



## PE at Great Whelnetham

### C of E Primary School

Year: Year 4/5 – Cycle 1

Title	Tag Rugby
Overview	In this unit pupils will develop a greater understanding of the skills needed to participate in tag rugby. They will focus on developing handling skills as well as body shapes when passing, tackling and defending. Once confident in the basics, pupils will learn the tactics needed to achieve success.
Knowledge Acquisition	Pupils will learn how to hold, carry and pass a rugby ball effectively. Linking to this, pupils will develop footwork to attack and score a try. Next pupils will enhance their defending skills as well as how to stay onside when attacking. Finally, pupils will apply their knowledge from the topic in small sided games. A key focus will also be understating how to be an effective team member.
Key LOs	<ul style="list-style-type: none"> <li>➤ To begin to understand tag rugby rules.</li> <li>➤ To improve handling skills.</li> <li>➤ To use quick footwork to score a try.</li> <li>➤ To perform an accurate rugby pass when tagged.</li> <li>➤ To stay on side in tag rugby activities.</li> <li>➤ To continue to pass with accuracy and stay on side.</li> <li>➤ To use tactics to achieve success.</li> <li>➤ To demonstrate numerous tag rugby skills.</li> <li>➤ To be an effective team member</li> </ul>
Key Vocabulary	Passing Offside Scoring Tag Dodging
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Get into line with the player with the ball</li> <li>➤ Smooth and accurate passes / have hands in ready position.</li> <li>➤ ATTACKERS – Look for spaces not faces.</li> <li>➤ Footwork – Dodge and fake. Bend knees and use speed when necessary.</li> <li>➤ Ball must be in 2 hands</li> <li>➤ DEFENDERS – Look at the tags not the ball</li> <li>➤ ‘Dancing quick feet’ when in front of attacker</li> <li>➤ Conversion challenge In pairs pupil 1 balances a ball on a cone, pupil 2 stands 20 yards away. Pupil 1 runs to strike the ball, if pupil 2 catches the ball they win 1 point</li> </ul>

Title	Gymnastics
Overview	In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
Knowledge Acquisition	Pupils will learn how to perform symmetrical and asymmetrical balances before developing different gymnastic moves. Pupils will learn how to stretch effectively to prepare muscles and begin to synchronise movements. Finally, pupils will learn how to work as part of a team, making partner sequences.
Key LOs	<ul style="list-style-type: none"> <li>➤ To be able to perform symmetrical and asymmetrical balances.</li> <li>➤ To develop the straight, forward, straddle and backward roll.</li> <li>➤ To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</li> <li>➤ To be able to perform progressions of inverted movements.</li> <li>➤ To explore matching and mirroring using actions both on the floor and on apparatus.</li> <li>➤ To be able to create a partner sequence using apparatus.</li> </ul>
Key Vocabulary	Balance stretch repeat sequence control conditioning tuckpike straddle jump coordination
Key Learning Experiences	<p><u>Warm up- example</u> Play 'Crocodiles and Alligators'. In pairs, children to decide who is going to be the crocodile and who is going to be the alligator. Explain that you would like them to travel around the room in any method they choose (e.g. skipping, jogging, side stepping, hopping). When you call 'Amazon' the crocodiles must jump onto the mats and perform a balance for a count of five. When you call 'Grub's up!', the alligators must jump onto the mats and perform abalance for a count of five.</p> <ul style="list-style-type: none"> <li>➤ Variation: when you call 'hunter's coming', the children must curl up into a tight ball (tuck), as if they were hiding; when you call 'hunter's gone', all the children jump as high as they can and starttravelling around the room again.</li> </ul> <p><u>Floorwork – example</u></p> <ul style="list-style-type: none"> <li>➤ Organise the children into small groups and give each group a different shape, for example, group 1—thin, group 2—small, group 3—round, group 4—wide, etc. Children to see how many different shapes they can make in two minutes with the style youhave given them.</li> <li>➤ Rotate groups with different shapes to try. Children to perform.</li> <li>➤ Individually, children to put together a sequence of three or four shapes that they like. Children to perform their sequences. Otherchildren to peer assess.</li> <li>➤ Model gymnastics fingers and toes. Model pike, tuck and straddleposition.</li> </ul> <p><u>Apparatus work- example</u></p> <ul style="list-style-type: none"> <li>➤ Ask children to get out benches and tables.</li> <li>➤ Organise children into small groups and give and area to work in, either with mats, benches or tables. Children to explore creating shapes and balancing on the different pieces of apparatus.</li> <li>➤ Give each group a number and ask children to find how many different balances they can make on this number of body parts.</li> </ul> <ul style="list-style-type: none"> <li>➤ Rotate the groups giving equal opportunity to experience differentapparatus. Children to</li> </ul>

