

# Year 6

## Year 6 - Autumn 1: Real PE

### Milestone LO

- **Real PE LO:** I am learning to improve through regular practise.

### Curriculum Links:

- Enjoy competing with each other and develop an understanding of how to improve in an activity.
- Use throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Personal Cog</li> <li>• Coordination: Ball skills:</li> <li>• Agility: Reaction / Response</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Reacting positively means to see what they have done well and what needs improving.</li> <li>• To demonstrate a desire means to show how they are going to keep going.</li> <li>• To recognise a strength means to know what they have done well.</li> <li>• To recognise a weakness means to know what they need to improve and why.</li> <li>• To set a target means that they set a goal that is achievable in a given time.</li> <li>• Feedback means to give information about their actions or performance</li> <li>• Strength means something that they are doing well</li> <li>• Weaknesses means something that they need to improve on</li> <li>• To give feedback about strengths and weaknesses they need to look at body movements and tactics.</li> <li>• To make changes the feedback need to be critical against the performance.</li> <li>• To be critical means to carefully evaluate and judge an action or performance.</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To use their fingers to move a ball they use the ends of their fingers and use their hands to grab the ball when switching between hands.</li> <li>• To maintain control of the ball means that it is always near their body to control and they have good balance throughout</li> <li>• Achievable means that it is possible to succeed.</li> <li>• Maintain control means to control the movement</li> <li>• To maintain fluidity when changing hands means that they concentrate on performing the movement smoothly.</li> <li>• To maintain fluidity when changing hands with the ball they need to focus on using 'soft hands' throughout</li> </ul> <p><u>Agility: Reaction / Response</u></p> <ul style="list-style-type: none"> <li>• The ready position means that there is a slight crouch, their knees are bent, their feet are shoulder width apart and the weight is on the balls of their feet.</li> <li>• Consistently means to have a regular style or pattern</li> <li>• Accelerate means to increase the speed quickly</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To think about what to improve when things become challenging.</li> <li>• To demonstrate a desire to keep trying through a positive reaction to difficulties.</li> <li>• To use their own and others feedback to recognise strengths and weaknesses.</li> <li>• To set themselves targets that are challenging but achievable through practice.</li> <li>• To use their own and others feedback to help recognise their strengths and weaknesses.</li> <li>• To use feedback to review and make changes</li> </ul> <p><u>Coordination: Ball skills</u></p> <ul style="list-style-type: none"> <li>• To use their fingers to move the ball and how to avoid it touching the body.</li> <li>• Maintain control of the ball by focusing on good balance.</li> <li>• To move the ball with their fingers without it touching the body when moving a ball around the body and in a figure of 8 between the legs.</li> <li>• To keep the ball moving and away from the body when working the ball in different directions.</li> <li>• To perform movements smoothly and gradually increase the speed</li> <li>• To perform movements smoothly and gradually increase the speed.</li> <li>• To use 'soft hands' when sending and receiving a ball to ensure fluidity,</li> </ul> <p><u>Agility: Reaction / Response</u></p> <ul style="list-style-type: none"> <li>• To bend the knee on the catching leg and take the weight back to stop quickly.</li> <li>• To react and move quickly is when their body is in a ready position.</li> <li>• Too gradually increase speed and control as the fluency of movements improve.</li> </ul>

	<ul style="list-style-type: none"> <li>• When catching they must have balance and control by extending their front leg across their body and bending their knees to stop quickly in a balanced position.</li> <li>• To react quickly with good acceleration they need to reverse pivot, bend their knees and push off to turn.</li> </ul>	<ul style="list-style-type: none"> <li>• To catch the ball when dropped from a height their feet need to push off hard to accelerate</li> <li>• To stop quickly their front leg should extend across the body and the knees should be bent.</li> <li>• To lean and stretch forwards to extend their other arm and leg in the opposite direction to counter balance by making sure that they have core tension.</li> <li>• To react quickly with good acceleration.</li> <li>• To maintain balance and control after catching.</li> </ul>
<b>Vocabulary</b>	<p><b>Ask:</b> Something they need to do or a job they have to complete.</p> <p><b>Safely:</b> Doing something in a way that keeps them and others out of danger or harm.</p> <p><b>Gallop:</b> A kind of running movement where they take big steps, like a horse.</p> <p><b>Side step:</b> Moving to the side without turning their body, like stepping to the left or right.</p> <p><b>Hop:</b> Jumping on one foot or both feet quickly, like a bunny.</p> <p><b>Skip:</b> Jumping lightly and quickly with alternating steps, like playing hopscotch.</p> <p><b>Control:</b> Being able to manage or handle something, like keeping a ball steady on a bat.</p> <p><b>Directions:</b> Instructions that tell them where to go or what to do, like following a map.</p> <p><b>Muscles:</b> Parts of their body that help they move and do things, like their arms and legs.</p> <p><b>Straight:</b> Not curved or bent, like a line without any turns.</p> <p><b>Still wobble:</b> Being balanced but not completely steady, like standing on one leg and moving a little bit.</p>	
<b>Enrichment &amp; wider development</b>		



## Year 6 - Autumn 1: Orienteering

### Milestone LO

- To know how to use a compass.
- To work together to complete outdoor & adventurous activities which require communication, cooperation and trust.

