

Autumn 1

YEAR

6

UNIT OF WORK

Gymnastics



PRIOR KNOWLEDGE

Children should be able to:

- Using rotations to increase the difficulty of a jump
- Select and use a range of sitting, standing and support shapes in a sequence.
- Changing the starting or finishing position of a roll to increase the difficulty.
- Assess the effectiveness of a performance.



KEY OUTCOMES

PHYSICAL

- To adapt, link and use a wide range of shapes.
- To perform a range of jumps, including rotations as part of a sequence.
- To develop balances on large body parts in a performance, including shoulder stand and v-sit.
- To develop ability to take weight on their hands safely.



KEY OUTCOMES

THINKING

- To use knowledge of gymnastic techniques and sequences to judge the quality of a performance.
- To make relevant comments on positive aspects and areas for improvement.
- To provide positive feedback that helps a performer to understand their strengths.
- To use appropriate gymnastic language when talking about a performance.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To use a good sporting attitude when providing and receiving feedback on their sequence.
- To use successful communication skills to help improve performance.
- To respond appropriately to negativity or criticism and use it as an opportunity to improve their performance.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To know what makes a safe area for different activities.
- To understand the aims of a warmup and describe what is included in a high-quality routine.
- To understand how to create a warmup routine that meets the needs of the activity.

END POINTS

Children should be able to:

- Perform a range of shapes which include rotation as part of a sequence.
- Use large body parts to perform a well-controlled balance
- Perform a sequence using a combination of previously taught rolls including travelling, jumping, and balancing.
- Identify areas of performance and suggest ways in which they can be improved.

KEY VOCABULARY

Lunge, Handstand, V-sit, Admiration, Sequence, Synchronisation, Determination

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1
S & E Skills – 1 and 2
H.A.L - 1 and 2

YEAR

6

UNIT OF WORK

Creating and Closing Space - Tag Rugby



PRIOR KNOWLEDGE

Children should be able to:

- Identify how a team can find space to increase the effectiveness of their attacking play.
- Select and apply appropriate passing skills whilst moving and in a game situation.
- Move into space after passing a ball, to create space for themselves or others to receive another pass.
- Identify how to make it more difficult for an attacking team by limiting space available.



KEY OUTCOMES

PHYSICAL

- To use agility and tactics to dodge and evade defenders to create space.
- To use the correct passing technique consistently.
- To apply concepts of attacking and defending to create and close space.



KEY OUTCOMES

THINKING

- To develop tactics to create space against an opponent.
- To judge when to pass to my teammates, including recognising when they are in a good position to pass to.
- To use aspects of the S.T.E.P framework to make changes to the game.
- To evaluate a team's defending tactics and suggest how they can be improved.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss equality and how it can be applied to Tag Rugby.
- To demonstrate equality when working with others.
- To identify when they have used equality within the lesson and why it was important to use it at this time.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To understand what makes a sport specific warm-up routine.
- To know what a good warm-up entails and give ideas on how to warm-up for specific games.

END POINTS

Children should be able to:

- Adapt attacking or defending tactics to improve performance with a focus on creating or limiting space.
- Identify space and work as a team to maximise how it is used when attacking.
- As a team evaluate the type of pass used, including the positioning of the receiver.

KEY VOCABULARY

Attacking and defending, improving performance, create space, defend space, equality, tactics,

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

Autumn 2

YEAR

6

UNIT OF WORK

Linking Actions – Hockey



PRIOR KNOWLEDGE

Children should be able to:

- Confidently strike a ball with increased control
- Suggest areas with an activity or game that can be improved, including technique and tactics
- Identify how a team can improve attacking and defending
- Accurately pass a ball to a partner as part of a small sided game



KEY OUTCOMES

PHYSICAL

- To intercept and tackle to regain possession.
- To use shooting skills from a range of distances when linked with movement.
- To identify and link together the most important skills needed for a game.



KEY OUTCOMES

THINKING

- To select the best position to shoot in a game.
- To evaluate their own performance to make improvements.
- To evaluate the chosen tactics when attacking and defending and different ways to keep possession.
- To identify when their shooting needs to be improved.
- To describe different formations a team can have during a game and the benefits of them.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain how resilience can be important when passing and dribbling in Hockey.
- To demonstrate resilience when trying to gain or keep possession.
- To explain when and why they have used resilience within the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To develop a greater knowledge and understanding of how muscles work.
- To explain in greater depth why breathing rate increases during exercise.
- To explain in greater depth why breathing rate increases during exercise.

END POINTS

Children should be able to:

- Identify tactics that are not effective and suggest, as a team, how they can be improved.
- Successfully apply skills and tactics that can be transferred from a different context to the activity

KEY VOCABULARY

Formations, possession, accuracy, positioning, regain, wide players.

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L. – 1 and 2

	<u>Dodgeball</u>
<u>Key knowledge</u> <u>(I know/ understand...)</u>	• Throwing: know who to throw at and when to throw in order to get opponents out. • Catching: know that I need to make quick decisions on if to catch or if to dodge the ball. • Striking: know which skill to select for the situation. • Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.
<u>Key Skills</u> <u>(I can...)</u>	• I can throw with increasing control under pressure. • Catch effectively whilst on the move. • I can react quickly to the needs of my team in the game. • I can use blocking as a defensive and attacking strategy. • I can evaluate the game in order to improve my performance.

