

Subject: PE Year 6

What are the aims and intentions:

That all the children will be able to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Links to prior learning.

- Continuing on from skills learnt in LKS2 covering all areas of the PE curriculum.

Unit	Topic:	Knowledge	Skills:	Key Questions
Games - Invasion Games	Dodgeball	<ul style="list-style-type: none"> • To know to aim low to get an opponent out • To know that by moving around it is harder to be hit • To know when it is appropriate to attempt to catch a ball • To know suitable tactics for when a team has a low number of players remaining 	<ul style="list-style-type: none"> • To throw the ball hard and low • To dodge balls • To catch balls thrown at pace • To use a ball for blocking • To chose suitable moments for attacking and defending • To communicate effectively with other team members 	<p>Can the children throw the ball hard and low?</p> <p>Can the children dodge balls ?</p> <p>Can the children catch balls thrown at pace?</p> <p>Can the children use a ball for blocking ?</p> <p>Can the children chose suitable moments for attacking and defending?</p> <p>Can the children communicate effectively with other team members?</p>

	Key Vocabulary	dodge, block, catch, attack, defend, communication, tactics		
		Cultural Capital: Handball festival		
Fundamentals	Multi-Skills	<ul style="list-style-type: none"> • To know how to test and measure agility, balance and co-ordination skills • To know how to develop balancing skills • To know how to develop agility skills • To know how to develop co-ordination skills 	<ul style="list-style-type: none"> • To be able to complete each test showing correct technique and fluency, measure and record one another's scores accurately and support others when attempting tests • To be able to balance equipment on varying body parts while moving, or coordinating another body action accurately and with fluency (e.g. throwing an object) • To be able to keep perfect balance I can consistently change direction with speed and efficiency while coordinating other body actions • To be able to keep perfect balance I can show fluency with both sides of my body when performing a combination of movements and actions 	Can the children use the correct techniques?

			<ul style="list-style-type: none"> To be able to complete each test showing correct technique and fluency, measure and record one another's scores accurately and motivate and support others when attempting tests 	
	Key Vocabulary	Technique, fluency, dribbling, combination of movements, creative and social problem solving skills, team, positive leadership skills		
		Cultural Capital: Links to maths (children calculating averages)		
Creative Movement	Gymnastics and Dance	<ul style="list-style-type: none"> To know how to use canon, formation changes, direction and level to improve a motif To know how to recognise good timing, execution and performance skills To know what is meant by 'unison' To know how to transition from one roll to another To know how to mount and dismount apparatus safely To know what points and patches are To know what mirroring and canon are To know how to change the dynamics within a sequence To know how to adapt a floor sequence to make it work on apparatus 	<ul style="list-style-type: none"> To develop a motif To change static actions into travelling movements To use different levels, pathways and directions when travelling To communicate effectively within a group To evaluate and improve a motif To use choreography to create a sequence To evaluate the work of others using technical language To perform in unison with others To create a sequence with defined starting and finishing points 	<p>Can the children develop a motif?</p> <p>Can the children change static actions into travelling movements?</p> <p>Can the children use different levels, pathways and directions when travelling?</p> <p>Can the children communicate effectively?</p> <p>Can the children evaluate and improve a motif?</p> <p>Can the children use choreography to create a sequence?</p> <p>Can the children evaluate the work of others?</p> <p>Can the children perform in unison with others?</p>

		<ul style="list-style-type: none"> • To know a variety of different jumps • Know how to perform a T-roll • To know what a patch and point are • To know how to perform a cartwheel • To know what a hurdle step is and how to perform it • To know how to use apparatus safely 	<ul style="list-style-type: none"> • To create a sequence involving different formations and pathways • To create a sequence involving flight • To spin on a variety of points and patches • To travel on different body parts • To create sequences with pathways that cross. <ul style="list-style-type: none"> • To perform some jumps and leaps with control, body tension, fluency and pointed toes • Perform a T-roll and attempt a side star roll with good control • Perform a patch and a point with tension, control and fluency • To perform a cartwheel with precision, control, fluency with straight legs and pointed toes • To perform a hurdle step with a short run up with control and fluency 	<p>Can the children create a sequence with defined starting and finishing points? Can the children create a sequence? Can the children create a sequence involving flight? Can the children spin on a variety of points and patches? Can the children travel on different body parts? Can the children create a sequence?</p> <p>Can the children perform some jumps and leaps with control, body tension, fluency and pointed toes? Can the children perform a T-roll? Can the children perform a side star roll? Can the children perform a patch and a point with tension, control and fluency? Can the children perform a cartwheel with precision, control, fluency with straight legs and pointed toes? Can the children assess their own and other's performances and suggest improvements?</p>
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	Key Vocabulary	motif, balance, coordination, levels, pathways, canon, precision, agility, balance, choreography, sequence, mind map, unison, transition, mirroring, canon, pathways, formation, points, patches improvisation, stimuli, tempo, dynamics, repetition, jump, create, cooperation, combine, isolation, leap, precision, control, assess, evaluation		
		Cultural Capital: Dance festival		
Games - Net and Wall (Bat and Ball skills)	Table Tennis	<ul style="list-style-type: none"> To know the ready position for starting a game when fielding To know how to hold the bat for serving, forehand drive and backhand push. To know the different areas of the table tennis table. To know how to position the body to serve and return the ball in a rally 	<ul style="list-style-type: none"> To have the body on the toes with the body weighted slightly towards the ball. To be able to correctly hold the bat/paddle. To be able to correctly form the forehand drive- Hip to lip (start and finish points for the bat) Finish with your index finger pointing towards the target (like a gun) To correctly perform the backhand push - Making an L shape with your elbow on the backswing and push your arm forwards to an I on the swing. 	<p>Can the children have the body on the toes with the body weighted slightly towards the ball?</p> <p>Can the children correctly hold the bat/paddle?</p> <p>Can the children correctly form the forehand drive?</p> <p>Can the children correctly perform the backhand push?</p>
	Key Vocabulary	Serve, grip, table, bat/paddle, spin, rally, footwork,		
		Cultural Capital:		