	<p>explore combinations of floor, mats and apparatus to find different ways of using shapes and balances on different levels.</p> <ul style="list-style-type: none"> <li>➤ Children to perform their work. Other children to peer assess.</li> <li>➤ <u>Apparatus- example</u></li> <li>➤ In pairs, revisit finding three low ways, three medium ways and three high ways of travelling across the apparatus. Rotate groups frequently. Invite performers (different from last week) for class to evaluate. Emphasise quality movement.</li> <li>➤ Challenge children to choreograph a different sequence that combines three different ways of travelling with three different shapes of balances as they go across the mats, bench or table. Children to explore mirroring, contrasting shapes and moving in unison and canon.</li> <li>➤ Children given the opportunity to showcase work and peer review their own and others work.</li> </ul>
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Title	Tennis
Overview	In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.
Knowledge Acquisition	Pupils will learn about the importance of agility, balance and coordination when playing tennis. They will learn how to strike the ball in different ways and begin to play different shot types (forehand and backhand). Next, pupils will apply this to attacking play as well as understanding how to serve to start play.
Key LOs	<ul style="list-style-type: none"> <li>➤ Understand importance of having good ABC's in tennis</li> <li>➤ To be able to change direction of ball.</li> <li>➤ To understand the ready position</li> <li>➤ To be able to push ball using f/h and b/h</li> <li>➤ To understand what shots can be used in attacking play</li> <li>➤ To be able to use a tennis serve (underarm) to start play.</li> </ul>
Key Vocabulary	Forehand    back hand    serve    volley    drop shot    lob balance    attack    defensive    coordination    release    court
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Practise hand grip. How many times can you keep the tennis ball up – focus on hand/eye coordination and feet movement.</li> <li>➤ Children to play floor tennis, passing all over the net but staying in the court.</li> <li>➤ Children to be served a ball then practise moving feet to make contact with the ball.</li> <li>➤ Children to aim ball in different direction to hit into a coloured hoop (hoop colour called by server before releasing the ball).</li> <li>➤ Movements and positioning for striking the ball (forehand and backhand).</li> <li>➤ Use technique to have a rally.</li> <li>➤ Play small court games using techniques learnt throughout the topic.</li> </ul>

Title	Athletics
Overview	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p>
Knowledge Acquisition	<p>Pupils will learn how to apply different speeds over varying distances, focusing on the physical skills and breathing techniques. Pupils will learn how to pass the relay baton in team relays. Next, pupils will learn techniques for a range of throwing events including vortex and javlin.</p>
Key LOs	<ul style="list-style-type: none"> <li>➤ To be able to apply different speeds over varying distances.</li> <li>➤ To develop fluency and co-ordination when running for speed.</li> <li>➤ To develop technique in relay changeovers.</li> <li>➤ To develop technique and co-ordination in the triple jump.</li> <li>➤ To develop throwing with force for longer distances.</li> <li>➤ To develop throwing with greater control and technique.</li> </ul>
Key Vocabulary	<p>Pace      reaction      relay      baton      push      accelerate      teamwork jog      standing long jump      vortex      Javlin</p>
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ I can choose the best pace for a running event.</li> <li>➤ I can identify good athletic performance and explain why it is good.</li> <li>➤ I can perform a range of jumps showing some technique.</li> <li>➤ I can show control at take-off and landing in jumping activities.</li> <li>➤ I can take on the role of coach, official and timer when working in a group.</li> <li>➤ I can use feedback to improve my sprinting technique.</li> <li>➤ I persevere to achieve my personal best.</li> <li>➤ I show accuracy and power when throwing for distance.</li> </ul>

