

Year 5 P.E  
Knowledge  
Organisers.

Year 5 P.E timetable for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics Unit 1	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Football	OAA
Outdoor	Tag Rugby	Hockey	Netball	Tennis	Cricket	Athletics

## How to use the Knowledge Organisers effectively?

- **Staff** to use the Knowledge Organiser at the start of each unit discuss what the children's prior knowledge should be and what vocabulary they might come across.
- Throughout the sessions in that unit, **staff** and **parents** to use key questions provided on the Knowledge Organisers to assess the child's understanding within that unit that is taught.
- **Children** will be able to comment on the vocabulary they discuss from the Knowledge Organisers at the start of the unit as well as throughout the sessions that are delivered.
- **Parents** will be able to use the unit focus and vocabulary used to discuss with their child to help assess at home what they achieved within the sessions.

# Autumn Term 1 – Gymnastics (Unit 1:Indoor)

## Knowledge Organiser: Year 5 Gymnastics Unit 1

### Prior Learning:

Have become more confident to perform skills consistently. Can work to improve sequences and individual actions. Can work in groups and aim to perform sequences in time with others. Can make changes to sequences using compositional ideas.

### Unit Focus:

Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.

**Head:** Selects a component for improvement and use guidance from others.

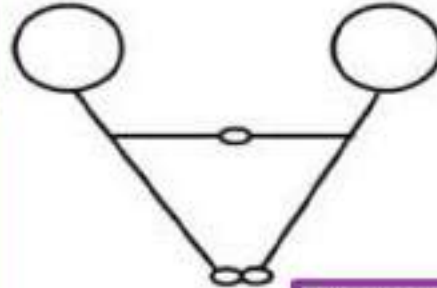
**Hand:** Attempt to perform more complex skills in isolation such as round-off.

**Heart:** Work responsibly in trust exercises and when counterbalancing.

**Equipment needed:** Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops.



Symmetrical counterbalance



### Key Vocabulary/Skills

Round off.	Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.
Explore symmetry.	
Explore asymmetry.	
Counterbalances.	
Performing.	

### Key Questions:

1. What makes a performance aesthetically pleasing?
2. How can you be a good partner in counterbalances?
3. Why do you need good communication with a partner or group?

### Concepts:

A counterbalance is created when one weight balances another. The counterbalance allows a person to stay balanced even when their centre of gravity moves. With a partner, counterbalance can be created by pulling/holding or pushing.





# Autumn Term 1 – Tag Rugby (Outdoor)

## Knowledge Organiser: Year 5 Tag Rugby



### Prior Learning:

Consistently performed basic tag rugby skills. Implemented rules, develop tactics in competitive situations. Increased speed and endurance during gameplay.

### Unit Focus:

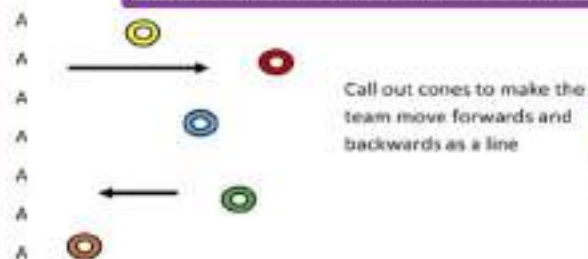
Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over greater distance.

**Head:** Recognise principles of defence.

**Hand:** Combine skills such as running and passing.

**Heart:** Cooperatively as a team to defend and attack.

**Equipment needed:** Rugby balls, tags, cones.



'W' grip

### Key Vocabulary/Skills

Tagging opposition.

Running and passing accurately.

Principles of defence.

Pop pass.

Magic diamond formation.

Contest, possession, pressure, support, pop pass, turn over, lose pass, W grip, offence, formation.

### Key Questions:

1. What techniques are we looking for during games?
2. What does it mean to take the metres not the time?
3. When would you use the magic diamond?

### Rules:

- If a pass is forward, possession is changed, and a free pass is awarded from where the offence took place.
- If the ball is dropped forwards, the opposition have a free pass from where the offence took place.





