

St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 6

Term: Autumn 1



Unit: Invasion Games – Tag Rugby



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Communicate – share information to one another</p> <p>Attack – actively make attempts to score</p> <p>Interception – when the opposite team regains the ball.</p> <p>Defend – protect the goal from the opposing team.</p> <p>Tactics – pre designed agreed actions within a team that are aimed at the team scoring.</p> <p>Dummy – to fake a move. To pretend to do one move when actually performing another</p>	<p>An invasion game involves attacking the opponents territory with the aim of scoring points.</p> <p>In rugby the ball is only allowed to be passed backwards or sideways.</p> <p>In rugby a score is called 'try' and this is done by a player [lacing the ball behind the opponents try line.</p> <p>That dodging a skill in invasion games and that it allows the attacker to get past a defender.</p> <p>the rules of the game and participate in full games.</p> <p>the importance of keeping in a line in both attacking and defending plays.</p>	<p>how to incorporate the rules of the game into small sided games like passing backwards.</p> <p>how to pass and catch a ball whilst running at different speeds.</p> <p>How to work as part of a team to move the ball forwards to the try line or stop the opposing team from moving the ball and scoring.</p> <p>how to carefully consider the best way to score a try and win the game.</p> <p>how to successfully remove tags from an opponent.</p>	<p>run and pass a rugby ball at speed.</p> <p>dodge and fake pass when running with the ball.</p> <p>catch the ball whilst under pressure.</p> <p>Can explain and demonstrate the rules of tagging when playing as a defender and as an attacker.</p> <p>Can look for space when attacking.</p> <p>watch and evaluate the professional game.</p> <p>decide on ways to attack when playing games.</p> <p>decide on the best ways to defend in games.</p>

St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 6

Term: Autumn 2



Unit: Games – Dodge Ball & Boccia



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Communicate – To share information to one another.</p> <p>Accelerate – Speed up</p> <p>Accurate Strike – the ball has struck a person on the opposite team within the scoring zone</p> <p>Agility – the ability to move, stop, change direction and move again quickly</p> <p>Balance – to maintain a controlled body position.</p> <p>Coordinate – smooth, accurate and controlled movements</p> <p>React – response to something.</p>	<p>Dodge Ball The rules of dodgeball and agree a scoring system before the game starts.</p> <p>That it is important to vary your speed and the direction you move to avoid being struck by the ball.</p> <p>how physical activity can help contribute to a healthy lifestyle.</p> <p>how to evaluate a performance, giving constructive feedback.</p> <p>Boccia: The rules of Boccia and that it is a precision sport similar to curling and bowls. The aim is for players to get their ball closest to the target ball of 'jack'.</p>	<p>Dodge Ball how to successfully catch a ball at different heights.</p> <p>how to demonstrate a variety of different throwing techniques with good accuracy.</p> <p>how to take part in competitive games.</p> <p>how to use different ways to dodge the ball.</p> <p>how to use appropriate tactics in games.</p> <p>Boccia: That the ball can be propelled in different ways using different amounts of force.</p>	<p>Dodge ball: to throw a ball with accuracy and pace.</p> <p>to use the most appropriate throwing technique for the situation.</p> <p>catch a ball a different heights and speed.</p> <p>dodge a ball by jumping, galloping and jockeying.</p> <p>discuss and apply tactics in games.</p> <p>Boccia: To vary the force in which an object is thrown to ensure accuracy of the throw.</p> <p>Both:</p>

<p>Underarm throw – arm swings down and back behind the body, take a step forward and swing arm forward releasing the object.</p> <p>Jack – the object placed in the centre in the Bocca playing area. Players aim their ball to land as close to the jack as possible.</p>	<p>That this is an inclusive game and can be adapted for anyone regardless of physical disabilities.</p>	<p>That there are different forms of Boccia and everyone should agree on the form and the way to score before the game starts.</p>	<p>participate in competitive games.</p> <p>Show good sportsmanship if they have lost a game.</p>
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Year: 6

