



Class: Year 6	Topic Title: Physical Education	Key Vocabulary / Skills
<p><b>NC Objectives:</b> The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>▪ develop competence and confidence to excel in a broad range of physical activities</li> <li>▪ are physically active for sustained periods of time</li> <li>▪ engage in competitive sports and activities</li> <li>▪ aim to lead healthy, active lifestyles with an understanding of the importance of physical activity, PE and school sport.</li> </ul> <p><b>Key stage 2</b> 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: 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</p>	<p><b><u>ATHLETICS</u></b> To develop running skills in isolation To develop throwing skills in an athletic type activity To develop running, jumping and throwing skills in an athletic type activity. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>DANCE</u></b> To practise patterns and actions in the Haka style Demo an awareness of music's rhythm when improvising Show strong gesture and dynamics throughout To create a dance that represents a haka style To perform and analyse own and other performance</p> <p><b><u>GAMES-</u></b> <b><u>INVASION/TARGET</u></b> <b>E.g Netball/Basketball/Handball/ Rugby/Dodgeball</b> Develop the skill of running with a rugby ball in two hands Develop the skill of passing a catching a ball To be able to score Develop an understanding of when to run and when to pass the ball Apply basic strategic and tactical principles of attack Apply basic strategic and tactical principles of defence Use skills and tactics for an invasion typed game Evaluate their own and others success and suggest ways to improve Understand basic principles of a warm up that will lead to invasion based activities</p> <p><b><u>STRIKING &amp; FIELDING E.g Cricket</u></b> To bowl underarm / overarm with accuracy in a game To bowl underarm / overarm with accuracy in a pairs cricket To play a modified competitive cricket game. To evaluate what was successful in a game.</p>	<p>Continue to develop athletic specific skills and perform with consistency, accuracy, confidence, control and speed. Throw-push, pull, sling and heave Jumping and landing in different ways-combining jumps=triple jump Running techniques for long and shorter distances Passing a baton in a relay Evaluate own performance and suggest improvements</p> <p>Perform with fluency and control &amp; with awareness of rhythmic, dynamic and expressive qualities. Dance terms-canon, unison, levels gestures Working alone/ in pairs /in groups Preform complex dance phrases that communicate character &amp; narrative Explore, create &amp; compose dance phrases Talk about &amp; evaluate their own and others' work</p> <p>Continue to develop sport specific skills perform with consistency, accuracy, confidence, control and speed To know and use a range of tactics when working both with and without the ball/ attacking or defending. Create &amp; play games A range of sending &amp; receiving skills-throwing &amp; catching Use bowling, batting, fielding in small sided games. Bowl overarm, strike a bowled ball using variety of shots, use team tactics in fielding &amp; throw back overarm. Evaluate and suggest ways to improve performances and success</p>



<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming and water safety</b> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: 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.</p>	<p><b><u>GYMNASTICS</u></b> To perform matched and mirrored paired balances To perform counter balance and counter tension paired balances. To perform a group counter balance To create a gymnastic sequence with counter balances and counter tension in a group. To evaluate success of group and paired balances</p> <p><b><u>OAA</u></b> To describe how to create a course/map. To set up courses for others with confidence. To warm up and prepare appropriately for different OAA activities. Can recognise hazards. To develop more advanced Orienteering techniques. Can feedback the importance of team work and communication. To talk about exercising, safety and short term effects of exercise</p> <p><b><u>SWIMMING will be delivered @ KEY STAGE 2 by WLSP</u></b> <b><u>Non swimmers &amp; developing swimmers</u></b> Swim between 10-20m unaided in shallow waters, using arms and legs to propel themselves. Use one basic method to swim distance, remembering to breathe. Start by using floats, swim over longer distances with more controlled leg kick. Explore how to move in and under water; recognise how the water affects their temperature &amp; identify and describe the differences between different leg and arm actions. <b><u>Developing &amp;competent swimmers</u></b> Swim 50-100m, keep swimming for 45-90 sec+; use three different strokes - swimming on their front &amp; back. Control their breathing and swim confidently &amp; fluently on the surface and under water. Know the dangers of water locally &amp; nationally. Learn how and why to use appropriate survival &amp; self-rescue skills if they fall by accident/get into difficulty/know how to help others.</p>	<p>Travel- i. e Feet&amp; hands and feet. Balance- i. e partner &amp; group balances, matching &amp; mirroring (counterbalances) Jump-different ways of jumping &amp; landing with shape. Rolling-basic rolls. Apparatus. Create &amp; perform a sequence on floor / incorporating apparatus. Work in groups to create and perform a sequence.</p> <p>Learn to read &amp; orientate maps more accurately Use a compass Set a direction of travel from a map using a compass /compass markers Follow instructions to complete orienteering course Learn to tie a variety of knots-square lashing, overhand knot. Use knots to create a secure structure. Develop teamwork and communication skills (verbal &amp; non-verbal communication), take on leadership role Develop orienteering competition skills</p> <p>Develop water confidence. Learn to keep afloat, move in water. Use swimming aids-moving to swimming without aids. meet challenges, breathe when swimming.</p> <p>Swimming more fluently, improving their swimming strokes and learning personal survival techniques</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences:</p>	
<p>WLSP, TWF Sports Events - Competitions &amp; SEND festivals, AGT events &amp; experiences &amp; Local Clubs</p>	<p>WLSP Delivery throughout KS1 &amp; KS2</p>	