# Autumn Term 2 – Dance (Unit 1: Indoor)

## Knowledge Organiser: Year 5 Dance Unit 1



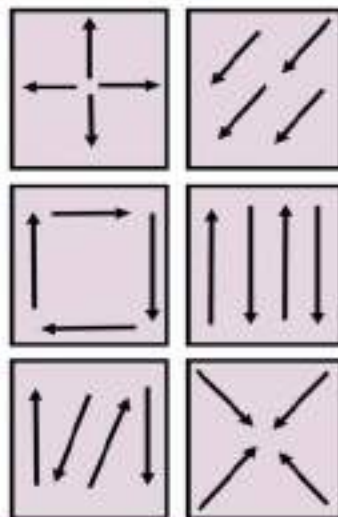
### Prior Learning:

Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.

### Unit Focus:

Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression.

**Equipment needed:** Music player, music, cones, hoops, throw down spots, balloons, laptop internet access.



### Key Vocabulary/Skills

- Apply some basic Bollywood actions.
- Perform non-locomotor and locomotor movements.
- Describe key features of line dance.
- Work collaboratively with a group of 4.
- Use knowledge of basic line dance steps to create their own.

Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns.

**Head:** Confidently participate in dances from different parts of the world.

**Hand:** Refine & improve dances adapting them to include rhythm & expression.

**Heart:** Work collaboratively to produce short dances.

### Key Questions:

1. Why is it easier to create more exciting movement patterns with larger groups instead of as an individual or pair?
2. Why do they call the dance move 'around the world'?
3. What are some of the key characteristics of line dancing?

### Concepts:

- 5 Actions of dance – jump, turn, travel, gesture and stillness.
- Locomotion moving from one place to another.
- Non-locomotor movements are body movements without travel, such as bending, swaying, or wiggling.





# Autumn Term 2 – Hockey (Outdoor)

## Knowledge Organiser: Year 5 Hockey

**Prior Learning:** Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot.

### Unit Focus:

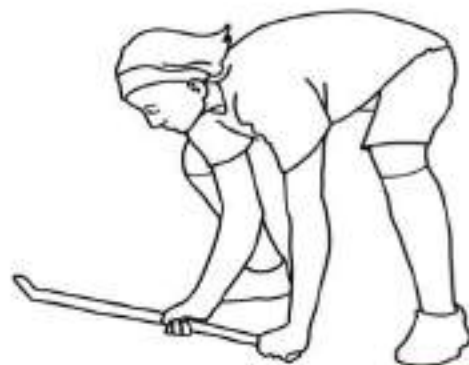
Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.

**Head:** Know and apply the rules consistently in a game situations.

**Hand:** Able to combine basic skills such as dribbling and passing.

**Heart:** Use appropriate language to explain their attacking and defensive play.

**Equipment needed:** Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.



### Key Vocabulary/Skills

Block Tackle.	Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.
Passing in the D.	
Apply marking in a game.	
Sweep shot to send over distance.	
Dragging the ball from right to left.	

### Key Questions:

1. How can you as an individual player help build an attack towards the goal?
2. When you are marking in defence where should you position yourself?
3. If the ball hits someone's foot what happens?

### Rules:

- To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.
- If the ball touches the back of the stick 'back stick' then the opposition get a free pass where the offence occurred.





# Spring Term 1 – Gymnastics (Unit 2:Indoor)



## Knowledge Organiser: Year 5 Gymnastics Unit 2

### Prior Learning:

Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.

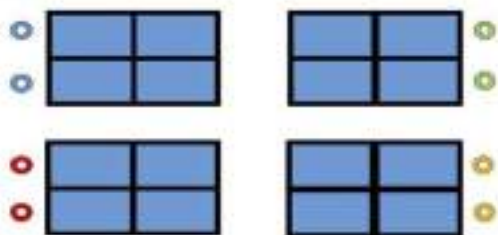
**Unit Focus:** Take responsibility for own warm-up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.