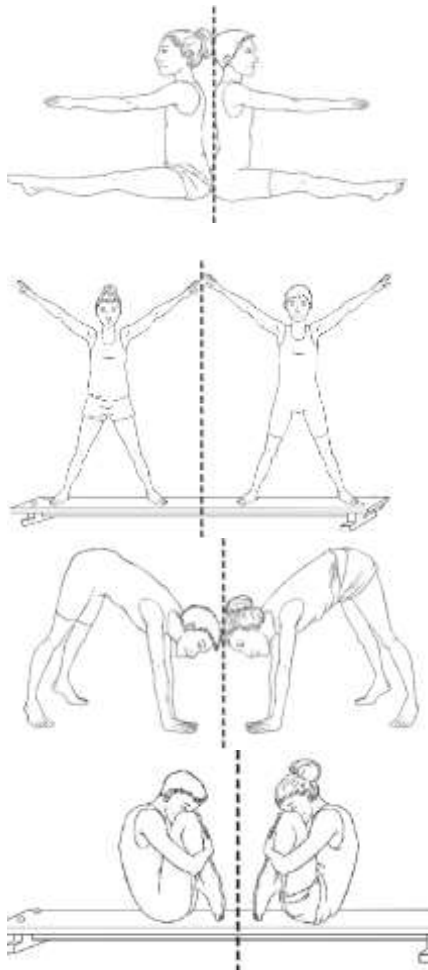
Term: Spring 1



Unit: Gymnastics – Body Symmetry



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Symmetrical – The same on both sides</p> <p>Asymmetrical – Not symmetrical, different on each side.</p> <p>Repetition – to carry out the same activity or movement again.</p> <p>Adapt – to vary something or change it to suit a certain situation</p> <p>Balance- ability to maintain a controlled body position during a task or movement</p> <p>Variety – a range of, different things, actions or activities.</p> <p>Sequence – one action or movement following another</p>	<p>If a body position is asymmetric, it means that it is different on each side.</p> <p>For a body position to be symmetrical, it has to be the same on both sides.</p> <p>That muscles are used to control body movement.</p> <p>name several muscles and muscle groups within the body that are being used to hold specific body positions.</p> <p>A selection of warm up activities that are suitable to carry out before gymnastic activities.</p> <p>Why it is important to ensure that muscles are warm before taking part in certain activities.</p>	<p>The differences between asymmetrical and symmetrical.</p> <p>identify symmetrical body positions and asymmetrical body positions.</p> 	<p>Explore symmetrical body shapes and actions</p> <p>Link 3 symmetrical body actions into short movement phrases.</p> <p>Incorporate movement over or along a bench within a sequence of movements.</p> <p>Work with a partner to develop symmetrical body movements that mirror each other</p> <p>show flexibility and technique when performing gymnastic elements.</p> <p>show different combinations of movement when travelling.</p> <p>use space creativity when travelling.</p>

<p>Extension – increasing something. In body movement, stretching an arm or leg to its fullest with no bend.</p> <p>Tension – a force that stretches something making it tight.</p>	<p>The ways in which we can keep our bodies healthy.</p>		<p>show rhythm and creativity when working with others.</p> <p>explain why a performance is good and how it can be improved.</p> <p>Devise their own warm up and cool down exercises that are appropriate for the activity they are taking part in.</p> <p>Explain some of the areas of the body that are being warmed up during a warm up exercise</p> <p>Describe the importance of living a healthy lifestyle and what elements can be included in that.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 6

Term: Spring 2



Unit: Dance – Why Bully Me?



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Composition – an arrangement of different elements. How things are put together.</p> <p>Choreography – The plan or structure of a dance sequence or performance.</p> <p>Expression- how emotion or thought is conveyed to an audience via movements and body language.</p> <p>Routine (dance) – a short sequence of movements and actions that forms part of a longer performance</p> <p>Canon – taking turns with a partner to move</p> <p>Unison – moving at the same time as others</p>	<p>how to share ideas in small groups, working together to create a routine.</p> <p>how to use a specific theme to develop dances to music.</p> <p>Some simple moves and steps that can be joined together to make a dance sequence.</p> <p>The term choreography</p>	<p>how to move in a way that reflects a given theme.</p> <p>how to perform dances in both canon and unison.</p> <p>how to explore and practice movement ideas.</p> <p>how to explore, improvise and combine movement.</p> <p>how to perform movements to an audience with rhythm and confidence.</p>	<p>show ideas through dance.</p> <p>express emotions through movements in dance</p> <p>combine movements fluently.</p> <p>apply basic compositional principles when creating dances.</p> <p>share ideas in groups to create a routine.</p> <p>perform with rhythm and confidence.</p> <p>To evaluate different dance sequences and suggest ways in which they can be improved.</p>

