

## P.E- Upper Key Stage two - Football Yr5 and Yr6

| Pupils should be taught to:  | How we do this in Y5  | How we do this in Y6   | Resources   | Vocabulary  | Notes   |
|--|---|--|---|---|---|
| <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>develop flexibility, strength, technique, control and balance [for</p> | <p>Continue to embed vocabulary already taught from years 3 and 4. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Review key language such as attacker, defender, dribble, shoot, etc</li> <li>- Children to watch, review and replicate dribbling and passing techniques from their peers and assess these based on effectiveness</li> <li>- Children's passing and shooting techniques should be accurate and using appropriate force</li> <li>- Participate in</li> </ul> | <p>Continue to embed vocabulary already taught from previous years. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> <li>- Review key terminology from year 5 and introduce new key words</li> <li>- Children to watch, review and replicate dribbling and passing techniques from their peers, assess these based on effectiveness and suggest improvements</li> <li>- Using appropriate force, children should</li> </ul> | <p><b>Yr5</b><br/>Balls, cones, hoops, bibs, benches, beanbags, goals/targets,</p> <p>Lesson plans – see PE folder on staffshared</p> <p><b>Yr6</b><br/>Balls, cones, hoops, bibs, benches, beanbags, goals/targets,</p> <p>Lesson plans – see PE folder on staffshared</p> | <p><b>Vocabulary Yr5</b><br/>Attacker, defender, dribble, shoot, score, zones, intercept, mirror, block, follow, shadow, tackling, dribble, opponent, pass, taggers, goal, direction, pitch, rebound, receive</p> <p><b>Vocabulary Yr6</b><br/>Attacker, defender, dribble, shoot, score, zones, intercept, mirror, block, follow, shadow, tackling, dribble, opponent, pass, taggers, goal, direction, pitch, rebound, receive</p> | <p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> <li>- Warm up</li> <li>- Review previous learning/ vocabulary</li> <li>- Clear modelling of new teaching</li> <li>- Pupil/ group activity</li> <li>- Review/ re model</li> <li>- Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points</li> <li>- Cool down</li> </ul> <p style="color: red;">Please note pupils should be active a minimum of 80% of the session</p> |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| <p>example, through athletics and gymnastics]</p> | <p>increasingly challenging game situations and practise the skills learned so far</p> <ul style="list-style-type: none"> <li>- Children should now be more confident when using the side of their foot to pass, dribble and shoot a ball</li> <li>- When defending, children should be able to effectively shadow to increase the difficulty for their opponent</li> <li>- In addition to shadowing their opponent, children should begin tackling players to gain control of the ball</li> <li>- When attacking, children should confidently move into free spaces in order to score points</li> <li>- Good control of the ball should be shown by keeping the ball close in front of the player when dribbling</li> </ul> | <p>be able to pass the ball accurately to someone on their team without an opponent intercepting</p> <ul style="list-style-type: none"> <li>- Effective control of the ball should be shown by keeping the ball close in front of the player when dribbling so as to limit the chance of a successful tackle</li> <li>- Children should be confident when moving the ball with the side of their foot, this should now come fairly naturally</li> <li>- Participate in challenging games situations and apply the skills learned</li> <li>- Effective control of the ball should be used to make it increasingly more difficult for the ball to be intercepted/tackled</li> </ul> |  |  |  |
|---|--|---|--|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>-</p> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy.</li> <li>- he/she can hit a ball into space to help increase his/her score within a game.</li> <li>- he/she can dribble a ball in different directions and avoid obstacles. e.g. With his/her feet or a hockey stick.</li> <li>- he/she can help other members of his/her team to find space within a team game.</li> </ul> | <ul style="list-style-type: none"> <li>- When defending, children should be able to effectively shadow to increase the difficulty for their opponent</li> <li>- Tackling should now also be used as a regular form of attack. This should be controlled, appropriate and with thoughtful use of force</li> <li>- When attacking, children should confidently move into free spaces in order to receive the ball from teammates and to score points</li> </ul> <p>CRM</p> <ul style="list-style-type: none"> <li>- he/she can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy.</li> </ul> |  |  |  |
|--|--|--|--|--|--|

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  |   | <ul style="list-style-type: none"> <li>- he/she can hit a ball into space to help increase his/her score within a game.</li> <li>- he/she can dribble a ball in different directions and avoid obstacles. e.g. With his/her feet or a hockey stick.</li> <li>- he/she can use a range of attacking and defending skills when playing a team game.</li> </ul>           |  |  |  |
| <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess using video footage of each group's dance</li> <li>- Evaluate performance and suggest improvements</li> <li>- Explain how performance has developed/ improved</li> </ul> | <p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> <li>- Self/ peer assess</li> <li>- Evaluate effectiveness of movements</li> <li>- Evaluate using appropriate technical vocabulary</li> <li>- Model suggested improvements</li> <li>- Act upon advice given, refining movements</li> </ul> |  |  |  |