Title	Swimming
Overview	<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronized swimming sequence. Pupils take part in team games, collaborating and communicating with others. Pupils will be taught by specialist swimming instructors who will be following the criteria set out on the Suffolk Norse swimming website.</p> <p><b>By the end of primary school all children should be able to swim a minimum of 25 metres unaided.</b></p>
Knowledge Acquisition	<p>Pupils will learn how to exit and enter the water safely as well as explore key techniques for each stroke. Pupils will develop leg and arm actions for front crawl, back stroke and breast stroke. Next, pupils will learn techniques for personal survival while increasing their endurance during swim challenges.</p>
Key LOs	<ul style="list-style-type: none"> <li>➤ To develop gliding, front crawl and backstroke.</li> <li>➤ To develop rotation, sculling and treading water.</li> <li>➤ To develop the front crawl stroke and breathing technique.</li> <li>➤ To develop the technique for backstroke arms and legs.</li> <li>➤ To develop breaststroke technique.</li> <li>➤ To develop breaststroke technique.</li> <li>➤ To develop breaststroke and breathing technique.</li> <li>➤ To develop basic skills of water safety and floating.</li> <li>➤ To develop the dolphin kick.</li> <li>➤ To learn techniques for personal survival.</li> <li>➤ To develop water safety skills and an understanding of personal survival.</li> <li>➤ To increase endurance in swim challenges.</li> <li>➤ To identify fastest strokes and personal bests.</li> </ul>
Key Vocabulary	<p>Glide front crawl back stroke breast stroke butterfly tread water float exit enter safety buoyancy aid</p>
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Tag: Three pupils have a kickboard held in both hands and they must chase the others, when they touch someone with the kickboard that person then becomes the tagger with the kickboard. Taggers must kick with front crawl legs</li> <li>➤ Breaststroke legs on the wall: Ask the pupils to hold on to the side of the pool whilst they practise their breaststroke legs.</li> <li>➤ Through the hoops: In groups of three with two hoops. Two pupils stand 10m apart with a hoop that they hold underwater. The third pupil begins at the pool edge. They swim using a dolphin kick, when they reach the hoops they dolphin dive through them.</li> <li>➤ Sculling: Ask the pupils to scull on their back, feet first over a distance of 10m and then rotate so that they are sculling head first on their back for another 10m.</li> <li>➤ Create a survival course: In groups of three ask the pupils to create their own personal survival course. Give them a variety of equipment to use.</li> </ul>

## Year 4/5 Cycle 2

Title	Netball
Overview	In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.
Knowledge Acquisition	Pupils will learn a range of techniques for passing including chest, lob and bounce passes. Pupils will understand the attacking principles and begin to explore using space and pivots to create clear passing opportunities. Next, pupils will learn shooting techniques as well as how to defend and intercept the ball during game situations. Finally, pupils will apply their knowledge to small sided games.
Key LOs	<ul style="list-style-type: none"> <li>➤ To develop passing and moving.</li> <li>➤ To be able to use the attacking principle of creating and using space.</li> <li>➤ To be able to change direction and lose a defender.</li> <li>➤ To be able to defend ball side and know when to go for interceptions.</li> <li>➤ To develop the shooting action.</li> <li>➤ To use and apply skills and tactics to small sided games.</li> </ul>
Key Vocabulary	Netball position invasion hoop court teammate opposition Ball control passing defending shooting moving
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ I can communicate with my team and move into space to keep possession and score.</li> <li>➤ I can identify when I was successful and what I need to do to improve.</li> <li>➤ I can pass, receive and shoot the ball with some control under pressure.</li> <li>➤ I can stay with an opponent and I confident to attempt to intercept.</li> <li>➤ I know what position I am playing in and how to contribute when attacking and defending.</li> <li>➤ I understand the need for tactics and can identify when to use them in different situations.</li> <li>➤ I understand the rules of the game and I can apply them honestly most of the time.</li> <li>➤ I understand there are different skills for different situations and I am beginning to apply this.</li> </ul>