Improvise – to make up what you are performing. To perform with no plan or practice.			
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St Anne's C of E Primary School Curriculum Plan

Subject: PE


Year: 6

Term: Summer 1



Unit: Invasion Games - Hockey

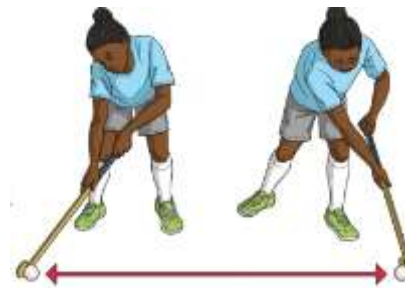


Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Push Pass – When a player uses the stick to push the ball to another player</p> <p>Tackling – A move made by a defensive player who is trying to get possession of the ball.</p> <p>Possession – To have the ball</p> <p>Mark – To watch and follow a player from another team, to try and stop them having the ball passed to them.</p> <p>Block – To use their stick to block a ball that is being passed to another player</p> <p>Intercept – To be able to gain the ball for themselves as it is being passed to another player.</p>	<p>how to participate in competitive games, modified where appropriate.</p> <p>how to choose different formations to suit the needs of the game.</p> <p>how to learn how to evaluate and recognise success.</p> <p>Some of the safety rules when playing an invasion game with sticks.</p> <p>the importance of being physically fit.</p>	<p>how to perform skills with accuracy, confidence and control.</p> <p>That it is a foul to raise your stick too high near other players.</p> <p>the basic principles of attacking. Choosing when to dribble and when to keep possession.</p> <p>That a push pass is completed by pushing the ball with the hockey stick towards another player</p> 	<p>confidently pass the ball to another player with some accurately.</p> <p>choose when to dribble, when to pass and when to shoot.</p> <p>defend in a team.</p> <p>compete in small sided games.</p> <p>mark a player to try to stop them getting the ball.</p> <p>decide on ways to defend in games.</p> <p>To show sportsmanship and understanding when a game is won and lost.</p>

That defending is to try and stop the opposite team from scoring by getting the ball into your net.



When dribbling the ball you can only use the flat side of your hockey stick



St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 6




Term: Summer 2



Unit: Athletics - Decathlon



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Track events – include running, printing, hurdles and relays.</p> <p>Field events – include throwing events and jumping events.</p> <p>Agility – being able to move quickly and freely in different directions</p> <p>Co-ordination – How different parts of your body move together in a controlled way.</p> <p>Endurance – ability to continue despite feeling tired.</p> <p>Propel – To push or drive forward.</p> <p>Absorb – To take in. Cushion.</p>	<p>What athletic activities are track events and what activities are field events.</p> <p>That running events test speed as well as endurance.</p> <p>That athletic activities require many different skills and can include speed, agility and coordination.</p> <p>How to carry out specific stretches for leg muscles.</p> <p>How to carry out specific stretches for arm muscles.</p> <p>The basic requirements of the body both when it is resting and when it is taking part in physical activity.</p>	<p>That a decathlon has 10 track and field events.</p> <p>The correct technique for different throws.</p> <p>For a Fling Throw you need to stand sideways on to where you want to send the object with the opposite arm pointing t where you are aiming to throw.</p> <p>Swing the throwing arm forwards from low to high and transfer weight to front foot.</p> <p>Release the object when throwing arm is at shoulder height.</p>	<p>use a run up when jumping.</p> <p>use the correct combination of jumps to complete the triple jump.</p> <p>run with control and purpose over varied distances.</p> <p>Follow a step by step instruction for a throwing technique with some accuracy.</p> <p>throw an object by overarm, underarm, pulling, pushing and slinging.</p> <p>use a run up when throwing.</p> <p>practise to improve throwing distance.</p>

<p>Impact – a force or act of one thing hitting another.</p>	<p>That keeping active is part of a healthy lifestyle and good for our wellbeing.</p>	<div data-bbox="1093 97 1639 320">  </div> <p>When jumping you can use your arms to help to propel you up and forward.</p> <div data-bbox="1093 448 1227 663">  </div> <p>That all jumps require a controlled landing that includes a slight bend of the knees to absorb the impact.</p> <div data-bbox="1093 823 1279 1070">  </div>	<p>Improve reaction times for a race start.</p> <p>Demonstrate a sound technique for a sprint start to improve acceleration.</p> <p>compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best.</p> <p>evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique.</p>
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