**Subject Overview for PE – Year 6**

| **Term / Unit** | Objectives | **Skills / Knowledge**  Children at the expected standard can… | **Suggested Learning Activities**  (Opportunities identified for PROJECT BASED LEARNING /  OUTDOOR LEARNING / GROW IT VALUES / HEARTS VALUES) |
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| **Autumn**  **Unit - Gymnastics**  **Class teacher** | To be able to develop the straddle, forward and backward roll.  To develop counter balance and counter tension.  To be able to link partner balances into a sequence.  To be able to perform inverted movements with control.  To be able to perform the progressions of a headstand and a cartwheel.  To be able to use flight from hands to travel over apparatus.  To develop group balances and sequence work.  To be able to create a group sequence using formations and apparatus. | Combine and perform gymnastic actions, shapes and balances with control and fluency.  Create and perform sequences using compositional devices to improve the quality.  Lead a small group through a short warm-up routine.  Use appropriate language to evaluate and refine my own and others’ work.  Use feedback provided to improve the quality of my work.  Work collaboratively with others to create a sequence.  Understand how to work safely when learning a new skill.  Understand that there are different areas of fitness and how this helps me in different activities.  Understand what counter balance and counter tension is and can show examples with a partner. | In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.  Key skills covered in this unit:  Physical: Straddle roll  Physical: Forward roll  Physical: Backward roll  Physical: Counter balance  Physical: Counter tension  Physical: Bridge  Physical: Shoulder stand  Physical: Handstand  Physical: Cartwheel  Physical: Headstand  Physical: Vault  Social: Responsibility  Social: Collaboration  Social: Communication  Social: Respect  Emotional: Confidence  Thinking: Observing and providing feedback  Thinking: Selecting and applying actions  Thinking: Evaluating and improving sequences  **Health and Safety**  **For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: ‘Safely Moving Apparatus,’ ‘Safely Using Apparatus,’ ‘Safety in Partner Balances,’ and ‘Rolls’.** |
| **Autumn**  **Unit - Fitness**  **Class teacher**  **Football** | To develop an awareness of what your body is capable of.  To test and record baseline fitness scores.  To develop sprinting technique and speed.  To develop strength using my own body weight.  To develop co-ordination through skipping.  To perform actions that develop agility.  To complete actions to develop stamina.  To develop control whilst balancing.  To re-test fitness and identify areas of improvement.  Develop dribbling the ball with control.  Be able to dribble the ball under pressure.  Pass the ball accurately to a target to help to maintain possession.  Use first touch control to help to maintain possession.  Use different turns to keep the ball away from defenders.  Develop defending skills to gain possession.  Develop goalkeeping skills to stop the opposition from scoring.  Be able to apply the rules and tactics you have learnt to play in a football tournament. | Change my running technique to adapt to different distances.  Collect, record and analyse data to identify areas where I have made the most improvement.  Work with others to organise, manage and record information at a station.  Encourage and motivate others to work to their best.  Understand that there are different areas of fitness and how this helps me in different activities.  Understand the different components of fitness and ways to test and develop them.  Work to my maximum consistently when presented with challenges.  I can create and use space to help my team.  I can dribble, pass, receive and shoot the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can use marking, tackling and/or interception to improve my defence.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I recognise my own and others strengths and areas for development and can suggest ways to improve. | Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.  Key skills covered in this unit:  Physical: Strength  Physical: Speed  Physical: Power  Physical: Agility  Physical: Coordination  Physical: Balance  Physical: Stamina  Social: Supporting and encouraging others  Social: Working collaboratively  Emotional: Perseverance  Emotional: Determination  Thinking: Analysing data  **Health and Safety**  **Encourage the pupils to focus on their own results and to identify where they see areas to improve. Try to avoid pupils comparing themselves with others in the class and to work within their own capabilities. All actions need to be performed with control.**  Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.  Key skills  Physical: Dribbling  Physical: Passing  Physical: Ball control  Physical: Tracking / jockeying  Physical: Turning  Physical: Goalkeeping  Physical: Receiving  Social: Communication  Social: Collaboration  Social: Cooperation  Social: Respect  Emotional: Honesty  Emotional: Perseverance  Thinking: Selecting and applying tactics  Thinking: Decision making |
