

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.

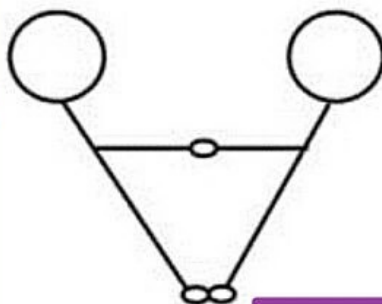
Head: Selects a component for improvement and use guidance from others.

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.

Explore symmetry.

Explore asymmetry.

Counterbalances.

Performing.

Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.

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.



Knowledge Organiser: Year 5 Dance Unit 1



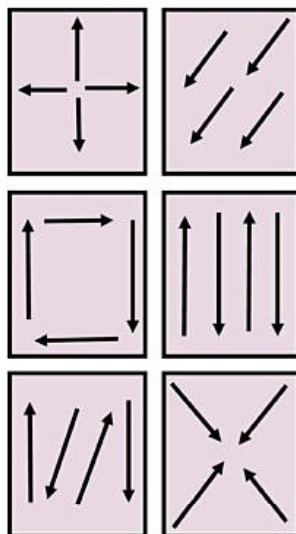
Prior Learning:

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

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.

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.



Knowledge Organiser: Year 5 Football



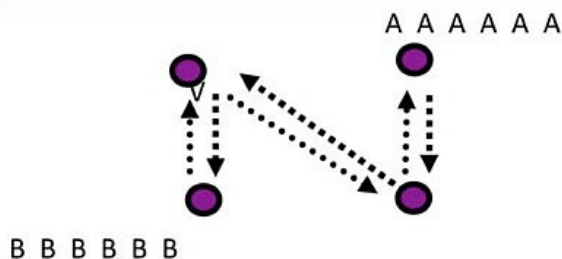
Prior Learning:

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, maintain.
Running with the ball.	
Passing on the move.	
Maintain space	
Step over	

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

Hand: Receive the ball and turn.

Heart: Use individual skills to keep 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.



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:

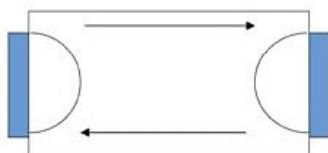
Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.

Head: Apply basic defensive positions.

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

Heart: Work as a team to attack and defend.

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



Key Vocabulary/Skills

Block Tackle.

Passing in the D.

Apply marking in a game.

Sweep shot to send over distance.

Dragging the ball from right to left.

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

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.



Knowledge Organiser: Year 5 Basketball



Prior Learning:

Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking.

Unit Focus:

Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.



Key Vocabulary/Skills

Blocking	Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint.
Forward Pivot	
Forward Pass	
Push Pass	
Boxing Out	

Key Questions:

1. How can you show your teammate you are ready to receive the pass?
2. Why should we avoid committing personal fouls?
3. What are the key principles to box a player out?

Rules:

- If a player commits a personal foul on the court the fouled team take a sideline, they have 5 seconds to make the pass.
- If a player commits a personal foul to someone as they are attempting a 3-point shot, they get a free throw.

Head: Explain the need for different tactics and attempt these in a game situation

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

Heart: Apply knowledge of personal foul in a competition setting.



Year 5 - Netball

Knowledge Organiser

Prior Learning

Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce 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
4. to practice and perform pivoting and quick turns
5. to get into closer shooting positions
6. to react and move quickly in isolation and in games

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

Equipment

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

Vocabulary

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

Unit Focus

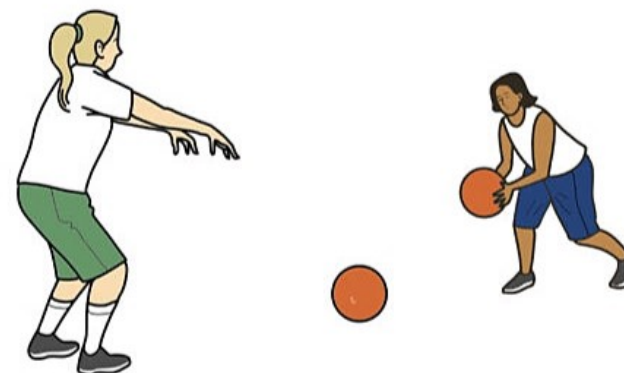
Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.

Key Questions

1. Why is it an advantage to get closer to shoot?
2. What areas of your game would you like to improve?
3. What should you do if you are closely marked by a player when you are trying to find space?

Rules

- 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.



Knowledge Organiser: Year 5 Badminton



Prior Learning:

Explores and uses different shots with both the forehand and backhand. Demonstrated different badminton skills. Practise some trick shots in isolation.

Equipment needed: Badminton racquets, nets, shuttlecocks, cones, hoops, bench, throwdown markers.

Unit Focus: Use different types of serves & shots in-game. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques.

Rules:

- All service must begin with the racquet below waist height.
- You cannot overhead serve.

Head: Recognise how reaction time can impact play.