Title	Dance
Overview	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.
Knowledge Acquisition	Pupils will learn to use basic movements in sequence while being aware of the space around them. Next, pupils will learn to express movement that show different emotions in either 8 or 16 counts. Finally, pupils will apply knowledge learned throughout the topic to design dance routines that are accompanied by music (using contrasting actions).
Key LOs	<ul style="list-style-type: none"> <li>➤ To use basic movements in sequence and to be aware of the space around them.</li> <li>➤ To use varied movement to show different actions.</li> <li>➤ To express movement that shows different emotions and seasons.</li> <li>➤ To follow sequences with several sections</li> <li>➤ To come up with dance routines that accompany music.</li> <li>➤ To use contrasting actions in routines</li> </ul>
Key Vocabulary	Movements      sequence      pace      tempo      rhythm      routine      contrast stretch
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ <b>16 Counts</b> - Pupils travel using different movements and return to the same spot in 16 counts. Practice using different speeds. Work with a partner to produce combination movements in 16 counts.</li> <li>➤ <b>Emotive moves</b> - Pupils to use different actions to show scenes, such as bubbles, swinging from a rope, space, etc. Pupils to make movements of a machine they can think of. Work in groups to create machines with many different sections.</li> <li>➤ <b>Change Pace</b> - Make movements of a freezing stream, skating, snowflakes caught by the wind, snow melting, etc. Work individually and in groups</li> <li>➤ <b>Combinations</b> - Pupils to act out sequences with several sections, E.g. Branches swaying in the wind and then going still, life cycle of a butterfly, balancing like a tightrope walker, the sun rising and setting, etc</li> <li>➤ <b>Choreographing to music</b> - Pupils to come up with dances using different types of music; classical and more modern. E.g. Holst's Planet music. Also work in pairs &amp; groups.</li> <li>➤ <b>Contrast</b> - Act out favourite sport, then in fast forward, rewind, slow motion, etc. Make pairs of opposite shapes, etc. Use music with fast and slow parts in</li> </ul>

Title	Football
Overview	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.
Knowledge Acquisition	Pupils will learn how to dribble with accuracy, using the inside and outside of their foot. Pupils will learn how to pass with accuracy, striking the ball in different ways. Next, pupils use a broader range of techniques to attack and begin to make decisions (applying skills).
Key LOs	<ul style="list-style-type: none"> <li>➤ Perform <b>dribbling</b> skills with accuracy, confidence and control.</li> <li>➤ Perform <b>passing</b> skills with accuracy, confidence and control.</li> <li>➤ I can use different parts of my feet to pass the ball</li> <li>➤ I can strike a ball with control</li> <li>➤ Develop a broader range of techniques for <b>attacking</b> and <b>defending</b>.</li> <li>➤ <b>Apply skills</b> learnt (dribbling, passing, attacking and defending) to game situations</li> </ul>
Key Vocabulary	Dribbling    passing    inside foot    outside foot    control attack    defend    control    anticipation
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Begin by dribbling around the area keeping the ball under close control at own pace.</li> <li>➤ Children to look for "traffic lights" which the teacher holds up in the air.</li> <li>➤ Red cone means "Stop"</li> <li>➤ Yellow cone means "Change direction"</li> <li>➤ Green cone means "Speed up"</li>   <li>➤ Children must use eye contact, voice, body language to find a partner and pass/ swap balls accurately.</li>   <li>➤ Ghosts (Group Activity)</li> <li>➤ Children in a suitably sized area.</li> <li>➤ Choose an appropriate number of "Ghosts".</li> <li>➤ Children in the game dribble around the area at their own pace. The aim of the game is for the non-ghosts to keep possession of their ball by close control and change of pace and direction. Ghosts act as defenders.</li>   <li>➤ Serve and pass: Children to be served a ball and then pass the ball through different coloured gates. Gates to be made wider or smaller depending on ability.</li> </ul>