**Head:** Explain the significance of a warm-up and how it relates to gymnastics activity.

**Hand:** Remember and repeat longer sequences with more difficult actions.

**Heart:** Lead others in a warmup with confidence in own preparation.

**Equipment needed:** Mats, bench, low box top, throw down markers, chalk.



### Key Vocabulary/Skills

Pathways.

Linking cartwheels.

Linking rounds offs.

Devising warm-ups.

Combining actions.

Speed, partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature.

### Key Questions:

1. Describe an asymmetrical balance you saw in someone else work
2. Why is it important to warm-up before performing specific actions?
3. What are some of the things you must do when linking two cartwheels together?

### Concepts:

Warmups prevent injury by increasing the body's core temperature. Warm muscles increases reflexes. A good warm up should also increase range of motion and prepare the mind for activity. Warm up increases in importance as we age.





# Spring Term 1 – Netball (Outdoor)

## Knowledge Organiser: Year 5 Netball



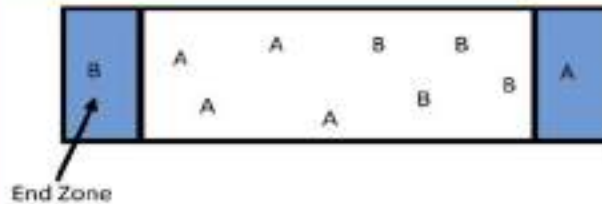
### Prior Learning:

Introduced to high five netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork.

### Unit Focus:

Use specific netball skills in games. Begin to play efficiently in different positions on the court in both attack and defence. Increase power and strength of passes.

**Equipment needed:** Netballs, cones, bibs, stopwatch, Goals—Junior posts if possible, hoops.



### Key Vocabulary/Skills

Bounce pass in game.	Score, shoot, footwork, foul, free pass, pivot, umpire, dodging, attack, defence, dodge, stationary.
Finding space.	
Dodge to get away from opponents.	
Pivot to make successful passes.	
Two handed shooting.	

### Key Questions:

1. When and why might you use one-handed shooting and when might you use two-handed shooting?
2. Do you see any advantages/disadvantages to using the two-handed technique or the one-handed technique?
3. Which dodging skill was the hardest to execute?

### Rules:

- No hitting or slapping the ball out of players hands.
- You cannot kick the ball.
- You cannot hand or roll the ball to a teammate.



**Head:** Describe some specific skills you used in a game and if they were effective or not.

**Hand:** Move balls over longer distances accurately, demonstrating power.

**Heart:** Use appropriate language to explain their attacking and defensive play.

## Knowledge Organiser: Year 5 Dance Unit 2



### Prior Learning:

Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression.

### Unit Focus:

Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.

**Equipment needed:** Videos of modelled movements, posters, music.

### Key Questions:

1. Do you have a different opinion of dance since the start of the unit?
2. Can you name, describe or show some individual dance skills you learnt?
3. Why do you think dance is important?

### Key Vocabulary/Skills

Copy/perform specific dance actions to communicate the theme.	Assemblé, sissone, sauté, chaîné, retrograde, inversion, instrumentation, fragmentation.
Communicate the idea of a hero.	
Perform clear shapes and build patterns as part of a team.	
Copy and execute a high energy jump sequence.	
Creating a low level attack sequence.	

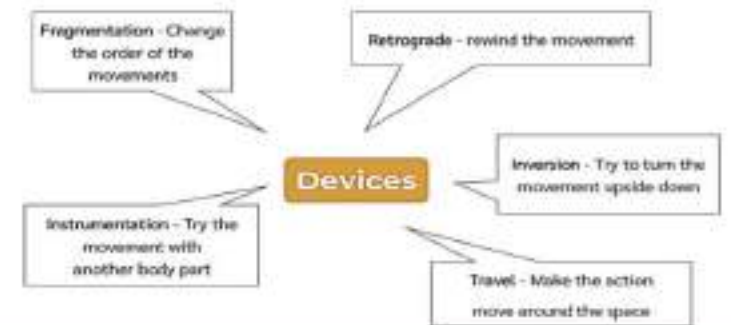
**Head:** Confidently participate in dances from different cultures.

