



# PE Medium Term Planning Sheet 2020/2021

Year 5	Term 4	Unit title PE	
<b>Ball Skills (football/netball/basketball)/ Dance</b>			
<ul style="list-style-type: none"> <li>• <b>Brief description of main content of this unit:</b> To develop ball skills</li> <li>• Understand how to develop choreography- choreographic devices</li> </ul>			
Less on No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	L.I. To keep possession of a ball(football) <b>ALL: Know how to dribble a ball</b> <b>MOST: should be able to change direction</b> <b>SOME: could change direction and maintain control.</b>	<b>Warm up</b> – Show competition videos -Running with the ball <a href="https://www.youtube.com/watch?v=V9rUGdvoERA&amp;feature=youtu.be">https://www.youtube.com/watch?v=V9rUGdvoERA&amp;feature=youtu.be</a> Dribbling <a href="https://www.youtube.com/watch?v=34NBkW5V_-Q&amp;feature=youtu.be">https://www.youtube.com/watch?v=34NBkW5V_-Q&amp;feature=youtu.be</a> Run twice around the MUGA <b>Main Activity</b> – <b>TSC Virtual Football Competition</b>	Child Initiated Health and Self Care Personal, Social and Emotional



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### SET UP



1 point for everytime you successfully get from one red cone to the other. So there and back equals 2 points

This is a simple set up. You just place down two cones.

For KS1 they should be 5 metres apart, for KS2 they should be 8 metres apart,

You cannot set the cones up near to a wall or where other players can stop the ball if it goes too far past the cone. This is to make sure players are attempting to slow down to turn around the cone.

### EVENT DESCRIPTION

Each player gets 1 minute to make as many runs as they can between cones..

The player starts at the cone with a ball.

The aim is to complete as many lengths as they can. They must dribble up and around the cone fully, going to the cone does not count. Every time you complete a length you receive 1 running with the ball point. So for example if you get there and back that is two points.

If when your time finishes you are halfway, there is no point awarded for the length you are running

Competition 2



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### SET UP



The distance between each cone must be exactly 2 metres, creating a square.

You can set up multiple squares so more than one person can go at a time.

The players starts with a ball at a starting gate - create a 1 metre wide gate at the first cone.

### EVENT DESCRIPTION

Each player gets 1 minute to score as many points as they can by dribbling around a square.

The player starts at the starting gate, they must dribble around the OUTSIDE of the square. Every time that they complete one full circuit they will receive 1 dribbling point.

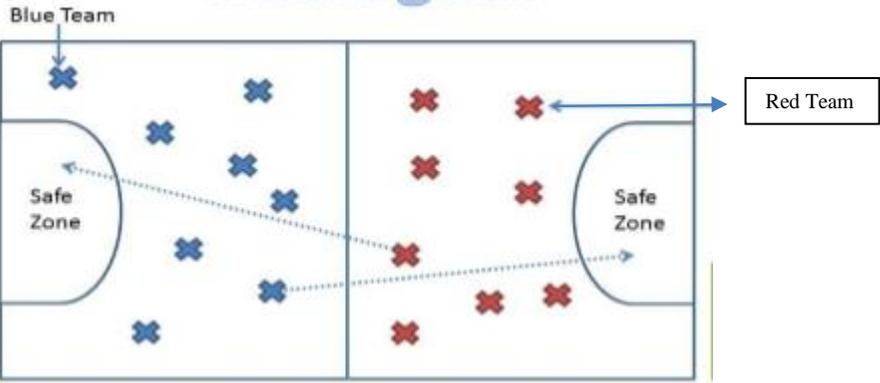
If at any point of the lap they go inside the square that lap will not count. You still need to complete the lap and get back round to the starting cone.