Title	Rounders
Overview	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the



	different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.
Knowledge Acquisition	Pupils will learn how to bowl and understand the role of the bowler. Next, pupils will develop batting technique. Then, pupils will learn how to field effectively and make decisions in small sided games (linked to throwing accuracy when fielding).
Key LOs	<ul style="list-style-type: none"> <li>➤ To develop the bowling action and understand the role of the bowler.</li> <li>➤ To develop batting technique.</li> <li>➤ To make decisions about where and when to send the ball to stump a batter out.</li> <li>➤ To develop a variety of fielding techniques and when to use them in a game.</li> <li>➤ To develop long and short barriers in fielding and understand when to use them.</li> <li>➤ To apply the rules and skills you have learnt to play in a rounders tournament.</li> </ul>
Key Vocabulary	Throw catch field bat bowl backstop base team work anticipation
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ <b>Demonstrate how to bowl underarm.</b> Long arm, 3 steps, swing arm, let ball go when arm is long in front at waist height to aim at catcher shoulder height. To catch the ball, the children make a cup, let ball drop into it, and bring cup into body. Always have body behind the ball. <u>Skills practise</u> In pairs - one child bowls, one child catches. Avoid high throwing, remind waist height from bowler to shoulder height of catcher.</li> <li>➤ <b>Demonstrate the coaching points on batting.</b> Stand sideways, bring bat across the breakfast table and knock the tea pot off, or spread the butter on toast. Finish in position with bat low. <u>Skill practise</u> - Give children a bat between 2 to practice swinging as demonstrated. Children play in 3's: One batter, one bowler, one fielder. EXTENSION: If successful at throwing and catching, increase the distance between the 2 players.</li> <li>➤ <b>Fielding</b> Introduce the idea of bowler, batter, backstop and fielder. If fielder or backstop has the ball after the batter has/has not hit then it is to be thrown to the bowler. Batter to run to 1st base. <u>Skills practice</u> – Put children into positions and practise bowling, batting and catching the ball. EXTENSION: If successful then add person at 1st base.</li> <li>➤ <b>Develop knowledge of rules and scoring</b> Introduce the idea of batting and running to 2nd base to score a half rounder. Runner goes around the outside of 1st base. Must hold contact with 1st base if running no further. Explain 'running out' rule – 1 person per</li> </ul>

	base, next base must be clear for person to run to – otherwise person running is out.
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Title	Swimming
Overview	<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronized swimming sequence. Pupils take part in team games, collaborating and communicating with others. Pupils will be taught by specialist swimming instructors who will be following the criteria set out on the Suffolk Norse swimming website.</p> <p><b>By the end of primary school all children should be able to swim a minimum of 25metres unaided.</b></p>
Knowledge Acquisition	<p>Pupils will learn how to exit and enter the water safely as well as explore key techniques for each stroke. Pupils will develop leg and arm actions for front crawl, back stroke and breast stroke. Next, pupils will learn techniques for personal survival while increasing their endurance during swim challenges.</p>
Key LOs	<ul style="list-style-type: none"> <li>➤ To develop gliding, front crawl and backstroke.</li> <li>➤ To develop rotation, sculling and treading water.</li> <li>➤ To develop the front crawl stroke and breathing technique.</li> <li>➤ To develop the technique for backstroke arms and legs.</li> <li>➤ To develop breaststroke technique.</li> <li>➤ To develop breaststroke technique.</li> <li>➤ To develop breaststroke and breathing technique.</li> <li>➤ To develop basic skills of water safety and floating.</li> <li>➤ To develop the dolphin kick.</li> <li>➤ To learn techniques for personal survival.</li> <li>➤ To develop water safety skills and an understanding of personal survival.</li> <li>➤ To increase endurance in swim challenges.</li> <li>➤ To identify fastest strokes and personal bests.</li> </ul>
Key Vocabulary	<p>Glide front crawl back stroke breast stroke butterfly tread water float exit enter safety buoyancy aid</p>
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Tag: Three pupils have a kickboard held in both hands and they must chase the others, when they touch someone with the kickboard that person then becomes the tagger with the kickboard. Taggers must kick with front crawl legs</li> <li>➤ Breaststroke legs on the wall: Ask the pupils to hold on to the side of the pool whilst they practise their breaststroke legs.</li> <li>➤ Through the hoops: In groups of three with two hoops. Two pupils stand 10m apart with a hoop that they hold underwater. The third pupil begins at the pool edge. They swim using a dolphin kick, when they reach the hoops they dolphin dive through them.</li> </ul>

	<ul style="list-style-type: none"><li>➤ Sculling: Ask the pupils to scull on their back, feet first over a distance of 10m and then rotate so that they are sculling head first on their back for another 10m.</li><li>➤ Create a survival course: In groups of three ask the pupils to create their own personal survival course. Give them a variety of equipment to use.</li></ul>
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