

Subject: PE
Football
Autumn 1- Year 6

Prior Learning

Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when performing movements at speed.

We are learning...

1. to set up a shooting opportunity for a teammate.
2. to restrict an opponent's space by defending with my partner.
3. to perform a penalty kick with power and accuracy.
4. to attack and shoot as a pair.
5. to perform the role of a cover defender to stop the opposition's attack.
6. to use close control to keep possession of the ball under pressure.

Assessment Overview

Head – Devise a drill that develops a particular skill.

Hand – Apply correct body positioning when closing down a player to defend.

Heart – Collaborate with a partner to implement simple defensive techniques.

Equipment

Footballs, cones, goals, bibs, stopwatch.

Vocabulary

Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.

Unit Focus

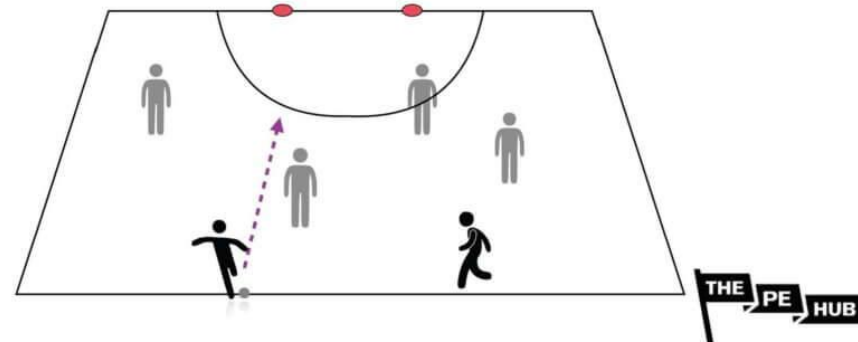
Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.

Key Questions

1. Compare week 6's performance to week 1. Can you think of a way you have improved individually and as a team?
2. What is the role of the covering defender?
3. Which part of your foot is best to kick with for accuracy?

Rules

- Penalty awarded for a professional foul when defending.
- Free pass if a foul is committed outside of the penalty area.



Subject: PE
Dance – Unit 1
Autumn 2 - Year 6

Prior Learning:

Used professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.

Unit Focus:

Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language & terminology.

Head: Interpret different stimuli with imagination and flair.

Hand: Use recognised dance actions and adapt to create motifs and movement patterns.

Heart: Take the lead suggesting ideas and refining actions of others.

Equipment needed: Laptop/projector to show video clips/play music, CD player, cones.

Key Questions:

1. Do you think you captured the street dance style?
2. If you were going to perform as a small group rather than a pair, what compositional ideas could you use to extend your phrase? (formations, canon, lifts etc.

Key Vocabulary/Skills

Use tension and extension to control body.

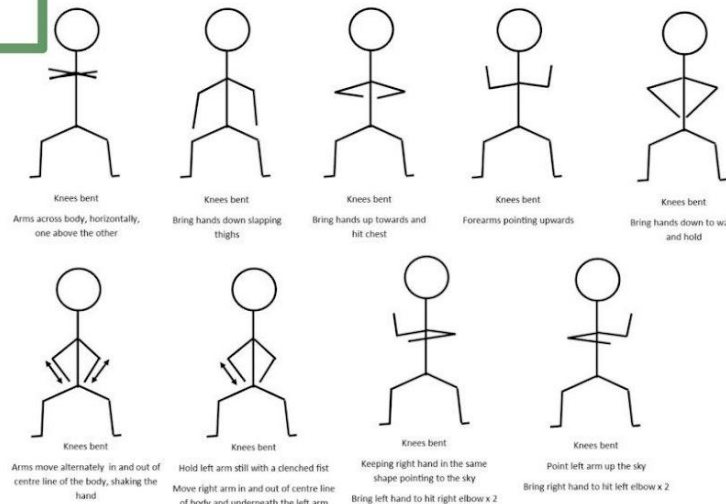
Explore space and relationships in dance.

Identify appropriate dynamics and group formations for a Hakka.

Perform some basic street dance skills.

Compose a street dance performance.

Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression.



Concepts:
Dance Genres
Ballet.
Modern.
Hip-Hop.
Ballroom.
Folk dance.
Performance Art.



Subject: PE
Hockey
Autumn 2- Year 6

Prior Learning:

Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.

Unit Focus:

Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.

Head: Choose and implement a range of strategies to attack and defend.

Hand: Shoot from close range.

Heart: Use and apply boundary rules such as corners, self pass and sideline.

Equipment needed: Sticks, a range of balls (hard, foam or quick sticks balls), cones, goals, bibs, stopwatch.