Spring 1

Boxercise	
	<u>Year 6</u>
<u>Key knowledge (I know/ understand ...)</u>	I understand the correct footwork and stance, how my body position can change depending on which punch is to be thrown. I understand the importance of defence, whether that is blocks, rolls, weaves. I understand what the correct guard is. I know how to move correctly whilst keeping the most effective body shape and transferring weight accordingly. I know not to cross my feet and keep my stance in the correct centre of mass position.
<u>Key Skills (I can...)</u>	I can use all the different punches with correct technique, whilst maintaining the correct stance and guard. I can put together different punch combinations with a minimum of 6 punch combinations. I can vary from head shot punches to body shot punches. I can exercise for a minimum of 30 second rounds building up to 2-3 minute rounds. I can hold the pads correctly and safely for each other. I can perform 2 invasion techniques and can come back with a counter combination.

YEAR

6

UNIT OF WORK

Tactics and Strategies - Netball



PRIOR KNOWLEDGE

Children should be able to:

- Accurately pass a ball to a partner as part of a small sided game.
- Identify how a team can find space to increase the effectiveness of their attacking play.
- Move into space after passing a ball, to create space for themselves or others to receive another pass.
- Identify how to make it more difficult for an attacking team by limiting space available.



KEY OUTCOMES

PHYSICAL

- To perform a range of dodges and movements with more control and success.
- To be able to successfully defend a player.
- To develop knowledge of the playing positions and their roles, as well as some of the key rules of the game.



KEY OUTCOMES

THINKING

- To evaluate how well a team passes the ball, and identify the reasons why possession is lost.
- To improve their own dodging and shooting skills by listening to feedback from others.
- To evaluate the chosen formations and tactics, and adapt to increase chances of success.
- To use aspects of the S.T.E.P framework to ensure the game is fully inclusive.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss humility and how it can be applied to Netball.
- To demonstrate humility when dodging others.
- To identify when they have used humility within the lesson and why it was important to use it at this time.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To know what a good warm-up entails and give ideas on how to warm-up for specific games.
- To plan an activity as part of the warm-up which improves speed.
- To plan and deliver an activity as part of the warm-up which improves strength or stamina.

END POINTS

Children should be able to:

- Identify tactics that are not effective and suggest, as a team, how they can be improved.
- Identify appropriate changes in passing techniques that match different tactics i.e. keeping possession with shorter chest passes or creating space with longer overhead passes.
- Successfully apply skills and tactics that can be transferred from a different context to the activity.

KEY VOCABULARY

Tactics and strategies,
chest/bounce/overhead
passing, improving
performance, footwork.

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

Spring 2

YEAR

6

UNIT OF WORK

Athletics



PRIOR KNOWLEDGE

Children should be able to:

- Use a linked combination of jumping techniques with control.
- Perform the technique for a shot putt throw using a small ball.
- Understanding of how to improve stamina.



KEY OUTCOMES

PHYSICAL

- To perform the long and triple jumps with the correct technique and increasing distance.
- To pace myself over different distances.
- To improve technique for the baton change over and apply it consistently with accuracy and control.
- To perform the shot put and javelin throw techniques with consistency, fluency and control.



KEY OUTCOMES

THINKING

- To evaluate techniques of the long jump, triple jump and overarm throw.
- To evaluate speed over different distances to determine whether the correct pacing was used.
- To use aspects of the S.T.E.P framework to make changes to a warmup game.
- To evaluate myself and other's performances and suggest areas for improvement.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To regularly display a good sporting attitude when both winning and losing in competitions.
- To use successful communication skills to help improve a triple jump.
- To respond appropriately to negativity or criticism when improving pace.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To understand the impact of short/long distance running on the body.
- To understand how efficient movement reduces the onset of fatigue.
- To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine.

END POINTS

Children should be able to:

- Perform a triple jump with good technique for all 3 elements.
- Apply knowledge from other areas to perform a javelin throw with power and some accuracy.
- Use the correct starting technique for sprinting activities

KEY VOCABULARY

Cardiovascular,
Determination, Inspiration,
Pace, Power,
Perseverance, Resilience

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1
S & E Skills – 1 and 2
H.A.L - 1 and 2

YEAR

6

UNIT OF WORK

Linking Actions – Tennis



PRIOR KNOWLEDGE

Children should be able to:

- Confidently strike a ball with increased control.
- Identify space and strike the ball into the space consistently using different techniques.
- Suggest areas with an activity or game that can be improved, including technique and tactics.



KEY OUTCOMES

PHYSICAL

- To improve and develop forehand and backhand technique.
- To perform an overarm serve.
- To demonstrate the use of tactics during a game.