Games - Striking and Feilding -	Rounders	<ul style="list-style-type: none"> To know suitable positions for catching To know what ground fielding techniques to use To know to have a high back lift when batting To know the rules of rounders To know strategies for fielders on 2nd, 3rd and 4th base. To know when to adjust field position of certain batters 	<ul style="list-style-type: none"> To catch with soft hands To throw accurately into space To bowl accurately at a consistent height To catch and throw quickly from the backstop position To strike with accuracy To backup fellow fielders To communicate with fellow batters when between bases To take different roles within a team 	<p>Can the children catch with soft hands?</p> <p>Can the children throw accurately into space ?</p> <p>Can the children bowl accurately at a consistent height?</p> <p>Can the children catch and throw quickly from the backstop position?</p> <p>Can the children strike with accuracy?</p> <p>Can the children backup fellow fielders?</p> <p>Can the children communicate with fellow batters when between bases?</p> <p>Can the children take different roles within a team?</p>
	Key Vocabulary	1st base, 2nd base, 3rd base, 4th base, back lift, backstop, ground fielding, bowling, consistent, communicate		
		Cultural Capital: Rounders festival		
Athletics	Athletics	<ul style="list-style-type: none"> To know how to control running over middle distances To know how to position the body sideways when throwing To know how the non throwing arm is helpful when throwing To know the technique for triple jump To know how to hurdle efficiently To know the position to be in when receiving a baton 	<ul style="list-style-type: none"> To sustain running pace over longer distances To throw with power and accuracy using the pull technique To perform the correct technique for triple jump To combine sprinting with hurdling 	<p>Can the children sustain running pace over longer distances?</p> <p>Can the children throw with power and accuracy using the pull technique ?</p> <p>Can the children perform the correct technique for triple jump?</p> <p>Can the children combine sprinting with hurdling</p>

			<ul style="list-style-type: none"> To transfer a relay baton to a teammate 	Can the children transfer a relay baton to a teammate?
	Key Vocabulary	pace, sustain, pull technique, take off foot, lead leg, transfer		
		Cultural Capital:		
Outdoor and Adventure	Outdoor and Adventure	<ul style="list-style-type: none"> To know how to together, plan and share roles within the group based on each other's strengths To work increasingly well in groups where roles and responsibilities are understood To know when to change roles or ideas if they are not working To recognise own and others' feelings To recognise and talk about the dangers of tasks To recognise how to keep themselves and others safe To recognise what went well and why, what you would do differently next time 	<ul style="list-style-type: none"> To be able to draw their own maps and plans and set trails for others to follow To be able to use the eight points of the compass to orientate themselves To be able to plan before starting an orienteering challenge To be able to plan strategies to solve problems/plan routes/follow trails/build shelters etc. To be able to implement and refine strategies 	<p>Can the children draw their own maps and plans and set trails for others to follow?</p> <p>Can the children use the eight points of the compass to orientate themselves?</p> <p>Can the children to plan before starting an orienteering challenge?</p> <p>Can the children plan strategies to solve problems/plan routes/follow trails/build shelters etc?</p> <p>Can the children implement and refine strategies?</p>
	Key Vocabulary	Verbal, non-verbal, 8 point compass, team leader,		
		Cultural Capital:		
Swimming	Swimming	<ul style="list-style-type: none"> To know how to perform a variety of strokes (front crawl, breaststroke, backstroke, butterfly) To know how to tread water 	<ul style="list-style-type: none"> To tread water for 30 seconds 	Can the children tread water for 30 seconds?

		<ul style="list-style-type: none"> • To know how to push and glide • To know how to perform a tuck float • To know how to perform a safe and controlled exit from the pool 	<ul style="list-style-type: none"> • To swim a recognised front stroke for 25m • To swim a recognised back stroke for 25m • To push and glide and swim a minimum of 25m • To perform a safe entry and exit from the pool • To float on back for 60 seconds 	<p>Can the children swim a recognised front stroke for 25m?</p> <p>Can the children swim a recognised back stroke for 25m?</p> <p>Can the children push and glide and swim a minimum of 25m?</p> <p>Can the children perform a safe entry and exit from the pool?</p> <p>Can the children float on their back for 60 seconds?</p>
	Key Vocabulary	push, glide, skull, submerge, controlled, tread, front crawl, backstroke, butterfly, breast stroke, tuck float.		
		<p>Cultural Capital:</p> <p>Developing skills that could help save a life.</p> <p>Recognising the importance of water safety.</p>		