

**CURRICULUM MAP (Long term plan)**

**SUBJECT : \_Physical Education \_\_\_\_\_**

**YEAR GROUP \_5 \_\_\_\_\_**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>● Introduction to basic rules and skills</li> <li>● Introduction to different attacking and defending positions and tactics</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>● Introduction to basic rules and skills</li> <li>● Introduction to different attacking and defending positions and tactics</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>● Introduction to basic rules and skills</li> <li>● Introduction to different attacking and defending positions and tactics</li> </ul> <p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>● Introduction to basic rules and skills – modified for TAG rugby</li> <li>● Introduction to different attacking and defending lines and tactics</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>● Introduction to torsion - Balletboyz</li> <li>● Introduction to performing in canon</li> <li>● Introduction to performing in unison</li> </ul> <p>Perform dances using a range of movement patterns</p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>● Exploring locomotion, individual and paired balances technique in isolation</li> </ul> <p>Develop flexibility, strength, technique, control and balance</p> <p><b>HRF</b></p> <ul style="list-style-type: none"> <li>● Introduction to key terms – heart rate, warm ups, cool downs</li> <li>● Understanding safe practice when exercising</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>● Introduction to basic skills and rules.</li> <li>● Recording times and distances for the following:</li> <li>● 75m</li> <li>● 150m</li> <li>● 600m</li> <li>● Relay</li> <li>● Shot Put</li> <li>● Javelin</li> <li>● Long jump</li> </ul> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Develop flexibility, strength, technique, control and balance</p> <p><b>OAA</b></p> <ul style="list-style-type: none"> <li>● Develop problem solving skills</li> <li>● Develop communication skills</li> <li>● Develop teamwork skills</li> </ul>

	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Develop flexibility, strength, technique, control and balance</p>	<ul style="list-style-type: none"> <li>● Introduction to compass skills</li> </ul> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>
<b>Disciplinary knowledge</b> - what skills are practiced?	<p><b>TAG Rugby</b> – Ball familiarisation, scoring, push pass, offloading, attacking/outwitting opponents, Defending, attacking and defensive lines, game play</p> <p><b>Football</b> – Passing, receiving a pass, ball control, dribbling, shooting, tackling, defensive play, attacking play</p> <p><b>Netball</b> – Passing, footwork, movement, dodging, marking, intercepting, shooting, positioning</p> <p><b>Hockey</b> – Push pass, trapping, dribbling, block tackle, slap hit, attacking play, defensive play</p>	<p><b>HRF</b> – Warm ups, taking pulse, exercise/HR, recording and marking, use of equipment, strengths/weaknesses, nutrition and diet, cool downs</p> <p><b>Dance</b> – Counting a beat, moving to the beat, performing in canon/unison, learning a routine, choreographing a routine, judging performance, performing a whole routine</p> <p><b>Gymnastics</b> – Locomotion, individual balances, counter-tension, partner balances, rotation, basic shapes/flight, creating a routine</p>	<p><b>Athletics</b> – Athletics – Introduction to Shot put, javelin technique, standing long jump, sprint start, sprint technique, pacing, relay handovers, relay running</p> <p><b>Cricket</b> – Throwing, catching, ground fielding, batting, grip/stance/running between the wickets, straight drive, pull shot, bowling, game play</p> <p><b>OAA</b> – Problem solving, decision making, communication, teamwork, orienteering, reading a compass, navigational skills</p>
<b>Key questions</b> (What is the learning about?)	<p>Can I...?</p> <ul style="list-style-type: none"> <li>● Know the various teaching points for the skills learnt</li> <li>● Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>● Be able to perform skills in competitive situations.</li> </ul>	<p>Can I...?</p> <ul style="list-style-type: none"> <li>● Know the various teaching points for the skills learnt</li> <li>● Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>● Be able to perform skills in competitive situations.</li> </ul>	<p>Can I...?</p> <ul style="list-style-type: none"> <li>● Know the various teaching points for the skills learnt</li> <li>● Understand how/when/what the importance is of applying these skills in competitive situations</li> <li>● Be able to perform skills in competitive situations.</li> </ul>