KEY OUTCOMES

THINKING

- To know how to improve further and suggest practices to help achieve this.
- To explain the importance of tactics in a competitive situation and use these to manoeuvre your opponent.
- To use aspects of the S.T.E.P framework to ensure the game is fully inclusive.
- To evaluate their performance and make changes to increase their chances of success.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain how resilience can be important when developing a skill, such as the forehand technique.
- To demonstrate resilience when practicing a serve.
- To explain when and why they have used resilience in the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To develop a greater knowledge and understanding of how muscles work.
- To explain in greater depth why breathing rate increases during exercise.
- To explain in greater depth why breathing rate increases during exercise.

END POINTS

Children should be able to:

- Identify tactics that are not effective and suggest how they can be improved.
- Successfully serve overarm to start a game or rally.
- To take part in a competitive rally for an increasing duration.

KEY VOCABULARY

Overarm, success, baseline, evaluate, resilience, manoeuvre

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

Summer 1

	<u>Year 6</u>
<u>Key knowledge (I know/ understand...)</u>	Balance: know where and when to apply force to maintain control and balance. Flexibility: know which of my muscles require more practice to increase my flexibility. Strength: understand that I can build up my strength by practicing in my own time. Strategy: identify times in my everyday life when mindfulness activities would be helpful for my well being.
<u>Key Skills (I can...)</u>	Balance: link combinations of poses for balance with increased control in transition. Flexibility: confidently transition from one pose to another showing extension connected to breath. Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Strategy: explore methods to control how I feel with some success. Breathe: Develop more understanding on nervous system regulation.

YEAR

6

UNIT OF WORK

Tactics and Strategies - Cricket



PRIOR KNOWLEDGE

Children should be able to:

- Confidently strike a ball with increased control.
- Suggest areas within an activity or game that can be improved, including technique and tactics.



KEY OUTCOMES

PHYSICAL

- To develop throwing and catching techniques in cricket.
- To further develop existing fielding skills.
- To improve bowling technique.
- To use a bat to defend the wicket.
- To develop tactical awareness in relation to cricket and apply skills previously learned in other contexts.



KEY OUTCOMES

THINKING

- To analyse what is going well and what can be improved.
- To analyse bowling/ batting performance and identify strategies to improve.
- To select and apply the appropriate skills and rules according to their playing position.
- To evaluate how well they and others can perform the correct batting/bowling technique.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To discuss humility and how it can be applied to Cricket.
- To demonstrate humility when fielding.
- To identify when they have used humility within the lesson and why it was important to use it at this time.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To explain how their bodies change and react during the game.
- To explain in greater depth why the heart rate increases during exercise.

END POINTS

Children should be able to:

- Identify tactics that are not effective and suggest, as a team, how they can be improved.
- Identify appropriate batting, bowling and fielding techniques that match different tactics.
- Successfully apply skills and tactics that can be transferred from a different context to the activity.

KEY VOCABULARY

Tactics and strategies,
positioning,
fielding, accuracy, defend
the wicket, humility

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

Summer 2

	<u>Dance</u>
<u>Key knowledge</u> <u>(I know/ understand...)</u>	understand that actions can be improved with consideration to extension, shape and recognition of intent. understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. know that combining space and relationships with a prop can help me to express my dance idea. understand how a leader can ensure our dance group performs together. know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
<u>Key Skills</u> <u>(I can...)</u>	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Perform and apply a variety of skills and techniques confidently, consistently and with consistent precision. Move appropriately and with the required style in relation to the stimulus e.g. using various levels, pace, ways of travelling and routines. Improvise with confidence, still demonstrating fluency across my sequence. Use complex dance vocabulary to compare and improve work Link actions to create a complex sequence using a full range of movement. Thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements

YEAR
5/6

UNIT OF WORK

O.A.A



PRIOR KNOWLEDGE

Children should be able to:

- Recognise what a map may look like.
- Set and orientate a map.
- Give clear instructions to a partner when using a map.
- Use teamwork to complete challenges.



KEY OUTCOMES

PHYSICAL

- To use co-ordination and reaction skills to complete a challenge.
- To understand the symbols used on an orienteering map.
- To understand the cardinal points of a compass.
- To complete an orienteering course as quickly as possible.



KEY OUTCOMES

THINKING

- To suggest areas within a game that they need to improve (skills, decision making and tactical ideas).
- To watch and assess their team effectiveness when playing a game.
- To identify the individual players who have played well and highlight the reasons why.
- To understand what controls are and how punch cards are used to show which controls they have found.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To understand the Olympic value of 'Friendship' and identify a time they have shown this in the lesson.
- To identify the skills of a good leader.
- To understand the term 'positive mindset.'
- To demonstrate the skills of a good leader when working with a partner, group, or team.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- N/A

END POINTS

Children should be able to:

- Use teamwork to complete challenges.
- Understand map symbols and why maps have keys.
- Understand cardinal compass points.
- Complete an orienteering course using a map and markers.

KEY VOCABULARY

Map, orientate, compass, cardinal, teamwork, symbol, key, markers, controls.

LINKS TO ASSESSMENT

Physical Skills – 1
Thinking Skills - 1 and 2
S & E Skills – 1 and 2
H.A.L – N/A