



YEAR: 5

TERM: Autumn Term 1:1

TITLE: RealPE Unit 1

REVISION / REMIND / REVISIT - Builds on Y4 RealPE Unit 3&5	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> ▪ NC LINKS ▪ Use running, jumping, throwing and catching in isolation and in combination. ▪ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ▪ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> ▪ Co-ordination - Ball skills (FUNS Station 9) ▪ Agility- reaction/ response (FUNS Station 12) <p>End of Upper KS2 Expectation- Blue/ Pink</p> <ul style="list-style-type: none"> ▪ Real PE Learning Behaviour- Cognitive: ▪ Some L5- I can develop methods to outwit opponents. ▪ Many L4- I can understand ways (criteria) to judge performance. ▪ All L4 - I can use my awareness of space and others to make good decisions. 	<ul style="list-style-type: none"> ▪ Application to Invasion Games - Netball/ Dodgeball- consolidate different ways of throwing and catching, and know when each is appropriate in a game. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of 	<p>School Games Values:</p> <p>Teamwork</p> <p>Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p>	<p>Inter competitions:</p> <p>Netball (Arden)</p> <p>SZapp</p>

			space. Choose the best tactics for attacking and defending. Resources\Games		
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">I can pass, dribble and shoot with some control in games.I can mark opponents and understand how to defend. Cognitive/ Creative: <ul style="list-style-type: none">I can observe and describe different tactics being used in games Pupils also use FUNS cards to self and peer-assess throughout lessons			PERSONAL BEST CHALLENGE: FUNS 9- Pink Level How many times can you do an overhead throw and catch in 30 seconds?		
KEY VOCABULARY Speed; accuracy; possession; tactics; attack; defend; opposition; competitive.					



YEAR: 5

TERM: Autumn Term 1:2

TITLE: RealPE Unit 5

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT- Builds on Y4 RealPE Unit 5	<ul style="list-style-type: none"> NC LINKS Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Static Balance- Stance (FUNS Station 4) Co-ordination- Footwork (FUNS Station 10) <p>End of Upper KS2 Expectation- Blue/ Pink</p>	<ul style="list-style-type: none"> Application to Dance- Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise. Use transitions to link motifs smoothly together. Ensure their 	<p>School Games Values:</p> <p>Self- Belief</p> <p>You've got to believe to achieve. Have the self-belief and confidence to succeed and achieve your personal best.</p>	<p>Inter competitions:</p> <p>Dodgeball</p> <p>SZapp</p>
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Health and Fitness Some L6- I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Many L5- I can self-select and perform appropriate warm-up and cool down activities. 			

		<p>I can identify possible dangers when planning an activity.</p> <ul style="list-style-type: none">▪ All L4- I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	<p>actions fit the rhythm of the movement.</p> <p>Resources\Dance</p>		
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none">▪ I can create, practise and refine longer, more complex sequences for a performance in gymnastics and dance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes▪ I can perform different styles of dance clearly and fluently <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I am able to warm up independently and safely to prepare for the lesson <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ I understand the need to adapt my performance to meet the needs of those around me.▪ I can use basic set criteria to make simple judgements about performances and suggest ways they could be improved <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>				<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 4- Pink Level</p> <p>How many times can you catch 2 alternate balls in each hand on a bench in 30 seconds?</p>	
<p>KEY VOCABULARY</p> <p>Rhythm; expression; sequence; motif; stimuli; improvise; style; pace; timing; creativity; transition; modify.</p>					



YEAR: 5

TERM: Spring Term 2:1

TITLE: RealPE Unit 3

REVISION / REMIND / REVISIT - Builds on Y4 RealPE Unit 3	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Develop flexibility, strength, technique, control and balance Compare performance to previous and demonstrate improvement to achieve personal best Perform dances using a range of movement patterns 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic Balance on a line (FUNS Station 5) Counter balance in pairs (FUNS Station 7) <p>End of Upper KS2 Expectation- Blue/ Pink</p> <ul style="list-style-type: none"> Real PE Learning Behaviour - Social: Some L6- I can involve others and motivate those around me to perform better. Many L5- I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. 	<ul style="list-style-type: none"> Application to Gymnastics - Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, balances and shapes with fluency and control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. <p>Resources\Gymnastics</p>	<p>School Games Values:</p> <p>Honesty With others and with yourself, have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p>	<p>Inter competitions:</p> <p>SZapp</p>

		<ul style="list-style-type: none">▪ All L4- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.		
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">▪ I can create, practise and refine longer, more complex sequences for a performance in gymnastics, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes. Social/ Personal <ul style="list-style-type: none">▪ I can communicate with those I am working with in a range of activities▪ I am able to warm up independently and safely to prepare for the lesson Cognitive/ Creative <ul style="list-style-type: none">▪ I understand the need to adapt my performance to meet the needs of those around me.▪ I can use basic set criteria to make simple judgements about performances and suggest ways they could be improved▪ I can recognise strengths and weaknesses in my own physical fitness components <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: FUNS 7- Pink level How long can you hold a counter balance with your partner? (If over 1 minute- what about with your eyes closed?)	
KEY VOCABULARY (building on previous) Pike forward roll; stag jump; split leap; part body weight partner balance.				



