

SUBJECT:	PE	YEAR GROUP:	6
PURPOSE OF STUDY			
<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>			
THE NATIONAL CURRICULUM FOR PE AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. 		<p>KS2:</p> <ul style="list-style-type: none"> • 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; use running, jumping, throwing and catching in isolation and in combination. • Perform dances using a range of movement patterns; compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; use running, jumping, throwing and catching in isolation and in combination. <p>Cross Curricular links:</p> <ul style="list-style-type: none"> • History – sporting events in history • RSHE – Moral movements within sport. • Geography – sport around the world, countries and cultures around the world • Maths - measurement 	

TOPICS COVERED:	
<ul style="list-style-type: none"> • Football • Hockey • Dance • Gymnastics • Athletics 	
INTENT OF SUBJECT:	
<p>Within PE, pupils will develop an understanding of rules used within a range of sports and will apply these themselves. They will develop techniques for individual sports and apply these both in isolation and within combinations, with accuracy, fluency and control. Pupils will develop teamwork, respect, communication and leadership skills and apply these to both competitive games and to complete a range of activities and performances across a wide range of sports. Pupils will develop an understanding for why it is important to warm up and cool down in sports and will develop the ability to carry out warmups independently. Within the lessons, pupils will learn about historical and geographical links to different sports and the safety and risks associated with sports as well as assessment skills through self and peer assessment of performance and making suggestions for improvement.</p>	
SKILLS OVERVIEW BY HALF TERM:	
AUTUMN ONE	AUTUMN TWO
<ul style="list-style-type: none"> • Vary the skills, ideas and actions and then links these in ways appropriate to the game that is being played. • Use ball skills such as dribbling, kicking, passing. • Link ball skills together. • Maintain possession of balls during games. • Develop and show coordination, stability, fluidity and control when playing ball games. • Participate in competitive games. • Show understanding of tactics in games and apply these when appropriate. • Apply attacking and defending skills. • Self and peer assess during competitive games • Explain why warmups and cool downs are important. • Identify parts of the body that would be affected if warmups are not done. • Identify, explain and follow rules of game being played. 	<ul style="list-style-type: none"> • Vary the skills, ideas and actions and then links these in ways appropriate to the game that is being played. • Use ball skills such as dribbling, kicking, passing. • Link ball skills together. • Maintain possession of balls during games. • Develop and show coordination, stability, fluidity and control when playing ball games. • Participate in competitive games. • Show understanding of tactics in games and apply these when appropriate. • Apply attacking and defending skills. • Self and peer assess during competitive games • Explain why warmups and cool downs are important. • Identify parts of the body that would be affected if warmups are not done. • Identify, explain and follow rules of game being played.

SPRING ONE	SPRING TWO
<ul style="list-style-type: none"> • Explain why warm up and cool downs are important. • Create effective warmups. • Identify parts of the body affected if warmups are not done. • Explore using body to make different shapes, levels and pathways. • Develop teamwork skills through group and partner work. • Self and peer assess, suggesting improvements. • Work with others to produce and learn dances from a range of styles. • Plan a sequence of movements using varying speed, levels and direction. • Perform sequences of movements with precision, control and fluency. • Select and use a wide range of compositional skills to demonstrate ideas. • Show knowledge and understanding of the sport. • 	<ul style="list-style-type: none"> • Work with others to learn a range of dance styles. • Complete research into sport and how it is used around the world. • Plan a sequence of movements using varying speed, levels and direction. • Perform sequences of movements with precision, control and fluency. • Select and use a wide range of compositional skills to demonstrate ideas. • Self and peer assess, suggesting improvements. • Show knowledge and understanding of the sport. • Develop teamwork skills through group and partner work. • Develop leadership skills. • I can lead a group to produce a Dance influenced by a number of styles. • Perform a range of movements, including difficult actions. • Identify how the sport is used around the world.
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • Develop understanding of rules and follow these. • Develop skills and use these in isolation. • Develop movement sequences using a range of skills and movement. • Develop group work skills. • Perform skills in front of others. • Self and peer assessment skills, including suggesting improvements. • I can perform & create movement sequences with some complex skills and displaying accuracy and consistency • Show awareness of risks in sport • Identify and show safe practice. • Explain why warmups and cool downs are important. • Identify parts of the body that would be affected if warmups are not done. • Leadership skills • Understand how to warm up effectively. 	<ul style="list-style-type: none"> • I can begin to build a variety of techniques appropriate to the activity • Use techniques for the sport with confidence. • Develop skills and use these in isolation • Combine skills and use these with fluency and control. • Develop teamwork skills • Record my own and other people's performances • Self and peer assessment skills • Make suggestions for improvements that could be made to performances • Develop accuracy when completing activities • Describe good performance • Show understanding of technical vocabulary and use this appropriately • Explain why warmups and cool downs are important. • Identify parts of the body that would be affected if warmups are not done. • Understand how to warm up effectively.