Hand: Demonstrate a variety of service shots in isolation and some game play.

Heart: Play with others with some flow to the game.

Key Vocabulary/Skills

Moving opposition around the court.

Play in singles games recapping rules.

Perform service including forehand long and short.

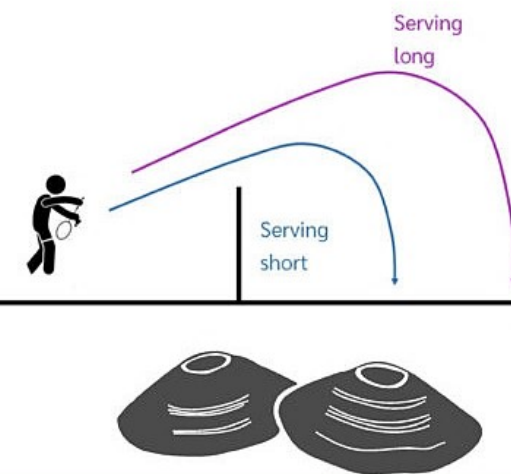
Close control.

Play in games against others using a variety of badminton shots.

Clear, overhead, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement.

Key Questions:

1. Which techniques and shots did you find you used the most, why was this?
2. Why do you need different techniques to move around the court?
3. Could you send the shuttle further using forehand or backhand? Why do you think this was?



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.

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.
3. to defend as part of a team to deny 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.
6. to use the 3 step and pass rule with some confidence.

Assessment Overview

Head – Recognise principles of defence.

Hand – Combine skills such as running and passing.

Heart – As a team, maintain possession.

Equipment

Rugby balls, tags, cones, hoops.

Vocabulary

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

Unit Focus

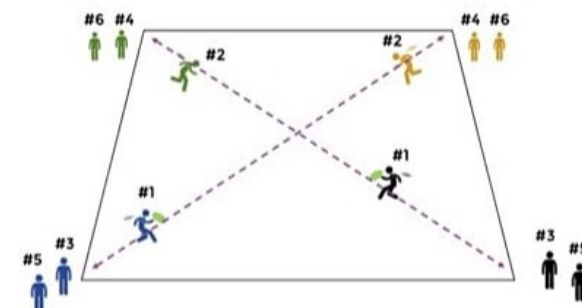
Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending. Increase the power of passes so the ball can be moved quickly over a greater distance.

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 has a free pass from where the offence took place.



Knowledge Organiser: Year 5 Cricket



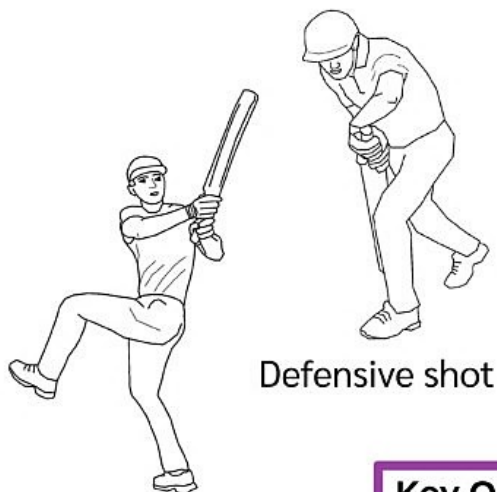
Prior Learning:

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.



Attacking shot

Defensive 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.

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.

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.



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 area.
6. to design a running, jumping or throwing activity for others using the STEP principle.

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.

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.

Unit Focus

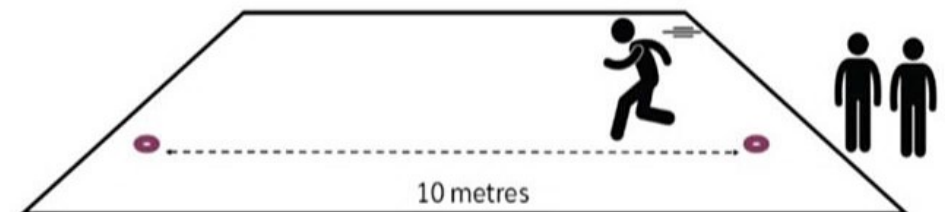
Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.

Key Questions

1. Why 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 a restricted area.
- Fair scoring of event/activity.
- Appropriate rules in running, jumping or throwing events.



Knowledge Organiser: Year 5 Tennis



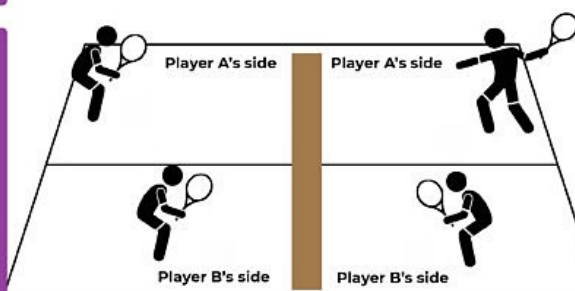
Prior Learning:

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

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.

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



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.

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.

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.

