

**PE Unit of Work
Year 5 Autumn**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Table tennis	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct techniques. • Develop accurate sending and receiving skills over distance. 	<ul style="list-style-type: none"> • Demonstrate successful and accurate hitting skills in a game choosing the correct technique • Develop and improve a range of skills for sending and receiving the ball accurately • Practise and progress the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance with greater speed 	<ul style="list-style-type: none"> • Table tennis is different to ping pong • You can't play tennis with your left hand • You play table tennis with a racket.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to use the successful hitting techniques in a game. • Know when to use a range of skills for sending and receiving the ball. 		<ul style="list-style-type: none"> • Dead ball • Deuce • Drop shot • Counter shot
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game choosing the correct technique • Develop a range of skills for sending and receiving the ball accurately • Practise the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance. 		<ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise
Assessment Outcomes	<ul style="list-style-type: none"> • I can serve the ball • I can return the ball from a serve • I can take part in a rally 		
Significant people/places	<ul style="list-style-type: none"> • Jack Hunter-Spivey 		

PE Unit of Work Year 5 Spring			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Dance	<ul style="list-style-type: none"> Begin to improvise with a partner to create a simple dance. Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> Compose a dance that reflects the chosen style. Confidently improvise with a partner or on their own. 	<ul style="list-style-type: none"> Dancing is only for girls. There is only one type of dance.
National Curriculum Subject Content:	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Know how to improvise with a partner. Know how to compose a dance that reflects a particular style of dance. 		<ul style="list-style-type: none"> Dance style Technique Pattern Rhythm
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> I can select ideas to compose specific sequences. I can adapt their sequences to fit new criteria or suggestions. I can perform jumps, shapes and balances fluently and with control. I can confidently use equipment in a variety of ways. I can apply skills and techniques consistently. I can combine equipment with movement to create sequences. 		<ul style="list-style-type: none"> Describe how the body feels before and after exercise. Carry and place equipment safely.
Assessment Outcomes	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Significant people/places	<ul style="list-style-type: none"> Explore age appropriate tiktok dancing 		

PE Unit of Work Year 5 Spring			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Gymnastics	<ul style="list-style-type: none"> Create a sequence of actions that fit a theme. Use an increasing range of actions in their sequences. Move with clarity, fluency and expression. Travel in different ways. Begin to develop good technique when travelling. Develop strength, technique and flexibility. 	<ul style="list-style-type: none"> Create their own complex sequences solo and with groups to a greater degree of success Demonstrate precise and controlled placement of body parts in their actions, shapes and balances with greater control. Confidently use equipment to vault and incorporate this into sequences showing greater balance and co-ordination Apply skills and techniques consistently, showing precision and control more consistently. 	<ul style="list-style-type: none"> Gymnastics isn't a sport Only girls do gymnastics You can only do gymnastics if you're flexible You can only do gymnastics if you're strong
National Curriculum Subject Content:	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Use running and jumping in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Know how to create a sequence of actions that fit a theme. Know how to use an increasing range of actions in sequences. Know how to move with clarity, fluency and expression. 		<ul style="list-style-type: none"> Muscles Rotation Turn Joints Symmetrical/asymmetrical
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> Create their own complex sequences. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. 		<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise
Assessment Outcomes	<ul style="list-style-type: none"> I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. 		
Significant people/places	<ul style="list-style-type: none"> Widnes gymnastics academy 		

PE Unit of Work
Year 5 Spring

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Tennis	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct techniques. • Develop accurate sending and receiving skills over distance. 	<ul style="list-style-type: none"> • Demonstrate successful and accurate hitting skills in a game choosing the correct technique • Develop and improve a range of skills for sending and receiving the ball accurately • Practise and progress the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance with greater speed 	<ul style="list-style-type: none"> • Tennis is only played on grass • You can't play tennis with your left hand • Tennis is only a 1 V 1 sport.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to use the successful hitting techniques in a game. • Know when to use a range of skills for sending and receiving the ball. 		<ul style="list-style-type: none"> • Love • Deuce • Rally • Counter shot I can
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game choosing the correct technique • Develop a range of skills for sending and receiving the ball accurately • Practise the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance. 		<ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise
Assessment Outcomes	<ul style="list-style-type: none"> • I can serve the ball • I can return the ball from a serve • I can take part in a rally 		
Significant people/places	<ul style="list-style-type: none"> • Venus and Serena Williams 		

PE Unit of Work Year 5 Summer			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Basketball/Netball	<ul style="list-style-type: none"> Use simple attacking and defending skills. Apply and follow rules. 	<ul style="list-style-type: none"> Choose the best tactics for attacking and defending. Know when to pass and when to dribble in a game. 	<ul style="list-style-type: none"> You have to be tall to be good at Basketball/Netball You can move with the ball in Netball
National Curriculum Subject Content:	<ul style="list-style-type: none"> Develop strength, technique and control. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games where appropriate and apply basic principles for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> Use a range of attacking and defending skills. Use fielding skills to prevent a player scoring. Vary the tactics they use in a game. 		<ul style="list-style-type: none"> Tactic Goal Points
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. 		<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise
Assessment Outcomes	<ul style="list-style-type: none"> I can gain possession by working as a team. I can choose a tactic for attacking and defending. 		
Significant people/places	<ul style="list-style-type: none"> Halton Netball 		

PE Unit of Work
Year 5 Summer

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Cricket	<ul style="list-style-type: none"> • Demonstrate successful hitting and striking. • Practise the correct batting technique. • Strike the ball for distance. 	<ul style="list-style-type: none"> • Use different techniques to hit a ball. • Explore when different shots are best used. • Develop a backhand technique and use it. 	<ul style="list-style-type: none"> • Cricket is not a team sport • The harder you can hit the ball the better you are • Batting is more important than fielding
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop strength, technique and control. • 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. • Play competitive games where appropriate and apply basic principles for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Accurately serve underarm. • Use at least two different shots in game. 		<ul style="list-style-type: none"> • Striking • Grasping 3 • Fielder • Bowler • Bowling
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Use different techniques to hit a ball. • Explore when different shots are best used. • Get into different positions when trying to catch the ball 		<ul style="list-style-type: none"> • Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise
Assessment Outcomes	<ul style="list-style-type: none"> • I can tactically position myself when fielding • I can tactically hit the ball to a desired position • I can catch the ball with a greater success rate 		
Significant people/places	<ul style="list-style-type: none"> • Ben Stokes England Cricket 		