**The Great Escape.** Set up 4 goals in the area. Explain to the children that they are trying to escape from a haunted house (or other such area). To do so, they must dribble their ball through a gate and out of the area. If they manage this, they score 1 point, then return to the area and try to do so through another gate. **How many gates can they get through? Try again. Can they beat their PB?**



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		<p>Add a defender between the gates who can only move from side to side, not front to back. If defender touches the ball, the attacker cannot go through that gate and must try another.</p> <p><b>How many gates can they get through now?</b> Easier- make the gates larger. Use a larger ball. Harder- make the gates smaller. Use more defenders.</p> <p><b>Strategikick</b></p>  <p>2 teams. The red team must try to go to the blue teams safe zone and steal their balls. They must dribble the ball back to their safe zone without being tackled by a blue team member. If tackled successfully, they must return the ball to the blue teams safe zone. Winner is the team with the most balls left in their safe zone.</p> <p><b>Plenary-</b> <i>How can you keep possession of the ball? Why is this important in a game?</i></p>	
2	<p><b>L.I.</b> To practice passing and shooting (football)</p> <p><i>ALL: Can pass ball with some success</i></p> <p><i>MOST: Should score with some success</i></p> <p><i>SOME: Could describe how to create space</i></p>	<p><b>Warm up -</b></p> <p>Show competition videos</p> <p>Passing  <a href="https://www.youtube.com/watch?v=w7evTISUXIU&amp;feature=youtu.be">https://www.youtube.com/watch?v=w7evTISUXIU&amp;feature=youtu.be</a></p> <p>Shooting  <a href="https://www.youtube.com/watch?v=kG9N5r0uiuk&amp;feature=youtu.be">https://www.youtube.com/watch?v=kG9N5r0uiuk&amp;feature=youtu.be</a></p> <p>Beans game</p> <p><b>Main Activity</b> - Recap passing technique</p> <p>Activity 1 – Passing on the move</p> <p>- Children in pairs to dribble around the space passing the ball between them</p>	<p>Child Initiated Health and Self Care Personal, Social and Emotional</p>



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## TSC Virtual Football Competition

### SET UP

Gate width = KS1 (100cm) KS2 (60cm) → ▲ ▲

2 metres from red gate = 1 point → ▲ 

4 metres from red gate = 2 points → ▲

6 metres from red gate = 3 points → ▲

8 metres from red gate = 4 points → ▲

10 metres from red gate = 5 points → ▲

The gate must be exactly 60cm wide for KS2 and exactly 1 metre wide for KS1. You can set up multiple lanes.

You then need to set up cones at exactly 2m, 4m, 6m, 8m and 10m from the gate

If you do not have a wall then you can have a partner who stands behind the gate and collects the ball for you after your shot. They must wait behind the gate for the ball to go past even if it is missing.

The points you receive for scoring in the gate from each cones that are shown in the diagram.

### EVENT DESCRIPTION

Each player gets 1 minute to score as many points as they can by making passes through the gate.

You start at the 1st cone and try to pass through the gate. Once you pass through you go back to the next cone and try to pass from further away.

Every successful pass into a gate you make you get passing points, the further away the more points you get. (See set up for points value from each cone)

If you hit a successful pass from the furthest gate you start again and keep adding to your score.

A successful pass has to go straight in the gate, if it touches a cone it does not count.

Activity 2 – Shooting (Can use actual football goals and rotate groups using them)

- Teacher to explain how to shoot – same as passing technique but more power behind – Q - [How do we get more power?](#) Children practice shooting into goals.

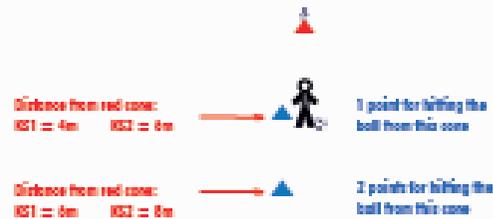
Competition 2



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### SET UP



You need to set up a cone and place a ball on top of that cone, this is the target that players will be shooting at.

It is recommended you set this up by a wall, if you don't have a wall you can have an extra player who stands behind the cone to collect the ball. They cannot come in front of the cone to collect the ball. Only 1 ball can be used not multiple.

You then set up the first cone 4m away (KS1) or 6m away (KS2)

You then set up a second cone 6m away (KS1) or 8m away (KS2)

### EVENT DESCRIPTION

Each player gets 1 minute to score as many points as they can by shooting at a target.

Players can choose what cone they want to shoot from, they can change where they are shooting from as many times as they like during the 1 minute.

They must be level or behind the cone for the shot to count, if they are in front it does not count.

If they knock the ball off the cone they score either 1 or 2 points depending on what cone they are at. If they hit the ball but it doesn't fall off the cone it doesn't count.

