

## Year 6 PE Coverage

<p style="text-align: center;">'As aspiring athletes, we are physically active so we can lead healthy lives and develop skills in a variety of activities. We compete fairly, both individually and with teams. We aim to win but we can accept defeat graciously.'</p>			
Year 6	Autumn Term	Spring Term	Summer Term
	Dance (White Feathers) Games (TT - Autumn 1)	Gymnastics Games	Athletics Games (TT - Summer 2) Orienteering
National Curriculum	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

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Subject Focus	<p><b>In Dance in Year 6, children will:</b></p> <p>Identify the types of exercise that will benefit their dancing.</p> <p>Stimulus - understand the use of a stimulus when choreographing a dance phrase, create a dance motif that brings out character and dramatic effect.</p> <p>Choreography - understand the advantages to practising and refining dance phrases. evaluate their own and others' work, use canon and unison, partner work and formations confidently in dance, use musical phrasing to structure a dance.</p> <p>Dynamics - identify dynamics and spatial quality of movements and their suitability to a chosen style, understand how their own use of actions, expressive features and space can be improved, analyse and interpret a dance.</p>	<p><b>In Gymnastics in Year 6, children will:</b></p> <p>Travelling - refine performance and creativity in travelling and space, incorporating shape, balance, direction, speed, level, stillness on floor and apparatus.</p> <p>Shape and balance - perform shape and balance accurately and consistently both as a solo and with others, experiment with symmetrical and asymmetrical body shapes and explore balances with partners.</p> <p>Rolling - refine a range of rolling actions with approaching entrance and exits, incorporating rolls into duet sequences.</p> <p>Jumping and landing - refine a variety of jumping and landing actions on the floor and small apparatus.</p> <p>Inversions - refine inversions and create a sequence of gymnastic skills, demonstrating control, clarity and a variety of actions.</p> <p>Composition, performance and evaluation - create duets sequences, decide on compositional devises, using canon, unison and</p>	<p><b>In Athletics in Year 6, children will:</b></p> <p>Sprinting - use speed to their advantage to accelerate away from others, run over a short distance with speed and good fluency</p> <p>Long distance - run successfully over a long distance and understand how to pace and position themselves to win a race</p> <p>Relay - successfully perform an efficient baton changeover with a smooth transition as part of a team</p> <p>Jumping - successfully jump over short or long distances and triple jump with confidence and control</p> <p>Throwing - successfully be able to throw a variety of equipment with control over a range of distances</p> <p>Competition - compete as an individual and as a team in a competition in Athletics</p>

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		<p>pathways, transfer actions and mirroring onto the apparatus.</p> <p>Understanding of fitness and health - know why safe physical activity is good for health and wellbeing., develop an understanding of simple exercises designed to improve or maintain fitness levels, develop a basic understanding of fitness components.</p>	
	<p><b>In Games in Year 6, children will:</b></p> <p>Football</p> <ul style="list-style-type: none"> <li>- Be able to keep basic possession of the ball within a team scenario using multiple passing types.</li> <li>- Be able to dribble at speed past a defending player.</li> <li>- Understand how to defend a player 1v1 and what basic defensive positioning to use.</li> <li>- Know how space changes within a game and when and how to move into changing spaces.</li> <li>- Draw defender away to create space.</li> <li>- Be able to play and officiate basic 5v5/ 7 v7 games.</li> </ul> <p>Tag Rugby</p>	<p><b>In Games in Year 6, children will:</b></p> <p>Netball</p> <ul style="list-style-type: none"> <li>- Use a range of square &amp; straight passes to change direction of attack into more advance areas of the court.</li> <li>- Understand the roles of each player on court.</li> <li>- Draw defender away to create space for teammates to explore advance areas.</li> <li>- Understand how to position body to defend effectively.</li> </ul> <p>Cricket</p> <ul style="list-style-type: none"> <li>- To apply with consistency standard cricket rules in a variety of different styles of games.</li> </ul>	<p><b>In Games in Year 6, children will:</b></p> <p>Tennis</p> <ul style="list-style-type: none"> <li>- Have confidence when striking the ball in different directions and in the middle of the racket.</li> <li>- Develop their technique and improve their performance.</li> <li>- Understand how to control the weight of their shot.</li> <li>- Get into the correct position when playing a rally</li> <li>- Know how to control a lob or drop shot.</li> <li>- Understanding strengths and weaknesses of opponent</li> <li>- Score, demonstrate and explain the rules of tennis.</li> </ul> <p>Orienteering</p>

