

## Portfields Primary School Medium Term Plan

Phase – **Y5** Subject - **PE** 

Topic – Tag Rugby (invasion games)

Term – **Sum 1** 



National Curriculum	Prior Knowledge / Skills	Key Questions	Assessment Statements	Key Vocabulary	Possible adaptions
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:  1) use running, jumping, throwing and catching in isolation and in combination  2) play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  3) compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Send and receive the ball with accuracy, controlling to score points/goals  Working with team mates to make it difficult for the opposition  Keep possession of the ball as an individual using skills such as dribbling and running with the ball  Show speed and endurance in a game situation  Move in to space to help others and the ball over longer distances  Use and apply the basic rules of the game	-	Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency Know and apply the rules consistently in a game situations Move balls over longer distances accurately, demonstrating power Play in different positions with some success Explain the need for different tactics and attempt these in a game situation Work collaboratively with others in the field to restrict runs Throw with accuracy and consistency over short distances	Technical Vocabulary	Space (where is the activity happening): Level – Distance, floor level based games have different requirements to ambulant activities Area – more space gives more reaction time, less space demands higher skill and mobility levels eg dodging, marking is easier in restricted space Length or height of a barrier Zoned playing areas Smaller/larger target areas Moving target closer / further away Make an area exclusive to one player to give as much thinking time as possible  Task (what is happening): Easier – simplify the rules, harder – introduce more rules Rotate roles / allocate specific roles eg shooter Adapt rules for players eg allow more time with the ball, scores count double for certain players Try different ways of playing – seated, standing, lying Use different targets Count distance hit rather than runs  Equipment (what is being used): Vary size, weight, colour, texture, shape, environment, playing surface, add/remove obstacles Balls:  lighter travel slower in the air  larger are easier to see sosfter/ Slightly deflated are easier to catch, travel slower on the floor Certain colours are easier for people with visual impairment Bats:  Larger it is easier to hit the ball with a larger surface area  lighter easier to manipulate Glove or attached bat enables player with little grip to participate  People (who is involved):  Working independently, in pairs, in groups, in teams, with friends Different/same roles. Similar/different size, similar/different ability Own space, big space, small space, restricted space, open space Total number of people is reduced, number of people on one side out numbers number on other

<u>Lesson 1</u>	Lesson 2	Lesson 3	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Flashback Four (know / show)					
<u>Last Lesson</u> NA	<u>Last Lesson</u>				
<u>Last Topic</u>	<u>Last Topic</u>	Last Topic	<u>Last Topic</u>	<u>Last Topic</u>	Last Topic

<u>Learning Objective</u>	<u>Learning Objective</u>	<u>Learning Objective</u>	<u>Learning Objective</u>	<u>Learning Objective</u>	<u>Learning Objective</u>
LO: To travel at speed with the ball.	LO: To dodge and fake passes when	LO: To catch the ball whilst under	LO: To watch and evaluate the	LO: To decide on ways to attack when	LO: To decide on the best ways to defend
	running with the ball.	pressure.	professional game.	playing games.	in games.
Success Criteria					
	Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria
Star Knowledge					
	Star Knowledge	Star Knowledge	Star Knowledge	Star Knowledge	Star Knowledge
					ļ