Whilst waiting to do competition:

1. 5 equal groups of children – set up 5 goals around the space (using cones) – 1 group at each goal  
- Place a cone 2m out from goal – children to take it in turns to practice shooting from that cone

Progression for MA



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		<p>- Place 5 cones in semicircle 3m out from goal – children to take it in turns to try shooting from different angles</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>How to set up</u> <u>Activity 2 -</u> <u>Progression</u></p> <p style="text-align: center;">x 0 x     x 0 x   x</p> </div> <p>Set out as follows</p> <p>Activity 3 – Passing and shooting</p> <p>- Children in pairs to dribble and pass the ball to get near goal to shoot the ball. When they get to a cone they must pass the ball to their partner and do this for 3 cones, then child with ball at last cone shoots in to the goal – Have 5 areas set up as below. x = cones o = goal</p> <p style="text-align: center;">x        x    o           x        o</p> <p>Game play – Through the gate (see diagram at bottom of page)</p> <p>- 2 pitches set up with 4 goals on each pitch, the goals placed just inside each corner of the pitch</p> <p>- In order to score the ball must be shot through a goal for LA; For MA children they must shoot ball through goal and must be stopped by player on other side</p> <p><b>Plenary:</b> <a href="#">Q – Why do you think it’s important that we can pass on the move?</a></p>	
<b>3</b>	L.I. To use the skills of dribbling, passing, receiving and scoring in a game situation and develop the ability	<p><b>Warm up</b> – Pass and Follow. In groups of 8, 1 ball. xxxx → xxxx Players pass the ball to team mate and run to the back of the opposite line.</p> <p><b>Main – Main Activity-</b> Students will be split into groups of 4. One will be identified as the catcher and control the drill.</p>	Child Initiated



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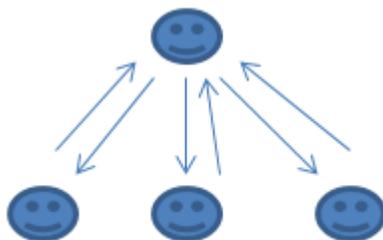
to work as a team and keep possession.(netball/ bball/ football)

All: Can understand how to apply their skill and knowledge to play the game.

Most: should apply their skills and knowledge to play the game.

Some: Could apply their skills and knowledge to play the game with greater success.

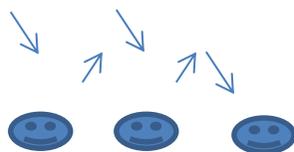
Start with 1 ball catcher randomly throws the ball to the other 3 who return it to the catcher.



To challenge, introduce a second ball.

## Zig-Zag passing.

Students will split into 4 teams and use the chest pass to complete the zig zag drill. Step into the pass to give power.



Extend the drill by getting students to run to the back of the queue once they have passed, or introduce another ball. Finish by adding an element of competition lines 1 and 2 race against 3 and 4. Play as netball, then bball, then football.