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	<ul style="list-style-type: none"> <li>- Run at speed, changing direction at speed to avoid opponents.</li> <li>- Play with a continuous effective diagonal line in attack, allowing players to recycle possession of the ball</li> <li>- Support player with the ball.</li> <li>- Make run from deep to avoid being targeted by the defence.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how to change line and length of cricket bowls.</li> <li>- To understand the correct timing/ footwork of a batting shot when the bowling changes line and length. To use a range of tactics for attacking and defending in role of bowler, batter and fielder.</li> </ul>	<p>Basic Navigation - understand and develop basic navigation techniques and record findings.</p> <p>Navigation with ICT - Photos and videos - in small groups, set up an orienteering course using ICT to problem solve in groups.</p> <p>Navigating with Maps and recording points of contact - in pairs or small groups, complete an orienteering course using a map provided and record findings on the map.</p> <p>Creating own course and navigating individually - set up and complete own orienteering course within the school grounds individually and exchanging maps with other pupils.</p> <p>Physical challenges and problem-solving activities - navigate using a set map whilst having to share own problems and challenge others to solve them within the group.</p> <p>Competition - take part in a fun and problem-solving competition within small groups using questions specific to field / grounds.</p>
Top Ten / Fab Five	Dance focus	Gymnastics focus	Athletics/Games focus

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	<ol style="list-style-type: none"> <li>1. I can use a stimulus to choreograph a dance phrase.</li> <li>2. I can bring out character in a dance motif.</li> <li>3. I can show dramatic effect in a dance motif.</li> <li>4. I can practise and refine my dance phrase.</li> <li>5. I can evaluate my own and others' work.</li> <li>6. I use partner work and formations confidently.</li> <li>7. I can identify dynamics and spatial quality of movements.</li> <li>8. I use musical phrasing to structure a dance.</li> <li>9. I understand how my actions, expressive features and space can be improved.</li> <li>10. I can confidently analyse and interpret a dance.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can refine my performance and creativity in travelling and space.</li> <li>2. I can incorporate, shape, speed, direction, level, balance and stillness into a sequence.</li> <li>3. I can perform shape and balance accurately and consistently.</li> <li>4. I can perform symmetrical and asymmetrical body shapes with control.</li> <li>5. I can balance with a partner.</li> <li>6. I can demonstrate control, clarity and variety in my inversions.</li> <li>7. I can refine a variety of jumping actions.</li> <li>8. I can decide on compositional devices for my sequences.</li> <li>9. I can transfer actions and mirroring onto apparatus.</li> <li>10. I can confidently analyse my performance using video.</li> </ol>	<ol style="list-style-type: none"> <li>1. I use speed to accelerate away from others.</li> <li>2. I can pace and position myself in a long-distance race.</li> <li>3. I can perform a smooth baton change over.</li> <li>4. I perform a triple jump with control.</li> <li>5. I can throw various equipment over a range of distances.</li> <li>6. I can strike a ball in different directions.</li> <li>7. I can position myself correctly during a rally,</li> <li>8. I can score, demonstrate and explain the rules of tennis.</li> <li>9. I understand basic navigation techniques.</li> <li>10. I can set up and complete an orienteering course.</li> </ol>
Unit specific Vocabulary	<p>(Year 5 - Dance - dance motif, expressive, compare, contrast, analyse, interpret).</p> <p><b>Year 6 - Dance - choreograph, dramatic effect, formations, musical phrasing, spatial.</b></p> <p>(Year 5 - Games - touch, shots, square/straight pass, intercept, resting pulse</p>	<p>(Year 5 - Gymnastics - creativity, symmetrical, asymmetrical, pathways).</p> <p><b>Year 6 - Gymnastics - stillness, clarity, mirroring.</b></p>	<p>(Year 5 - Athletics - fluency, adapt, transfer).</p> <p><b>Year 6 - Athletics - accelerate, smooth transition</b></p>

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	<p>rate, spin, collaborate. position, rally, front/back court).</p> <p><b>Year 6 - Games - possession, officiate, opponents,</b></p>	<p><b>Year 6 - Games - line, length, timing, footwork.</b></p>	<p><b>Year 6 - Games - lob, drop shot, orienteering, navigation, findings, course, challenge, problem solving.</b></p>
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