| **Spring**  **Unit 1 – Tag Rugby**  **Mrs Pullen** | To develop attacking principles, understanding when to run and when to pass.  To develop throwing and catching with control.  To be able to use the ‘forward pass’ and 'offside' rules.  To be able to play games using tagging rules.  To develop dodging skills to lose a defender.  To develop drawing defence and understanding when to pass.  To be able to work as a defending unit to prevent attackers from scoring.  To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. | Create and use space to help my team.  Pass and receive the ball with increasing control under pressure.  Select the appropriate action for the situation and make this decision quickly.  Tag opponents individually and when working within a unit.  Use feedback provided to improve the quality of my work.  Use the rules of the game consistently to play honestly and fairly.  Work collaboratively to create tactics with my team and evaluate the effectiveness of these.  Work in collaboration with others so that games run smoothly.  Recognise my own and others strengths and areas for development and can suggest ways to improve.  Understand that there are different areas of fitness and how this helps me in different activities. | In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others’ performances.  Key skills covered in this unit:  Physical: Throwing  Physical: Catching  Physical: Running  Physical: Dodging  Physical: Scoring  Social: Communication  Social: Collaboration  Emotional: Perseverance  Emotional: Confidence  Emotional: Honesty and fair play  Thinking: Planning strategies and using tactics  Thinking: Observing and providing feedback  Thinking: Selecting and applying skills  **Health and Safety**  **Unused balls must be stored in a safe place. Tag rugby is a non-contact sport.** |
| **Spring**  **Unit - Yoga**  **Class teacher** | To develop an understanding of yoga.  To develop flexibility through the sun salutation flow.  To link actions together to create a yoga flow.  To develop strength through yoga flows.  To create your own flow showing quality in control, balance and technique.  To develop balance through yoga flows.  To develop strength, balance and control when taking weight on my hands.  To work collaboratively to create a controlled paired yoga flow.  To create your own yoga flow that challenges technique, balance and control. | Confident to lead others, demonstrating poses and teaching them my flow.  Use feedback provided to improve the quality of my work.  Use my breath to transition from one pose to another with control.  Use yoga poses to improve my flexibility, strength and balance.  Choose poses which link easily from one to the other to help my sequence flow.  Recognise my own and others strengths and areas for development and can suggest ways to improve.  Understand that there are different areas of fitness and how this helps me in different activities. | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.  Key skills covered in this unit:  Physical: Balance  Physical: Strength  Physical: Flexibility  Physical: Coordination  Social: Leadership  Social: Sharing ideas  Social: Working safely  Emotional: Confidence  Emotional: Working independently  Thinking: Creating  Thinking: Selecting and applying actions  Thinking: Observing and providing feedback  **Health and Safety**  **Pupils must remove shoes and socks. Remind pupils that they can stop and rest at any time and not to do anything that doesn’t feel comfortable.** |
| **Spring**  **Unit - Tennis**  **Class teacher** | To develop the forehand groundstroke.  To be able to return the ball using a backhand groundstroke.  To use a split step to react quickly to the ball and keep a continuous rally going.  To develop the volley and understand when to use it.  To develop the volley and use it in a game situation.  To develop accuracy of the underarm serve.  To learn to use the official scoring system.  To work cooperatively with a partner and employ tactics to outwit an opponent.  To show respect, honesty and fair play when competing against an opponent. | Select the appropriate action for the situation and make this decision quickly.  Use a wider range of skills with increasing control under pressure.  Use feedback provided to improve the quality of my work.  Use the rules of the game consistently to play honestly and fairly.  Work collaboratively to create tactics with my team and evaluate the effectiveness of these.  Work in collaboration with others so that games run smoothly.  Recognise my own and others strengths and areas for development and can suggest ways to improve.  Understand that there are different areas of fitness and how this helps me in different activities. | In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.  Key skills covered in this unit:  Physical: Forehand groundstroke  Physical: Backhand groundstroke  Physical: Forehand volley  Physical: Backhand volley  Physical: Underarm serve  Physical: Split step  Social: Collaboration  Social: Communication  Social: Respect  Emotional: Honesty  Emotional: Perseverance  Thinking: Decision making  Thinking: Selecting and applying tactics  Thinking: Evaluating and improving  **Health and Safety**  **Ensure the teaching space is clear before beginning and that children are suitably dressed to participate. Any unused equipment must be stored in a safe place** |
| **Spring**  **Unit – Netball**  **Mrs Pullen** | To develop passing and moving.  To develop passing and moving towards a goal.  To be able to use the attacking principle of creating and using space.  To be able to change direction and lose a defender.  To be able to defend ball side and know when to go for interceptions.  To develop the shooting action.  To be able to change direction to get free from a defender and receive a pass.  To learn the positions of 5-a-side netball.  To play in a 5-a-side netball tournament. | Create and use space to help my team.  Pass, receive and shoot the ball with increasing control under pressure.  Select the appropriate action for the situation and make this decision quickly.  Use feedback provided to improve the quality of my work.  Use marking, and/or interception to improve my defence.  Use the rules of the game consistently to play honestly and fairly.  Work collaboratively to create tactics with my team and evaluate the effectiveness of these.  Work in collaboration with others so that games run smoothly.  Recognise my own and others strengths and areas for development and can suggest ways to improve.  Understand that there are different areas of fitness and how this helps me in different activities. | In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.  Key skills covered in this unit:  Physical: Passing  Physical: Catching  Physical: Footwork  Physical: Intercepting  Physical: Shooting  Physical: Dodging  Social: Communication  Social: Collaboration  Emotional: Perseverance  Emotional: Honesty and fair play  Thinking: Planning strategies and using tactics  Thinking: Selecting and applying skills  Thinking: Decision making  **Health and Safety**  **Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.** |