Health and Self Care  
Personal, Social and Emotional  
Expressive Arts



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		<p>Students to be in groups of 4/ 5. Play a tournament (Bball or netball). To make the games more inclusive make them conditioned. For example:</p> <ol style="list-style-type: none"> <li>1. Each team needs 5 passes before they can shoot.</li> <li>2. Each player needs to have a pass before they can shoot.</li> </ol> <p><b>Plenary</b>– 2 stars, 1 wish: 2 things you/ your team did well + 1 thing you/ they need to work on.</p>	
4	<p><b>L.I.</b> To create and structure motifs, phrases and sections of a dance  <b>All:</b> Can perform with clarity and sensitivity  <b>Most:</b> Should communicate the idea to a partner or group  <b>Some:</b> Could comment on what works well and explain why</p> <p><a href="https://music.youtube.com/watch?v=hOetC-bBJaE&amp;list=RDAMVMhOetC-bBJaE">https://music.youtube.com/watch?v=hOetC-bBJaE&amp;list=RDAMVMhOetC-bBJaE</a></p>	<p><b>Warm up – Beans Game</b>  <b>Main Activity –</b>  <b>Vocabulary:</b>          Fear, nightmare, monsters, zombies, haunted house, travel, turn, jump, gesture, stillness, language of dance, character, expression, timing, space, dynamics.  <b>Exploration:</b>          Fear- Discuss with the class the theme of ‘fear’. Ask for children’s responses on the subject of fear. Make a list.          These could be the stimulus for the class dance  <b>Taught dance</b>          This is the beginning or introduction of the dance. This introduces the idea of fear and is performed as a whole class.  <b>Fear dance phrase.</b>          Teach the children the following dance phrase.</p> <ul style="list-style-type: none"> <li>• Take two large steps, followed by three quick smaller steps (1, 2, 123, 4) to the left keeping shoulders and focus to the front finish with feet together on four- 4 counts</li> <li>• Repeat above back to the right- 4 counts</li> <li>• Standing straight reach out hands in front of body (like a zombie) and take step forward with right foot – 1 count</li> <li>• Bring hands back to waist into fists and take right foot back- 1 count</li> <li>• Reach hands up to ceiling, with focus on hands- 1 count</li> <li>• Move into crouched position (on toes) with head down- 1 count</li> <li>• Roll left into outstretched position on tummy head down to the floor- 4 counts</li> <li>• Move head and focus in quick movement up and ahead, hold, followed by looking to right- 4 counts</li> <li>• Roll onto back, take right leg over left to stand- 4 counts</li> </ul>	<p>Child Initiated Health and Self Care Personal, Social and Emotional</p>



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		<ul style="list-style-type: none"> <li>• Circle around in four steps- 4 counts</li> </ul> <p>The first part of this dance is taught and explored. The music used is Thriller by Michael Jackson. <a href="https://music.youtube.com/watch?v=hOetC-bBJaE&amp;list=RDAMVMhOetC-bBJaE">https://music.youtube.com/watch?v=hOetC-bBJaE&amp;list=RDAMVMhOetC-bBJaE</a></p> <p>Listen to the music and take time to recognise the beat. The idea is that of zombies and monsters. Teach each movement individually and build up each time. Allow the children time to practise the movements. Make them monster-like. Develop the above dance</p> <ul style="list-style-type: none"> <li>• Children start at the back of the hall crouched down, with backs to audience.</li> <li>• Jump up altogether.</li> <li>• The class is divided into four groups. Each group has four counts to slowly turn around. First leading and turning heads, followed by shoulders then body. Each group performs and freezes in canon until everyone is facing the front.</li> <li>• All jump up together and slow turn a full circle.</li> <li>• In the four groups, the first group walk (large strides) forwards and freeze. Repeat in canon with the next groups.</li> <li>• Whole class perform ‘fear dance phrase’ twice (see above).</li> </ul> <p>Teach the children how to practise and refine their dance. Help them to become more aware of how they work with group dynamics, such as space and timing.</p> <p><b>Perform, Appreciate and Evaluate:</b> Perform half the class at a time. Allow the observers to evaluate and comment on aspects that worked well and ask them to explain why. Ask the children to comment on improvements or changes that need to occur. Swap roles.</p> <p><b>Plenary:</b> Kim’s Game- Stand in a circle. Explain a Mexican wave (canon effect). Start with a movement/action. The action/movement needs to be copied in a canon effect around the circle. Start with a tall stretch. Add a movement to the previous one each time.</p>	
<b>5</b>	<p>L.I. To combine movement ideas fluently and effectively</p> <p style="color: green;">All: Can create and develop motifs, phrases and sections of dances</p>	<p><b>Warm Up-Name Game-</b>In groups of 6 children stand in a circle. One child performs an action which they all copy. The next child repeats the action but adds something to it. Go all the way round the circle until you are back at the beginning.</p> <p><b>Main activity-</b> Fear- <i>Taught dance, Nightmare, Haunted House</i></p> <p>Revise section 1 of the dance.</p>	<p>Child Initiated Health and Self Care</p>



