Year 5 P.E Knowledge Organisers.



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)



Year 5 - Gymnastics Unit 1

Knowledge Organiser

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.

We are learning...

- 1. the key steps to perform a round-
- 2. to create and perform a partner sequence using symmetry.
- 3. to create and perform a partner sequence using asymmetry.

Equipment

- 4. to perform a counter-balance with a
- 5. to perform smooth transitions between counterbalances using different levels.
- 6. to evaluate each other's work and suggest improvements.

Vocabulary

Mats, hoops, cones, wall bars, beanbags, Symmetry, asymmetry, sequences, low apparatus, action cards, tabletops. combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics,

counterbalance.

Key Questions

Unit Focus

1. What makes a performance aesthetically pleasing?

areas for improvement. Select a component for improvement.

- 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, a counterbalance can be created by pulling/holding or pushing.

Create longer and more complex sequences and adapt performances. Take the lead

in a group. Develop symmetry. Compare performances and judge strengths and

Assessment Overview

Head - Select 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.



Autumn Term 1 – Tag Rugby (Outdoor)





Year 5 - Tag Rugby

Knowledge Organiser

Prior Learning

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

Unit Focus

Combine basic tag rugby skills such as catching and guickly 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 a greater distance.

We are learning...

- 1. to use defensive positions to mark and tag an attacker.
- 2. to pass a ball accurately and consistently while on the move.
- space to the attacking team.
- 4. to use a pop pass over short distances to create an explosive run.
- 5. to move the ball quickly using the 'magic diamond' formation.
- 3. to defend as part of a team to deny 6. to use the 3 step and pass rule with some confidence.

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?

Equipment

Rugby balls, tags, cones, hoops.

Vocabulary

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

Rules

- Possession is changed if a pass is forward, and a free pass is awarded from where the offence occurred.
- If the ball is dropped forward, the opposition has a free pass from where the offence took place.

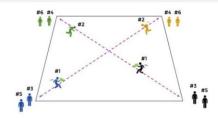
Assessment Overview

Head - Recognise principles of defence.

Hand -Combine skills such as running and passing.

Heart -As a team, maintain possession.





Autumn Term 2 – Dance (Unit 1: Indoor)



Year 5 - Dance Unit 1

Knowledge Organiser

Prior Learning

Throughout the unit, a single theme was maintained and linked all activities to communicate this with the audience.

We are learning...

- 1. what a non-locomotor movement is 4. a simple Line Dance routine. and using it in our dance.
- 2. to perform both non-locomotor and locomotor movements together.
- 3. to create new and exciting group patterns.
- 5. to create our own 3-step line dance with a partner.
- 6. to work collaboratively within our group to improve our performance.

Key Questions

Unit Focus

1. Why is it easier to create more exciting movement patterns with larger groups instead of as an individual or pair?

Perform different styles of dance fluently and clearly. Refine and improve dances

adapting them to include the use of space, rhythm and expression.

- 2. Why do they call the dance move 'around the world'?
- 3. What are some of the key characteristics of line dancing?

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop internet access.

Vocabulary

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

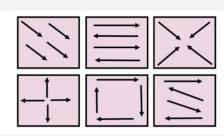
Concepts

- 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.

Assessment Overview

- Head Confidently participate in dances from different parts of the world.
- Hand Refine & improve dances, adapting them to include rhythm & expression.

Heart - Adapt a pair dance into a small group dance.



<u>Autumn Term 2</u> – Hockey (Outdoor)





Year 5 - Hockey

Knowledge Organiser

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.

We are learning...

- 1. to perform a block tackle to dispossess an attacker.
- D to create scoring opportunities.
- 3. to mark an attacker closely to stop them from receiving the ball.
- 4. to perform a sweep hit to send the ball 'first time'.
- 2. to use fast, accurate passes into the 5. to move the ball quickly from left to right to outwit a defender.
 - 6. to use a variety of techniques to keep possession in a game.

Key Questions

Unit Focus

distances.

1. How can you as an individual player help build an attack towards the goal?

Combine basic hockey skills such as dribbling and push passes. 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

- 2. When you are marking in defence, where should you position yourself?
- 3. If the ball hits someone's foot what happens?