YEAR: 5

TERM: Spring Term 2:2

TITLE: RealPE Unit 6

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y4 RealPE 6	<ul style="list-style-type: none"> NC LINKS Play competitive games and apply basic principle suitable for attacking and defending 	Knowledge and Skills acquired: <ul style="list-style-type: none"> Co-ordination sending and receiving (FUNS Station 8) Agility- Ball chasing (FUNS Station 11) End of Upper KS2 Expectation- Blue/ Pink	<ul style="list-style-type: none"> Application to Games- Cricket Use different techniques to hit a ball. Practice techniques for all strokes. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Pass a ball with speed and accuracy in a game situation. Demonstrate an increasing awareness of space.	School Games Values: Determination Never give up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best they can be.	Inter competitions: Chance to Shine SZapp
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Personal Some L6- I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes Many L5- I see all new challenges as 			

	<p>opportunities to learn and develop.</p> <ul style="list-style-type: none">▪ I recognise my strengths and weaknesses and can set myself appropriate targets.▪ All L4- I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.	Resources\Striking and Fielding		
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">▪ I can use a range of throwing and catching techniques accurately.▪ I can keep possession of the ball and use a variety of simple attacking tactics. Social/ Personal <ul style="list-style-type: none">▪ All objectives Cognitive/ Creative <ul style="list-style-type: none">▪ All objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: FUNS 8- Blue level How many times in 30 seconds can you... with a ball in each hand, can you throw one at the wall and change hands with the other? (Go to pink level if needed)	
KEY VOCABULARY				

	Strike; serve; hand-eye coordination; fluency; accuracy; possession.
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YEAR: 5

TERM: Summer Term 3:1

TITLE: RealPE Unit 4

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y4 RealPE 4	<ul style="list-style-type: none"> NC LINKS Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic Balance to Agility (FUNS Station 6) Static Balance- One Leg (FUNS Station 1) <p>End of Upper KS2 Expectation- Blue/ Pink</p>	<ul style="list-style-type: none"> Application to Athletics <p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a spring start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long and triple jump. Develop an effective technique for the standing vertical jump (height) including take-off</p>	<p>School Games Values:</p> <p>Passion</p> <p>Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.</p>	<p>Inter competitions:</p> <p>Borough Athletics</p> <p>SZapp</p>
		<ul style="list-style-type: none"> Real PE Unit Learning Behaviour - Physical Many L6- I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations Some L5- I can use combinations of skills confidently in sport specific contexts. 			

	<p>I can perform a range of skills fluently and accurately in practice situations.</p> <ul style="list-style-type: none">▪ All L4- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.	<p>and landing. Perform a fling throw. Throw a variety of implements using a range of throwing techniques.</p> <p>Resources\Athletics</p>		
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none">▪ I can use the best pace for a running event sprinting or distance.▪ I am starting to show some control at take-off and landing in jumping activities.▪ I can demonstrate different techniques when throwing for distance using push/ pull/ sling. <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I am able to warm up independently and safely to prepare for the lesson <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ I can use basic set criteria to make simple judgements about performances and suggest ways they could be improved▪ I can recognise strengths and weaknesses in my own physical fitness components <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 1 Pink Level</p> <ul style="list-style-type: none">▪ How many times can you do a 1 legged ankle extension on an uneven surface with your eyes close in 30 seconds?	
<p>KEY VOCABULARY</p> <p>Accelerate, starting position, reaction time, pace, sustained, stamina, standing vertical jump.</p>				



YEAR: 5

TERM: Summer Term 3:2

TITLE: RealPE Unit 2

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y4 RealPE 2	<ul style="list-style-type: none"> NC LINKS Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Static Balance- Floor Work (FUNS Station 3) Static Balance- Seated (FUNS Station 2) <p>End of Upper KS2 Expectation- Blue/ Pink</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Creative Some L6- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. Many L5- I can respond imaginatively 	<ul style="list-style-type: none"> Application to Outdoor and Adventurous <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity.</p> <p>\\knowle08\Resources\Subjects and Topics\PE\Enrich Education</p>	<p>School Games Values:</p> <p>Respect</p> <p>For the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, for every sport and for everyone.</p>	<p>Inter competitions:</p> <p>School Games Day</p> <p>SZapp</p>

	<p>to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p> <ul style="list-style-type: none">▪ All L4- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.	Outdoor Learning\Outdoor Learning Resource Pack (Enrich Education) 4th Ed.pdf Resources\Outdoor and Adventurous		
ASSESSMENT CRITERIA Social/ Personal <ul style="list-style-type: none">▪ I can work with a range of people in my class in practice or a game situation and collaborate appropriately.▪ I can communicate with those I am working with in a range of activities. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>		PERSONAL BEST CHALLENGE: FUNS 3- Pink Level How many times can you transfer a cone across in back support in 30 seconds?		
KEY VOCABULARY Orientate, navigation equipment, trail, key.				

