|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Year 5**  | *2 double lessons per fortnight* |  | **Year 6** | *2 double lessons per fortnight* |
|  | **Wk**  | **Topic** | **Learning content** | **Assessment**  |  | **Topic** | **Learning content** | **Assessment** |
| **Autumn** | **1** | **Invasion games** | **Hands**- identify skills in. **Heart**- Remember rules and expectations. **Head**- Find corrections in performance. *Key vocabulary*Passing, catching, attacking, defending, propel, scoring Vocabulary across curriculum – Space  |  |  | **Invasion games** | **Hands**- Revise skill in. **Heart**- Express team worker skills.**Head**- Identify the skill shown in a performance. *Key vocabulary*Footwork. decisions, space, warm up, stretches, positions, rulesVocabulary across curriculum – Attack/ defend  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** | **College matches** | School games intra school competition.  |  | **College matches** | School games intra school competition.  |  |
| **8** | **Cross country** | School games intra school competition to facilitate inter school competition.  |  | **Cross country** | School games intra school competition to facilitate inter school competition.  |  |
| **9** | **Gym****Dance****OAA** | **Hands**-Create shapes and travel.**Heart**- Demonstrate safety. **Head**- Identify correct performance. **Hands**- Repeat 5 basic actions.**Heart**- Emit expected behaviour.**Head**- Comment on a performance using green and pink.**Hands**- Effective communication techniques.**Heart**- Cooperate and communicate **Head**- Recognise how to solve problems.*Key vocabulary*Safety, communication, navigate, jumps, turns, stillness, travel, gesture, direction, teamwork, sequence, patterns, basic shapes.Vocabulary across curriculum – Action  |  | **Gym****Dance****OAA** | **Hands**- Demonstrate cannon and unison. **Heart**- Show friendliness.**Head**-Discuss strengths and areas to improve **Hands**-Demonstrate contrast/action and reaction/canon.**Heart**- Apply friendliness.**Head**- Explain the strengths and areas to improve. **Hands**- Revise communication techniques. **Heart**- Demonstrate communication and cooperation. **Head**- Show the strengths and areas to improve. *Key vocabulary*Canon, unison, evaluating, relationships, dynamics, space, symbols, demonstrate, levels, mirror, match, balance.Vocabulary across curriculum – Contrast  |  |
| **10** |  |  |
| **11** |  |  |
| **12** |  |  |
| **13** |  |  |
| **14** |  |  |
| **15** |  |  |
| **Spring** | **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** | **Fitness** | **Hands**-show effective participator skills**Heart**-Aspire to keep going **Head**- Identify skills which link to fitness stations.*Key vocabulary*Injury, heart rate, warm up, cool down, healthVocabulary across curriculum – Skill  | Initial review | **Fitness** | **Hands**- Report on your heart rate.**Heart**- Demonstrate effective participator skills. **Head**- Explain and predict the results.*Key vocabulary*Injury, heart rate, warm up, cool down, recovery, pulse, intensityVocabulary across curriculum – Heart rate | Initial review |
| **5** |  |  |
| **6** |  |  |
| **7** | **Invasion games** | **Hands**- Show skills in**Heart**- Demonstrate team worker skills.**Head**- Compare own and others performance.*Key vocabulary*Passing, catching, attacking, defending, propel, scoring Vocabulary across curriculum – Pass/game  |  | **Invasion games** | **Hands**- Develop skill in**Heart**- Model team worker skills.**Head**- Identify the strengths and areas to improve of a skill. *Key vocabulary*Footwork. decisions, space, warm up, stretches, positions, rulesVocabulary across curriculum – Invade  |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |
| **11** | **College matches** | School games intra school competition.  | Mid-year review | **College matches** | School games intra school competition.  | Mid-year review |
| **12** | **Invasion games** | **Hands**- Show skills in**Heart**- Demonstrate team worker skills.**Head**- Compare own and others performance. |  | **Invasion games** | **Hands**- Develop skill in**Heart**- Model team worker skills.**Head**- Identify the strengths and areas to improve of a skill.  |  |
| **Summer** | **1** | **Athletics** | **Hands**-Show a variety of running, throwing, jumping skills.**Heart**- Show confidence in performance. **Head**-Discuss strengths and weaknesses*Key vocabulary*Jump, throw, runVocabulary across curriculum – Slow-Fast  |  | **Athletics** | **Hands**-Practice a range of running, jumping, throwing, skills.**Heart**- Demonstrate confidence in performance. **Head**-Classify the strengths and areas to improve of a skill*Key vocabulary*Stride, techniqueVocabulary across curriculum – measure  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** | **Striking and fielding** | **Hands**- Reproduce skills in.**Heart**- Show skills independently. **Head**- Explain strengths and weaknesses*Key vocabulary*Batting, bowling, gripVocabulary across curriculum – Court/ pitch  |  | **Striking and fielding** | **Hands**-Illustrate skill in.**Heart**- Thoughtfully transfer the skills to a game. **Head**- Summarise the strengths and areas to improve. *Key vocabulary*Batting, bowling, forehand, backhand, scoring, bowler, fielder, backstop, wicket keeperVocabulary across curriculum – placement  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** | End of year review | End of year review |
| **11** |  |  |
| **12** |  |  |  |