**Hand:** Adapt their skills to meet the demands of a range of dance styles.

**Heart:** Recognise and comment on dances suggesting ways to improve.

### Concepts:

Instrumentation is a choreographic device where a movement performed by a body part(s) is transferred to another body part(s).



**Support:** Use the simple devices if you are struggling with the complex ones - Size, Speed, Level, Direction, facing.



# Spring Term 2 – Tennis (Outdoor)

## Knowledge Organiser: Year 5 Tennis



### Prior Learning:

Explored different shots (forehand, backhand).  
Work to return the serve.  
Positions in gameplay.

**Equipment needed:** Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Colour	Orange
Material	Orange
Weight	100g - 150g
Dimensions	100mm x 100mm
Ball type	Mini Tennis
Recommended surface	Indoor or outdoor

Mini Tennis  
Orange



### Key Vocabulary/Skills

- Putting skills into games.
- Volley shots.
- Clear ball from the back of the court.
- Recognise differences in where you might stand in doubles play.
- Approach the ball forehand and backhand.

Service rules, volley, overhead, singles, doubles.

### Unit Focus:

Introduce volley shots and overhead shots. Apply new shots into game situations  
Play with others to score and defend points in competitive games. Further, explore tennis service rules.

**Head:** Cooperate and collaborate with others to play in a sportsman like way.

**Hand:** Apply some control when returning the ball/shuttle including foot placement, shot selection and aim.

**Heart:** Play with others with some flow to the game, keeping track of their own scores.

### Key Questions:

1. How many times can a ball bounce in tennis? Is this the same in doubles and singles? (Yes, it is the same)
2. What other games do you need quick feet?

### Rules:

- Play where players rotate around the courts and in each court there is a different conditioned game.
- Options for conditioned games =
- One bounce or two bounce.
  - Taking it in turns to hit shots in doubles.
  - Very small court to encourage staying on toes and quick reactions
  - Backhand shots equal two points.





# Summer Term 1 – Football (Indoor)

## Knowledge Organiser: Year 5 Football



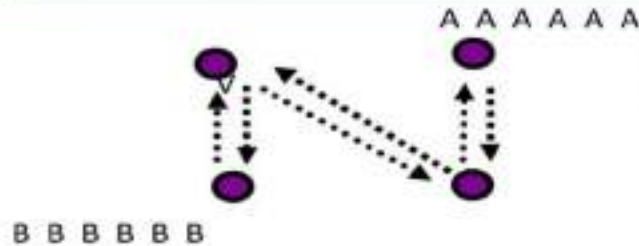
### Prior Learning:

Introduced to some defensive skills. Can dribble in different directions using different parts of their feet. Pass for distance Evaluate skills to aid improvement.

### Unit Focus:

Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics Become more skilful when performing movements at speed.

**Equipment needed:** Footballs, range of balls, cones, goals, bibs, stopwatch.



Pass with outside of foot

### Key Vocabulary/Skills

Turning with the ball.	Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position.
Running with the ball.	
Passing on the move.	
Interchange of position & formation play.	
Regaining possession.	

### Key Questions:

1. Why is regaining possession quickly crucial in a game?
2. What does possession mean?
3. Why is it essential to be goalside of your player when marking?

### Rules:

- No slide tackling.
- No touching the ball with your hands (unless you are the goalkeeper).
- To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.

**Head:** Awareness of where teammates and opponents are and how this dictates where you run.

**Hand:** Combine running and sending the ball.

**Heart:** Use learned skills to maintain possession during a game.





# Summer Term 1 – Cricket (Outdoor)

## Knowledge Organiser: Year 5 Cricket

### Prior Learning:

Developed and applied a range of skills in competitive context. Chosen and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency.

### Unit Focus:

Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.