| **Summer**  **Unit –Cricket**  **Class teacher** | To develop throwing accuracy and catching skills.  To develop underarm bowling accuracy.  To develop batting accuracy and directional batting.  To develop catching skills (close/deep catching and wicket keeping).  To develop overarm bowling technique and accuracy.  To develop the defensive and driving hitting techniques.  To develop a variety of fielding techniques and to use them within a game.  To develop long and short barriers and apply them to a game situation. | Select the appropriate action for the situation.  Strike a bowled ball with increasing consistency and accuracy.  Use a wider range of fielding skills with increasing control under pressure.  Use feedback provided to improve the quality of my work.  Use the rules of the game consistently to play fairly.  Work collaboratively with others to score runs and to get batters out.  Work in collaboration with others so that games run smoothly.  Recognise my own and others strengths and areas for development and can suggest ways to improve.  Understand and can apply some tactics in the game as a batter, bowler and fielder.  Understand that there are different areas of fitness and how this helps me in different activities. | Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.  Key skills covered in this unit:  Physical: Underarm and overarm throwing  Physical: Catching  Physical: Over and underarm bowling  Physical: Long and short barrier  Physical: Batting  Social: Collaboration and communication  Social: Respect  Emotional: Honesty  Thinking: Observing and providing feedback  Thinking: Selecting and applying strategies  **Health and Safety**  **Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of the bat at all times.** |
| **Summer**  **Unit – Athletics**  **Mrs Pullen**  **Rounders** | To work collaboratively with a partner to set a steady pace.  To develop your own and others sprinting technique.  To develop running over obstacles with greater control and co-ordination.  To develop take off position when jumping for height.  To develop power, control and technique for the triple jump.  To develop power, control and technique when throwing for distance.  To develop throwing with force and accuracy for longer distances.  To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.  Throw and catch with accuracy under pressure.  Develop the bowling action and understand the role of the bowler.  Develop batting technique.  Make decisions about where and when to send the ball to stump a batter out.  Develop a variety of fielding techniques and when to use them in a game.  Develop long and short barriers in fielding and understand when to use them.  Develop decision making and tactical awareness when playing competitively.  Apply the rules and skills you have learnt to play in a rounders tournament | Compete within the rules showing fair play and honesty.  Help others to improve their technique using key teaching points.  Identify my own and others’ strengths and areas for development and can suggest ways to improve.  Perform jumps for height and distance using good technique.  Select and apply the best pace for a running event.  Show accuracy and good technique when throwing for distance.  Understand that there are different areas of fitness and how this helps me in different activities.  Use different strategies to persevere to achieve my personal best.  I can strike a bowled ball with increasing consistency.  I can use a wider range of skills with increasing control under pressure.  I can use the rules of the game consistently to play fairly.  I can work collaboratively with others to get batters out.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand and can apply some tactics in the game as a batter, bowler and fielder. | In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.  Key skills covered in this unit:  Physical: Pacing  Physical: Sprinting  Physical: Jumping for distance  Physical: Jumping for height  Physical: Push throwing for distance  Physical: Fling throwing for distance  Social: Negotiating  Social: Collaborating with others  Emotional: Perseverance  Emotional: Determination  Thinking: Observing and providing feedback  In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.  **Health and Safety**  **In throwing activities, even where pupils are throwing soft athletic equipment it is important to instil good practice for the future. Ensure:**  **Pupils wait for instruction and check the area is clear before throwing.**  **There is adequate space between throwers.**  **In obstacle events ensure the following:**  **The obstacles can fall easily when hit.**  **There is adequate space for returning runners.**  **Runners only hurdle the obstacles in one direction.**  Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.  Key Skills  Physical: Throwing & catching  Physical: Bowling  Physical: Tracking, fielding & retrieving a ball  Physical: Batting  Social: Organising & self-managing a game  Social: Respect  Social: Supporting & encouraging others  Social: Communicating ideas & reflecting with others  Emotional: Honesty & fair play  Emotional: Confident to take risks  Emotional: Managing emotion  Thinking: Decision making  Thinking: Using tactics  Thinking: Identifying how to improve  Thinking: Selecting skills  **Health and Safety**  **Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter.** |