Equipment

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

Vocabulary

Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.

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 gets a free pass where the offence occurred.

Assessment Overview

Head - Apply basic defensive positions.

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

Heart - Work as a team to attack and defend.



Spring Term 1 – Gymnastics (Unit 2:Indoor)



Year 5 - Gymnastics Unit 2

Knowledge Organiser

Prior Learning

Have created longer and more complex sequences and adapted performances. Taken the lead in a group. Developed symmetry. Compared performances and judged strengths and areas for improvement. Selected a component for improvement.

We are learning...

- 1. to use space creatively along an Lshaped pathway.
- 2. to refine our round-off technique.
- 3. to refine over-the-shoulder roll and 6. to develop a 6-element partner attempt a handstand finish.
- 4. to smoothly link two cartwheels to perform a double cartwheel.
- 5. to transition into a bridge with control.
 - sequence incorporating asymmetry.

Unit Focus

Take responsibility for your 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.

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?

Equipment

Mats, bench, low box top, throw down markers, chalk.

Vocabulary

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

Concepts

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

Assessment Overview

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

Hand - Work within/on set pathways.

Heart - Lead others in a warmup with confidence in their own preparation.



Spring Term 1 - Netball (Outdoor)





Prior Learning

Introduced netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork. Introduced the concept of preliminary moves.

We are learning...

- 1. to choose the appropriate pass for different scenarios.
- 2. to find space to receive in a game.
- 3. to use different dodging techniques to outwit a defender and get free.
- to practice and perform pivoting and quick turns.
- 5. to get into closer shooting positions.
- to react and move quickly in isolation and in games.

Vocabulary

Netballs, cones, bibs, stopwatch, goals (junior posts if possible), hoops, soft balls.

Equipment

Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.

Rules

find space?

Unit Focus

Key Questions

tactics to get free. Move quickly around the court.

1. Why is it an advantage to get closer to shoot?

What areas of your game would you like to improve?

- No hitting or slapping the ball out of players' hands.
- You cannot kick the ball.
- You cannot defend the ball in a player's hands, but you can jump once to intercept the pass or shot.

Make choices about which pass to use and where to shoot from. Implement some

3. What should you do if you are closely marked by a player when you are trying to

Assessment Overview

Head - Explain the techniques for different passes.

Hand - Attempt to get into better shooting positions.

Heart - Use verbal and non-verbal communication to show teammates where you want to ball.



Knowledge Organiser

Spring Term 2 - Dance (Unit 2:Indoor)





Year 5 - Dance Unit 2

Knowledge Organiser

Prior Learning

Have performed different styles of dance fluently and clearly. Refined and improved dances, adapting them to include the use of space, rhythm and expression.

We are learning...

- 1. to communicate the theme of heroes through our dance.
- 2. to manipulate and develop actions using a range of devices.
- 3. to create interesting and varied dance actions as a group using levels.
- 4. to use jumps to bring power and energy to our dance phrase.
- 5. to show the theme of an attack, performing at a low level.
- 6. to work effectively with others to improve movement quality and performance.

Unit Focus

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

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 learned?
- 3. Why do you think dance is important?

Equipment

Videos of modelled movements, posters, music.

Vocabulary

Assemblé, sissone, sauté, chainé, retrograde, inversion, instrumentation, fragmentation.

Concepts

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

Assessment Overview

Head - Show ways in which you can communicate a narrative through dance.

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

Heart - Recognise and comment on dances, suggesting ways to improve.



Spring Term 2 – Tennis (Outdoor)



Year 5 - Tennis

Knowledge Organiser

Prior Learning

Explored different forehand and backhand shots. Worked to return the serve. Have explored different court positions in gameplay.

We are learning...

- 1. to recap and perform a range of different shots with accuracy and control.
- 2. to move guickly to the ball to perform a volley.
- 3. to play an overhead shot and know when you might use this.
- 4. to use different court formations during doubles play.
- 5. to refine court movement to hit the ball before the second bounce.
- 6. to perform a diagonal serve to begin a game in competitive situations.

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.

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?

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Vocabulary

Service rules, volley, overhead, singles, doubles.