**Equipment needed:** Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.



Defensive shot

Attacking shot

### Key Vocabulary/Skills

Start sprints with power to run between wickets.

Using the short throw to run players out.

Anticipating the rise of the bowled ball.

Flexibility and overarm bowling.

Defensive shot.

Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.

### Key Questions:

1. If a batter can hit a wide variety of different types of shot, does this make it harder or easier to set a field?
2. What are some of the key differences between an attacking shot and a defensive shot?

### Rules:

- Each player will bowl one over when fielding
- Each team starts with 100 points
- 5 runs are deducted if a player is bowled, caught or run out. They still continue to bat their dedicated two overs.

**Head:** Recognise where increased flexibility and power is an advantage.

**Hand:** Begin to employ specific bowling techniques such as overarm in cricket.

**Heart:** Work collaboratively with others to both score runs and to restrict runs when in field.





# Summer Term 2 – OAA (Indoor)

## Knowledge Organiser: Year 5 OAA

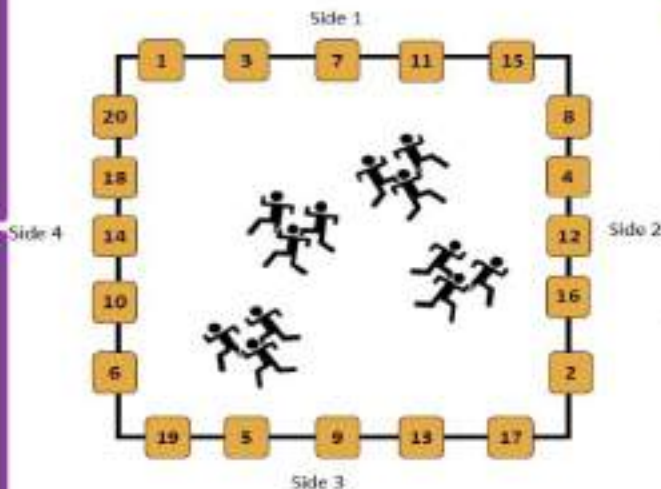
### Prior Learning:

Worked well in a team or group within defined roles. Planned and refined strategies to solve problems. Identified the relevance of and use maps, compass and symbols. Identified what they do well and suggest what they could do to improve.

### Unit Focus:

Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.

**Equipment needed:** Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, marshmallows, spaghetti, whiteboard pen, bucket, water, plastics cups.



### Key Vocabulary/Skills

Memory and recall skills.	Challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual, signal.
Collaborative working.	
Interpret Morse Code.	
Send Morse Code.	
Circle trust.	

### Key Questions:

1. Can you suggest any other ways to communicate a Morse Code Signal?
2. Can you think of any situations today that Morse Code might be useful, for example in an emergency?
3. What happens to our recall the more times we see something new?

### Concepts:

A control point is a checkpoint within a route or course.



**Head:** Communicate using code.

**Hand:** Work at a high intensity for sustained period whilst completing a task.

**Heart:** Explore and refine ways of communicating to best complete a set task.



# Summer Term 2 – Athletics (Outdoor)

## Knowledge Organiser: Year 5 Athletics



**Prior Learning:** Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

**Equipment needed:** A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, vortex howler, low hurdles.

**Unit Focus:** Sustain pace over short and longer distances. Run as part of a relay team. Perform range of jumps and throws.



### Key Vocabulary/Skills

Relay legs.

Work to improve distance covered in set times.

Use push throws to hit target.

Baton exchange.

S.T.E.P principle.

Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.

**Head:** Distinguish between good and poor performances and suggest ways to improve self and others.

**Hand:** Sustain pace over shorter and longer distances.

**Heart:** Able to run as part of a team in relay style events.

### Key Questions:

1. Why do we pass the baton to the opposite hand to ?
2. Which throw do you think is most effective for distance?
3. Can you jump further with a run up?

### Rules:

- Receiving baton within restricted area.
- Fair scoring of event/activity.
- Appropriate rules in running, jumping or throwing event.