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	<p>Most: Should Perform, with clarity and sensitivity to an accompaniment, communicating a dance idea with a partner and in a group</p> <p>Some: Can evaluate the dances using dance terminology such as levels, dynamics.</p> <p><a href="https://music.youtube.com/watch?v=J2MJ9hRZhvQ&amp;list=OLAK5uy_n5bM300Vs-OF9yIWlrKf_u0koj-5n6gWc">https://music.youtube.com/watch?v=J2MJ9hRZhvQ&amp;list=OLAK5uy_n5bM300Vs-OF9yIWlrKf_u0koj-5n6gWc</a></p>	<p><b>Nightmare</b> Discuss with the children the theme of a nightmare. Talk about nightmares. How do you feel in your dreams? How could we show this in a dance? Explore the children’s ideas. For example, a nightmare may involve being lost in a forest, where the trees look alive. An idea could include:</p> <ul style="list-style-type: none"> <li>• Divide the class into four groups. Three groups stand still whilst one group moves in amongst them. As individual pass by, reach out to try to capture them, but do not actually reach them. Repeat with all groups. Start slow and build dance up to scurrying and turning. Use changes of speeds and sudden stops. <b>Stress large movements. Look for facial expressions and quality of movements.</b></li> </ul> <p><a href="https://music.youtube.com/watch?v=J2MJ9hRZhvQ&amp;list=OLAK5uy_n5bM300Vs-OF9yIWlrKf_u0koj-5n6gWc">https://music.youtube.com/watch?v=J2MJ9hRZhvQ&amp;list=OLAK5uy_n5bM300Vs-OF9yIWlrKf_u0koj-5n6gWc</a></p> <p><b>Selection, Composition and Development:</b> Form into small groups (fives/sixes). Discuss ideas for nightmares. Create a nightmare dance. Circles are a good idea to use: Where one child is captured inside the circle and is trying to escape. This can lead into the circle turning and circling around the individual getting faster and slower and making the circle narrower and narrower. It finishes with the circle dropping down and the individual jumping up (e.g. Representing waking up with a shock). Allow the children time to develop their ideas. Have a clear starting and finishing position.</p> <p><b>Plenary:</b> Evaluate the dances using Q&amp;A e.g. why did you think that? What if they had removed the more obvious movements, would the less obvious movements still have communicated the same?</p>	<p>Personal, Social and Emotional Expressive Arts</p>
<p>6</p>	<p>L. I. To perform and evaluate the “Fear” dance</p> <p>All: Can remember and perform the dance</p>	<p><b>Warm Up-</b> Give 3 words-Twist, Swing and Shake. Children make up movements to show these words</p> <p><b>Main Activity-</b> Fear- <i>Taught dance, Nightmare, Haunted House</i> Revise section 1 and 2 of the dance.</p> <p><b>Haunted House</b></p>	<p>Child Initiated Health and Self Care</p>



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	<p>Most: Should be able to discuss what went well and why and what needs improved and how.</p> <p>Some: Could explain the effect the improvements would have on the dance</p> <p><a href="https://www.youtube.com/watch?v=m9We2XsVZfc">https://www.youtube.com/watch?v=m9We2XsVZfc</a></p>	<p>Discuss the children's ideas of haunted houses. <i>The arrival up the steps, the creaky door, darkness and eeriness, stopping and freezing to the spot or fast movements into light again, playful ghosts.</i></p> <p>Explore different actions in partners.</p> <p>1) Creeping up to the house and opening the door. Short steps upwards by lifting knees and stepping onto toes, stopping and looking at you partner, use of expressions</p> <p>2) Walking through the house slowly- introducing playful ghosts- partner work. The ghosts tapping on the shoulder or other body parts, the person turning quickly to see and nothing is there, whilst the ghosts duck down.</p> <p>3) Scared. Fast scurrying out of the house in different directions.</p> <p><i>How will you portray an eerie movement? What is the weight/energy of the movement?</i></p> <p><a href="https://www.youtube.com/watch?v=m9We2XsVZfc">https://www.youtube.com/watch?v=m9We2XsVZfc</a></p> <p><b>Selection, Composition and Development:</b></p> <p>In partners explore the above and create/compose a dance.</p> <p><b>Perform, Appreciate and Evaluate:</b></p> <p>Perform half the class at a time. Allow the observers to pick a pair to watch.</p> <p><b>Plenary-</b> Half the class performs, half the class evaluates. <b>Numbers-</b> Ask the children to draw numbers in the air. Make the numbers large using changes of levels. Try to include stretching and curling within their numbers. Draw their date of birth or house number.</p> <p><b>Control the movements and show good posture</b></p>	<p>Personal, Social and Emotional</p>
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