	<a href="#">Year 5 Football SOW.docx</a> <a href="#">Year 5 Netball SOW.docx</a> <a href="#">Year 5 Hockey SOW.docx</a> <a href="#">Year 5 Rugby SOW.docx</a>	<a href="#">Year 5 Gymnastics SOW.docx</a> <a href="#">Year 5 HRF SOW.docx</a> <a href="#">Year 5 Dance SOW.docx</a>	<a href="#">Year 5 Cricket SOW.docx</a> <a href="#">Year 5 Athletics SOW.docx</a> <a href="#">Year 5 OAA SOW.docx</a>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information see the assessment grid on the SOW  <a href="#">Year 5 Netball SOW.docx</a>  <a href="#">Year 5 Hockey SOW.docx</a>  <a href="#">Year 5 Rugby SOW.docx</a></p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information see the assessment grid on the SOW  <a href="#">Year 5 Gymnastics SOW.docx</a>  <a href="#">Year 5 HRF SOW.docx</a>  <a href="#">Year 5 Dance SOW.docx</a></p>	<ul style="list-style-type: none"> <li>● Targeted questioning</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Live mark- verbal/written feedback</li> <li>● Formative</li> <li>● Technology</li> </ul> <p>For further information see the assessment grid on the SOW  <a href="#">Year 5 Cricket SOW.docx</a>  <a href="#">Year 5 Athletics SOW.docx</a>  <a href="#">Year 5 OAA SOW.docx</a></p>
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Use of resource sheets/cards, whiteboards, keywords/terms</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>- Score keeping, timing</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</li> </ul>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Use of resource sheets/cards, whiteboards, keywords/terms</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>- Score keeping, timing</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</li> </ul>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Use of resource sheets/cards, whiteboards, keywords/terms</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>- Score keeping, timing</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>- Coaching roles, Peer assessment, TAG team roles, and Sport Education programme</li> </ul>
<b>Cross Curricular Opportunities</b>	<p>Basketball - Science - arc and flight of ball - parabola</p> <p>Rugby - Science - Scrum/tackle/ruck forces</p>	<p>HRF - Science - Graph work</p> <p>Forces/effects of exercise on the body/muscular and skeletal system</p> <p>Dance - Reference to historical events within English, History, RE.</p>	<p>Athletics - Geography and countries</p> <p>Cricket - Geography and countries - climate and weather</p> <p>OAA - Geography - Use of compasses &amp; Map Reading</p>
Super Curriculum (personal development)	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> <li>● Sport Education Programme</li> </ul>	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> <li>● Sport Education Programme</li> </ul>	<p><b>See extra curricular timetable</b></p> <ul style="list-style-type: none"> <li>● Tag Team</li> <li>● Sport Education Programme</li> </ul>
<b>Careers</b>	<p>HT 1 - Football coach/pundit  <a href="#">Year 5 Football SOW.docx</a></p>	<p>HT1 - Dance instructor  <a href="#">Year 5 Dance SOW.docx</a></p>	<p>HT1 - Olympic Committee  <a href="#">Year 5 Athletics SOW.docx</a>            HT2 - Cricket scorer</p>

	<p><a href="#">How to become a football coach: Bryan's story - BBC Bitesize</a> HT 2 – Nutritionist <a href="#">Year 5 HRF SOW.docx</a> <a href="#">How to become a nutritionist: Orla's story - BBC Bitesize</a></p>	<p><a href="#">How to become a dance choreographer: Rachel's story - BBC Bitesize</a> HT2 - PGL leader <a href="#">Year 5 OAA SOW.docx</a> <a href="#">How to become a ski instructor: Annabel's story - BBC Bitesize</a></p>	<p><a href="#">Year 5 Cricket SOW.docx</a></p>
<p><b>Equality and Diversity</b> Gender Disability Religion Race Sexuality</p>	<p>Discussion in lessons about the diversity of national teams. Reference to sports athletes or : <b>Football-</b> Kylian Mbappe- Forward-Paris St Germain/France (Race) Lauren James - England footballer (Race/Gender) Jess Carter - (Sexuality) <a href="#">Year 5 Football SOW.docx</a> <b>Netball-</b> Alice Harvey- Defender Helen Housby- GA Hannah Joseph- Centre (Gender) <a href="#">Year 5 Hockey SOW.docx</a> <b>Rugby-</b> Beauden Barrett- Fly Half- New Zealand Maro Itoje- Lock- England (Race) <a href="#">Year 5 Rugby SOW.docx</a></p>	<p>Discussion in lessons about the diversity of national teams i.e. Hockey teams such as Australia, India and South Africa Discussion in gymnastics lessons about major sporting events i.e. Olympics, European championships and high quality performance of nations i.e. Russia and China (Race) <a href="#">Year 5 Gymnastics SOW.docx</a> Perform dances using a range of movement patterns. Dance is linked to different cultures i.e. Haka (Race/Religion) <a href="#">Year 5 Dance SOW.docx</a></p>	<p><b>Cricket-</b> Discussion in lessons about the diversity of national teams. Teaching the different types of catches - English and Australian. Bowling - Asia. (Race) Introduction to diverse competitive leagues such as the IPL, students represent teams in sport education such as Kolkata Knight Rider and Chennai Super Kings. (Race) <a href="#">Year 5 Cricket SOW.docx</a> <b>Athletics -</b> Discussion on different events being dominated by specific countries based on climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting. Jonnie Peacock - Paralympic Sprinter (Disability) <a href="#">Year 5 Athletics SOW.docx</a></p>
<b>Local Community Links</b>	Biggleswade Rugby Club	Stotfold Football Club	Letchworth Cricket Club
<p><b>British Values</b> Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others</p>	<ul style="list-style-type: none"> <li>• Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various</li> </ul>	<ul style="list-style-type: none"> <li>• Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various</li> </ul>	<ul style="list-style-type: none"> <li>• Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various</li> </ul>

<p>SMSC Character Education</p>	<p>different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> <li>● PBA core values (Mutual respect)</li> <li>● Careers board to be set up in PE area (Careers)</li> <li>● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law)</li> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC)</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC)</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education)</li> <li>● Outdoor life skills that promote communication, problem solving and leadership – students use</li> </ul>	<p>different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> <li>● PBA core values (Mutual respect)</li> <li>● Careers board to be set up in PE area (Careers)</li> <li>● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law)</li> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC)</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC)</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education)</li> <li>● Outdoor life skills that promote communication, problem solving and leadership – students use</li> </ul>	<p>different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> <li>● PBA core values (Mutual respect)</li> <li>● Careers board to be set up in PE area (Careers)</li> <li>● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law)</li> <li>● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC)</li> <li>● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC)</li> <li>● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education)</li> <li>● Outdoor life skills that promote communication, problem solving and leadership – students use</li> </ul>
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