Key Questions:

1. What set plays did you use in a game and were they successful?
2. When would you use Indian Dribble in a game situation?
3. What strategies did your team use to defend?

Key Vocabulary/Skills

Shooting from close range.

Long corners.

Goal side marking.

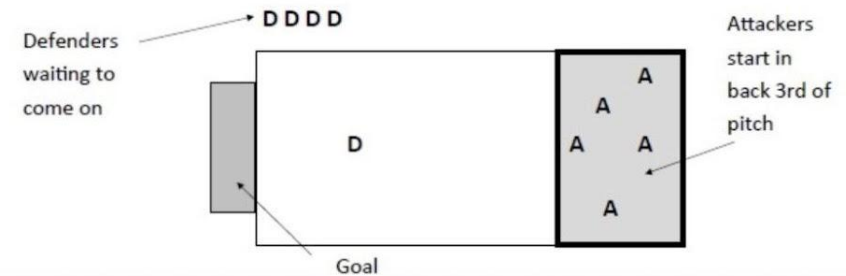
Channel opposition players.

Apply the self pass rule.

Power, distance, perform, consistent, fair play, tackle, covering, supporting.



Reverse stick



Rules:

- Implement long corner for any ball unintentionally hit off the back line by the defence.
- If the attacking team hits the ball off the back line take a hit out.



Subject: PE
Gymnastics
Spring 1 - Year 6

Prior Learning:

Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

Unit Focus:

Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus

Head: Identify strengths and weakness about a performance.

Hand: Experience flight on and off of apparatus.

Heart: Lead group warm up demonstrating the importance of strength and flexibility.

Equipment needed: Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, table tops, box tops.

Key Questions:

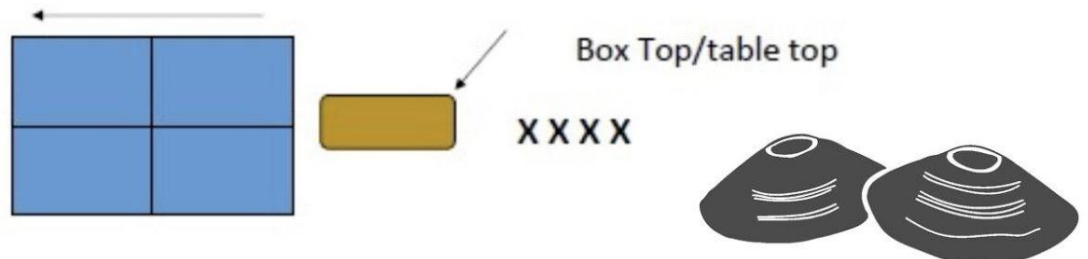
1. How did the warm-up help your performance?
2. Why do unison and cannon work well together in a sequence?
3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence?

Key Vocabulary/Skills

Preparing for vaulting.	Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.
Dismounting.	
Including equipment.	
Flight using unison and cannon.	
Introduction of music (ready for unit 2).	

Concepts:

The vault is an artistic gymnastics apparatus which gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.



Subject: PE
Netball
 Spring 1 - Year 6



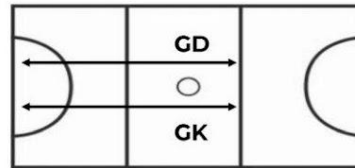
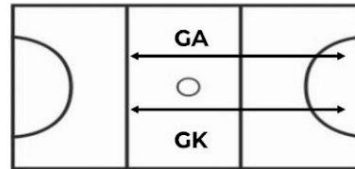
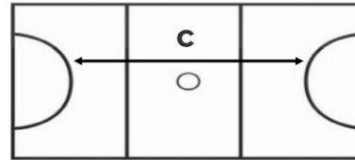
Prior Learning:

Used specific netball skills in games. Played efficiently in different positions on the pitch both attack and defence. Increased power and strength of passes, moving the ball over longer distances.

Unit Focus:

Work as a team to improve group tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills.

Equipment needed: Netballs, cones, bibs, stopwatch, Goals—Junior posts if possible, hoops.



Key Vocabulary/Skills

Double bounce.

Marking the pass or shot.

Organisation around the D.

Attempt rebounds as attacker and defender.

Knocking the ball away.

Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside.

Key Questions:

1. Why are rebounds so important as the attacker and as the defender?
2. Why are some passes more appropriate for different distances?
3. Why would you attempt to knock the ball away?

