

Multi Skills medium-term plan

Year 5 & 6

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Knowledge	Skills	Key Vocabulary	Assessment	
		Assessment areas	Year 5 expected	Year 6 expected
<p>Competent learner:</p> <p>Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control</p> <p>Active & healthy learner:</p> <p>Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness</p> <p>Reflective learner:</p> <p>Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective</p> <p>Engaged learner:</p> <p>Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance</p> <p>Engaged learner:</p> <p>Demonstrate self-discipline in all tasks Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour</p>	<p>Locomotion skills Run - varying speeds and direction to outwit defence, varying speeds and direction to manage space between attack and goal</p> <p>Ball manipulation skills Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p>	Effective leadership	Take charge demonstrating respect, encouragement and effective communication skills to own team	Take charge demonstrating respect, encouragement and effective communication skills to own team and model etiquette such as hand shaking and congratulations to opposition
		Improvements to their work	Show noticeable progress in performing actions and decision making	Show noticeable progress in performing actions and decision making, reflecting on how they have improved since the start of the topic
		Creativity and imagination	Are inventive with their tactics individually and in a team with mixed success	Are inventive with their tactics individually and in a team with consistent success
		Skill control and consistency	Increasing control and consistency when sending, receiving and shooting from a static position and on the move	Clear intent when sending, receiving and shooting with consistent control and accuracy
		Fundamental Sport Skills	Can apply different skills in different sports with increasing control	Consistent control and intent when performing skills in different sports
		Personal fitness	Can relate to strength, flexibility and stamina and discuss how this would improve performance	Can relate to strength, flexibility and stamina and discuss how to improve these attributes
		Demonstrate sustained levels of fitness	Reference managing energy levels accordingly and external factors such as diet, sleep and hydration	Reference managing energy levels accordingly and give examples for external factors such as diet, sleep and hydration
		Consistently improve	Analyse own performance and provide relevant specific actions to improve their work	Have shown clear progress from the start of the topic to the end
		Comment on own and others performance	Provide specific feedback and offer technical guidance to support, when prompted	Provide specific feedback and offer technical guidance to support, without prompt
		Know effective performance	Review performance and identify any strengths, commenting on why they were a strength	Are able to apply effective strategies and tactics across different sports
		Compete respectfully and fairly	Show increasing respect and fair play when an activity is refereed/umpired by a peer	Show increasing respect and fair play when an activity is refereed/umpired by a peer and promote respecting the referee/umpire
		Sporting attitude	Demonstrate enthusiasm before, during and after each lesson, without external influences such as losing a game	Are an active role model and inspire others to want to achieve
		Communicate and collaborate	Actively encourage and motivate all in group/team, despite friendships	Actively encourage and motivate all in group/team, despite friendships or ability
		Work independently	Keep an activity flowing with a designated referee in place	Keep an activity flowing with a designated referee in place, resolving any conflict when needed

Self-discipline	Do not allow influences such as loss or conflict affect participation or behaviour	Find the positive in every situation
Positive attitude	Keep an open mind to trying different tasks or equipment in lesson	Embrace and welcome change and trying new things
Consideration for others	Demonstrate respect and fair play by shaking hands and congratulating others when on the losing team	Offer support to opposing players if they make a mistake
Supporting peers	Show understanding and encouragement when someone makes a mistake	Demonstrate perseverance and positive attitude if losing
Taking responsibility	Can discuss and/or demonstrate accountability if or when behaviour does not meet expectations	Do not blame others for any incidents involving self and others
Additional key vocabulary		
Non-verbal communication	Transmission of messages or signals such as eye contact, thumbs up or pointing to an area you wish to receive the ball	
Patterns of play	Sequences that a team repeat over and over again	
Zonal marking	Defenders cover an area of the pitch/court rather than a specific opponent	

Year 6

Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1						Running for Speed	Why do we need to warm up before completing an exercise like running? What health benefits are there from running? How does warm up and preparation help you with fitness? How does achieving a personal best help you to gain confidence and persevere? How does running at speed help with this game? What other tactics do you use?
2	✓	✓				Running for Distance	Do you need to warm up differently if running for distance? Which warm ups benefit both heart and muscles? Why? Which warm ups help improve stamina/strength? Why is this important? What does it mean to pace yourself? Why can running long distances be difficult? What sports/activities do we need to run for distance? How can you challenge yourself?
3			✓	✓		Run & Jump Over Hurdles	Explain the term pacesetter to your partner. Why do we need to keep pace when moving quickly? How does your previous learning support this activity? How can prep like this support your later success? Which is your lead leg? What do you do with the trail leg? How have your running lessons helped with this task? What goals can you set?
4						Jump for Height	How does observing a partner help with your own performance? How is this activity or similar activities good for your heart? How does this help with coordination? Which actions help you jump higher? Why? Which muscles give power? Can you set personal goals? What affects the height of a jump? Why do you think the movement of the arms matters? Why do you think the position of the legs matters?
5	✓		✓			Jump for Distance	How do you use your body in different ways for the different types of jump? Where does the power come from? How do you ensure accuracy of cone placement & measurement? How can you use your arms for a controlled landing? How does jumping for distance differ to jumping for height?
6			✓			Throwing for Passing	How do you make sure you complete the pass with accuracy? Does the time limit affect your focus? Why? How does an activity like this warm up your body and prepare you for the lesson? How can we improve accuracy of the throw? Which throw is easier to aim? Why? What tactics did you use to increase success? What games might use passes like these?
7	✓					Applying Skills in Game Situations	Who are the key people you need to communicate to? What moment would you replay to make a different decision and why? What would the decision be? How can you defend in this game?

Additional information

Some Invasion sports have a 3rd official watching from a monitor that are sometimes called on to make a decision(football, rugby)

Netball is not an Olympic sport and was invented in England in 1895.

In Handball no players can be in possession of the ball for more than 3 minutes.

Benchball is a great way of developing hand-eye coordination, passing and throwing techniques

Additional areas

Curricular links

N/A

Opportunities

N/A

Life skills

N/A