Skill

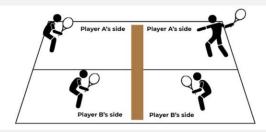
• Volley Shot - A shot usually played close to the net, where the ball does not bounce on your side of the court. To perform a volley shot, you should hit the ball before it bounces on the ground.

Assessment Overview

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

Hand - Approach the ball to return before the second bounce.

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



Summer Term 1 – Football (Indoor)



Year 5 - Football

Knowledge Organiser

Prior Learning

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

We are learning...

1. to turn with the ball.

Equipment

- 2. to travel quickly and effectively when running with the ball.
- 3. to combine running with the ball and sending it into space.
- 4. to maintain position when attacking to create space.
- 5. to perform a stepover to beat a defender.
- 6. to control a bouncing ball, keeping it close to the body.

Vocabulary

Footballs, range of balls, cones, goals, bibs, stopwatch.

Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain.

Rules

- No slide tackling.
- No touching the ball with your hands (unless you are the goalkeeper).

1. Why is regaining possession quickly crucial in a game?

3. Why is it essential to be goalside of your player when marking?

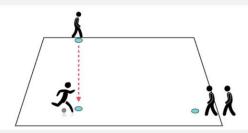
 To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.

Assessment Overview

Head - Select an appropriate conclusion to a run with the ball.

Hand - Receive the ball and turn.

Heart - Use individual skills to keep possession.



Unit Focus

Key Questions

2. What does possession mean?

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.

Summer Term 1 – Cricket (Outdoor)



Year 5 - Cricket

Knowledge Organiser

Prior Learning

Developed and applied a range of skills in a competitive context. Chosen and used a range of simple tactics in isolation and game context. Consolidated existing skills and applied them with consistency.

We are learning...

- 1. to work with a partner to score runs. 4. to overarm bowl with accuracy whilst
- 2. to throw accurately over short distances to get batters out.
- 3. to follow the path of the ball to catch as a wicketkeeper.
- to overarm bowl with accuracy whilst using a run-up.
- 5. to play a forward defensive shot.
- 6. to set a field in a game to limit the runs scored by a batter.

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.

Key Questions

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

Equipment

Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.

Vocabulary

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

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.

Assessment Overview

- Head Describe what 'setting a field' means.
- Hand Begin to employ specific bowling techniques such as overarm in cricket.
- **Heart** Show perseverance during a game and commitment to the team.





Summer Term 2 – OAA (Indoor)



Year 5 - OAA

Knowledge Organiser

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.

We are learning...

- to explore different ways of communicating with a blindfolded partner.
 to follow a designated route at maximum.
- to follow a designated route at maximum speed and complete a task safely.
- to use memory methods to recall different objects whilst navigating.
- 4. to use clear communication to recreate a shape from memory.
- to use imagination and creative thinking to create the tallest marshmallow tower.
- 6. to send and interpret messages using Morse code.

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.

Key Questions

- 1. Can you suggest any other ways to communicate a Morse Code Signal?
- 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?

Equipment

Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, marshmallows, spaghetti, whiteboard pen, bucket, water, and plastic cups.

Vocabulary

Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.

Concept

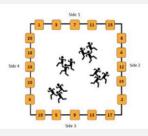
A control point is a checkpoint within a route or course.

Assessment Overview

Head - Communicate using code.

 $\boldsymbol{\mathsf{Hand}}$ - Work at a high intensity for a sustained period whilst completing a task.

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



Summer Term 2 – Athletics (Outdoor)



Year 5 - Athletics

Knowledge Organiser

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.

We are learning...

- 1. to run for speed & distance on our own and as part of a team.
- 2. pacing our run over longer distances.
- 3. different jumping styles and exploring which ones we can jump further with.
- 4. to use the push-throw technique.
- 5. to exchange a baton within a restricted
- 6. to design a running, jumping or throwing activity for others using the STEP principle.

Unit Focus

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

Key Questions

- 1. Why should you pass the baton into your partner's opposite hand?
- 2. Which throw do you think is most effective for distance?
- 3. Can you jump further with a run up?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, foam discus, vortex howler, and low hurdles.

Vocabulary

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

Rules

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

Assessment Overview

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.