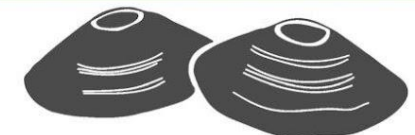
Rules:

- Players cannot throw the ball from a prone/lying or sitting position.
- The ball cannot be thrown over one complete third without it being touched or caught by a player in that third.

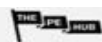
Head: Make choices about where to pass the ball.

Hand: Anticipate, track and control a rebounding ball from a shot.

Heart: Play in high 5 squad rotations.



Subject: PE
Netball
Spring 1 - Year 6



Year 6 – Gymnastics Unit 2

Knowledge Organiser

Prior Learning

Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

Unit Focus

Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.

We are learning...

1. to perform a 10-element sequence using both floor and apparatus.
2. to perform with equipment and respond creatively to music.
3. to create judging criteria and assess performances against it.
4. to create and perform interesting patterns as part of a group.
5. to select and apply the appropriate walk and presentation to start a sequence.
6. to perform a 10-element sequence with a 1-minute time limit.

Key Questions

1. Why is it a challenge to adapt your sequence to fit in with a timescale?
2. Which were your favourite elements to perform?
3. What is stimuli?
4. Can you suggest any different compositional ideas that may be used?

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops, box tops, stopwatch, music player.

Vocabulary

Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

Concepts

Stimulus is something that causes a reaction, especially interest, excitement or energy added into a gymnastics sequence such as music or objects including ribbons and balls.

Assessment Overview

Head - Compose a sequence that will achieve the highest score against the criteria.
Hand - Perform increasingly complex sequences.
Heart - Work independently and in small groups to make up sequences to perform to an audience.



Subject: PE
Athletics
Summer 1 - Year 6

Prior Learning

Sustain pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws.

We are learning...

1. Sprint start technique to increase our running speed.
2. the three phrases of triple jump.
3. to heave throw technique and what it is used for.
4. to assess our own ability to play our role in parlauf.
5. the scissor jump technique and when it would be used in athletics
6. to record and relay results over a range of track and field events.

Assessment Overview

Head - Accurately and confidently record multiple scores under pressure.

Hand - Combine different jumping skills to accurately replicate the triple jump technique.

Heart - Judge your strengths and weaknesses to fulfil; your role in a running challenge.

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, hurdles, stopwatches, measuring tape, metre rule, skipping ropes, foam discus, hurdles, flexibar.

Vocabulary

Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.

Unit Focus

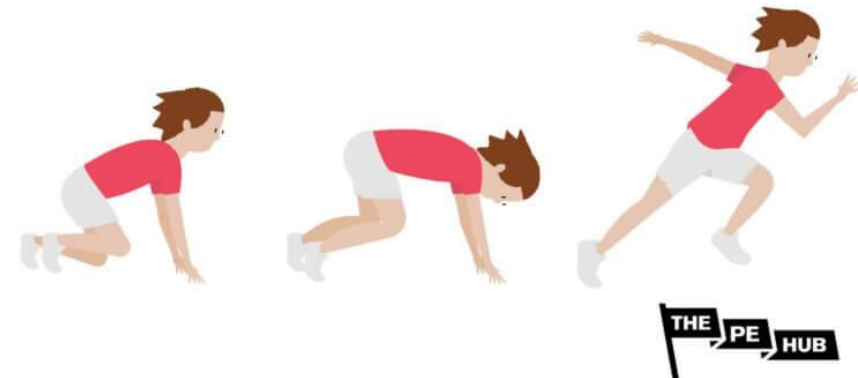
Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

Key Questions

1. In which Olympic athletics event is the heave throw used?
2. How can you develop your fitness through parlauf running?
3. What are the 3 phases of triple jump?

Concepts

- Running for time and running for distance
- Linking sport-specific movements to everyday tasks



Subject: PE
Tennis
Summer 2 - Year 6

Prior Learning:

Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.

Unit Focus:

Develop backhand shots
Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.

Head: Make good choices in games about the best shot to use.

Hand: Begin to use full scoring systems.

Heart: Use speaking and listening skills to umpire and play with peers without dispute.

Equipment needed: Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.



Key Vocabulary/Skills

Defend points against opposition using teamwork.

Describe why and when to use a backhand shot.

Demonstrate a lob shot in isolated situations.

Score a tennis game using full tennis rules.

Work as a pair to develop tactics against other pairs.

Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Key Questions:

1. What tactics did you try to implement as a pair?
2. Can you explain the deuce scoring in tennis?
3. How can the lob shot help you to score points in a game?

Rules:

- Play using full tennis scoring system (Love, 15, 30, 40, Game)
- When underarm serving (where ability allows) the ball must not be bounced before being hit.
- Players should serve diagonally, underarm or overarm.

