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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **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, rules  Vocabulary 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, health  Vocabulary 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, intensity  Vocabulary 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, rules  Vocabulary 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, run  Vocabulary 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, technique  Vocabulary 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, grip  Vocabulary 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 keeper  Vocabulary across curriculum – placement |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** | End of year review | End of year review |
| **11** |  |  |
| **12** |  |  |  |