Presentation**. Guide the children in evaluating their tactics and strategies at regular intervals and encourage them to adapt their gameplay accordingly. Remind children that they need to be watching the game closely at all times and thinking about what they can do to improve their team's chance of success.

***Preparing for the Match:** Children work in groups to practise the key skills needed for playing a match of rounders, using the prompts on the **Lesson Presentation** for guidance

*Play the full rounders match following the rules on the **Adult Guidance** sheet, reminding the children of the rules and expectations before you begin.

Presentation. Carry out the suggested activities to practise the power shot and accuracy shot.

***Freeze Frame:** Refer to the **Lesson Presentation** to explain the activity. Blow the whistle periodically during the 2 v 1 activity. On the given signal, players freeze where they are. Based on the position of the defender and attackers, the rest of the group must discuss Whether the attackers should pass or dribble to try and beat the defender and why; whether the attacker should use a power or accuracy shot and why

***Tackling: Football** Share the information on the **Tackling: Football Skills Poster** and **Lesson Presentation.** Carry out skills practise one and two to work on the body position, movement and timing of the block tackle in football

***Tackling: Hockey** Share the information on the **Skills Poster: The Block Tackle in Hockey/Lesson Presentation.** Share the **Safe Tackling in Hockey Guide** for additional information on how to tackle safely. Carry out the suggested activities to practise the correct body position, movement and timing of the block tackle in hockey

*Set up the activity in small groups of 4-5, with children taking it in turns to be the defender.

*The attacker dribbles towards the defender. The defender remains in the tackle box and can only make a tackle once the attacker enters the box. If the defender wins the ball, they should clear it out of the box and the 1 v 1 is over.
If the attacker successfully gets past the defender, they dribble with the ball out of the back of the box and the 1 v 1 is over.

Once they enter, the attacker must stay within the coned area otherwise the 1 v 1 is over

***Snatchers:** Refer to the **Lesson Presentation** for the 'Snatchers' game. Organise for half the class to play the game with footballs and half to play with hockey balls and then swap them over

* Play Protect the Hoop to practise marking the ball in netball

***Man-to-Man Marking:** Share the information on the **Skills Poster: Marking a Player in Netball – Man-to-Man Marking** and **Lesson Presentation**. Carry out the suggested activities to practise man-to-man marking

***Cops and Robbers:** Refer to the **Lesson Presentation** and **Area Plan** for the 'Cops and Robbers' game.

Extension and Enrichment Opportunities		