

Physical Education (PE) Year Planner

Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
REAL PE Unit	Real PE Unit 1 Cognitive	Real PE Unit 2 Creative	Real PE Unit 4 Applying Physical	Real PE Unit 3 Social	Real PE Unit 5 Health and Fitness	Real PE Unit 6 Personal
REAL PE Warm Up (Mon) See REAL PE planning	Hi Baby	Like Clockwork	All Change	Shape Up	Continuous relay	Inside Out
Fundamental Skills (Mon – Weds) See REAL PE planning	Coordination: Ball Skills (FUNS 9) Agility: Reaction/Response (FUNS 12)	Static Balance: Seated (FUNS 2) Static Balance: Floor work (FUNS 3))	Static Balance: One Leg (FUNS 1) Dynamic Balance to Agility: Jumping and Landing (FUNS 6)	Dynamic Balance: On a line (FUNS 5) Counter Balance: with a partner (FUNS 7)	Static Balance: Stance (FUNS 4) Coordination: Footwork (FUNS 10)	Agility: Ball chasing (FUNS 11) Coordination: Sending and receiving (FUNS 8)
REAL PE Cog Learning Focus	I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. EXC I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. EXC I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. EXC I can use combinations of skills confidently in sport specific contexts. I can	I can involve others and motivate those around me to perform better EXC I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately EXP	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/ event. I can plan and follow my own basic fitness programme. EXC I can self select and perform appropriate warm up and cool down activities. I can identify possible	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. EXC I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets

	<p>play which will increase chances of success and I can develop methods to outwit opponents. EXP</p> <p>I can persevere with a task and I can improve my performance through regular practice I know where I am with my learning and I have begun to challenge myself WT</p>	<p>EXP</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging n WT</p>	<p>perform a range of skills fluently and accurately in practice situations. EXP</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. WT</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task WT</p>	<p>dangers when planning an activity EXP</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. WT</p>	<p>EXP</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice WT</p>
Traditional PE (Thursday)	Hockey (Invasion Game)	Football (Invasion Game)	REAL Gymnastic	Orienteering	Netball (+Bikeability)	Real Dance (Personal)
Sequence of Lessons	<p>L1: To play games understanding different positions and roles.</p> <p>L2: To use different passes whilst on the move.</p> <p>L3: To shoot with confidence and control.</p> <p>L4: To dribble a ball at speed whilst changing direction.</p>	<p>L1: To pass the ball to teammates in game situations.</p> <p>L2: To dribble the ball whilst under pressure.</p> <p>L3: To defend in a team.</p> <p>L4: To compete in games</p> <p>L5: To decide on ways to attack when playing games.</p>	<p>L1: Hand Apparatus (Ball Tricks)</p> <p>L2: Hand Apparatus (Rhythmic Sequences)</p> <p>L3: Hand Apparatus (Rhythmic Sequences)</p> <p>L4: Low Apparatus (Apparatus Circuit)</p> <p>L5: Low Apparatus (Bench Sequences)</p> <p>L6: Low Apparatus (Bench Sequences)</p>	<p>L1: To build confidence during team activities</p> <p>L2: To work within your team, communicating, trusting, and valuing each other.</p> <p>L3: To plan strategies to complete tasks</p> <p>L4: To develop map reading skills and confidence.</p>	<p>L1: To pass the ball in a variety of different ways with confidence and control.</p> <p>L2: To move with the ball at speed.</p> <p>L3: To mark, track and cover when defending.</p> <p>L4: To keep possession of the ball when faced with opponents.</p>	<p>L1: To explore body shapes, one of the basics of the movement of dance.</p> <p>L2: To explore the basics of the movement of dance – moving the body between shapes.</p> <p>L3: To Learn how to see an inanimate object and move like that object without pretending to be the object.</p>

	<p>L5: To decide the best way to defend in a game situation.</p> <p>L6: To decide the best way to attack in a game situation.</p>	<p>L6: To decide on ways to defend in games.</p>		<p>L5: To develop map building skills.</p> <p>L6: To complete an orienteering event.</p>	<p>L5: To work together as a team, showing good awareness of others.</p> <p>L6: Apply basic principles for attacking and defending in game situations.</p>	<p>L4: Build on the skills learned in Lesson 1 and explore how music can be used to impact the dance pupils are making.</p> <p>L5: To explore lifts and leans in partnership in more detail.</p> <p>L6: To recap on all dance and dance making skills learned so far.</p>
<p>Fitness Friday Links to 5 ways to well-being.</p>	<p>Wk 1 – Playground games Wk 2 – Mission X: Astronaut Training Wk 3 – Mission X: Astronaut Training Wk 4 – Mission X: Astronaut Training Wk 5 – Learn the Thriller dance Wk 6 – Learn the Thriller dance</p>	<p>Wk 1 – Playground games Wk 2 – Yoga Wk 3 – Apparatus Wk 4 – Dance (WW2 link) Wk 5 – Circuits Wk 6 – Christmas themed games</p>	<p>Wk 1 – Crab football Wk 2 – Skipping Challenges Wk 3 – Running (File running) Wk 4 – Rounders Wk 5 – Gardening Wk 6 – Tennis</p>	<p>Wk 1 – Joe Wicks Cardio Wk 2 – Archery Wk 3 – Zumba Wk 4 – Crab football Wk 5 – AMRAP crossfit Wk 6 – Wheels session</p>	<p>Wk 1 – Gardening Wk 2 – Rounders Wk 3 – Climbing wall challenges Wk 4 – Frisbee Wk 5 – Badminton Wk 6 – Quidditch</p>	<p>Wk 1 – Running (Hoe Down) Wk 2 – Tennis Wk 3 – Alphabet crossfit Wk 4 – Zumba Wk 5 – Basket ball Wk 6 – Playground games</p>
<p>Vocabulary</p>	<p>REAL PE + Traditional: balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, patterns of play, success, criteria, judge, tactics, strategies</p>	<p>REAL PE + Traditional: balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, Football: dribble, pass, tackle,</p>	<p>REAL PE + Traditional: balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, Gymnastics: travel, floor work, shape,</p>	<p>REAL PE + Traditional: balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, similarities, differences</p>	<p>REAL PE + Traditional: balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, consistency, level, speed, direction</p>	<p>REAL PE + Traditional: balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, Dance: floor work, shapes, solo, partner,</p>

	<p>attack, defend, space,</p> <p>Hockey: Hockey, passing, dribbling, shoot, stick, control, teamwork, speed, direction, decision making, aim, turn, stop, possession, slap push, push pass, attack, defence</p>	<p>possession, defend, attack, intercept, control, space, saving, aim, direction</p>	<p>rotation, flight, core, apparatus, balance, tension, fluency, apparatus, rhythmic, sequence,</p>	<p>Orientation: teamwork, map skills, control, line orienteering, pace orienteering,</p>	<p>Netball: ball, control, speed, direction, passing, pass, chest pass, bounce pass, technique, aim, accuracy, teamwork, shoot, score, accuracy, power, rules</p>	<p>abstraction, artistry, fluency,</p>
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