### **Curriculum links:**

- Take part in outdoor & adventurous activity challenges both individually & within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Map memory is memorising the important parts of the map to help navigate the controls, minimising the amount of times needed to refer to the map. Control flow is flowing through the controls without having to stop at each one to re-read the map. It involves planning ahead and memorising the direction of the next control so athletes can exit their current control quickly.</li> <li>• Point to point orienteering means to visit a number of controls in order on a pre-marked map.</li> <li>• Map memory is memorising the important parts of the map to help navigate the controls, minimising the amount of times needed to refer to the map.</li> <li>• Control flow is flowing through the controls without having to stop at each one to read the map- it involves planning ahead and memorising the direction of the next control so athletes can exit their current control quickly.</li> <li>• A compass is a tool for finding direction.</li> <li>• A simple compass is a magnetic needle mounted on a pivot, or short pin.</li> <li>• The needle, which can spin freely, always points north.</li> <li>• The pivot is attached to a compass card.</li> <li>• The compass card is marked with the directions.</li> <li>• Trust is important in a team means that they are open with communication and actions.</li> <li>• Empathy is being able to know how someone else is feeling, even when they aren't in the same situation.</li> <li>• Cooperation is about making sure we know how to be on a team or work in a group towards a common goal.</li> <li>• Patience is a person's ability to wait something out</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To hold and compass and take a bearing.</li> <li>• Communicate, cooperate and act to instil trust in one another.</li> <li>• Communicate, cooperate and act to instil confidence in one another.</li> <li>• To complete different orienteering courses.</li> </ul>
<b>Vocabulary</b>	<p><b>Compass:</b> A tool that shows which way is north, south, east, and west, used for finding directions.  <b>Bearing:</b> The direction in which they are moving or looking, like heading towards a specific point.  <b>North:</b> The direction pointing towards the North Pole on a compass, often used to find their way.  <b>Trust:</b> Believing in someone or something to do what they say or what is right.  <b>Safely:</b> Doing something in a way that keeps them and others out of danger or harm.  <b>Cooperation:</b> Working together with others to achieve a common goal, like helping each other in a game.  <b>Communication:</b> Sharing thoughts, ideas, or information with others, like talking or writing.  <b>Encouragement:</b> Giving support or praise to someone to help them feel confident or keep trying.</p>	
<b>Enrichment &amp; wider development</b>		

Year 6 - Autumn 2: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to organise and guide others.

**Curriculum Links:**

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Social Cog</li> <li>• Dynamic Balance: On a line</li> <li>• Counter Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To give specific feedback means to give information about a person’s performance relative to the success criteria or outcomes</li> <li>• To cooperate well with others and give helpful feedback means to take turns when speaking and give specific feedback.</li> <li>• To organise roles and responsibilities can help to guide a group through a task or game.</li> <li>• To give a positive comment before areas to improve will make the other person to know what they have done well.</li> <li>• To involve others and motivate those around can help them to perform better.</li> </ul> <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> <li>• To move fluidly and with minimum wobble means that their head is still and looking forward.</li> <li>• To stay balance on the line their head needs to be up</li> <li>• To move using their opposite arm and leg moving forwards means they move from the hips to lips will help to keep balance when moving at different speed and movements like marching, lunging, running..</li> <li>• To walk fluidly as a lunge means to bring their heel to the bottom, knees up and with a heel to toe landing.</li> <li>• A lateral step over means to step behind their body.</li> <li>• A lateral step- behind means to step across their body.</li> <li>• A grapevine is a movement when they do a lateral step-over, sidestep, lateral step-behind and repeat.</li> </ul> <p><u>Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To balance without strain means that their head is up and they breathe throughout and are able to comfortably hold the balance..</li> <li>• To hold a partners arm when leaning back with help to keep the balance when they do the same action.</li> <li>• To coordinate movements with a partner for a counter balance they lean in to start and then slowly lean back with smooth, controlled movements.</li> <li>• Smooth, controlled movements will allow the action to be completed successfully.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To take responsibility for ensuring that everyone is clear on what they are doing.</li> <li>• To listen and take on others’ opinions and then listen and discuss the best way to improve.</li> <li>• To give a positive comment before and improvement feedback.</li> <li>• To make sure that all team members are involved by encouraging them and asking for their input.</li> <li>• To use a combination of praise, positive body language and challenge to motivate other team members.</li> </ul> <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> <li>• To keep their head still and look forward whilst keeping their back straight when walking and lunging.</li> <li>• To balance on the line the core muscles must be tight and the back straight</li> <li>• To use their arms to move and balance when completing different movements.</li> <li>• To keep their head still and look forward whilst keeping their back straight when lunging, walking, moving sideways with a lateral step over and 180 degree pivots.</li> </ul> <p><u>Counter Balance</u></p> <ul style="list-style-type: none"> <li>• To balance with good control and without strain, by keeping their head up and breathing throughout when leaning in and apart.</li> <li>• To maintain balance with a short and long base with minimum wobble by keeping their core muscles tight.</li> <li>• To hold a partners arms when learning back.</li> <li>• To move into difference balances using smooth and controlled movements,</li> <li>• To counter balance with a partner to coordinate the movements.</li> </ul>



	<ul style="list-style-type: none"> <li>• A counter balance is where one person uses another person’s weight to achieve a balance through opposing forces.</li> <li>• Body tension and control are needed for counter balance and counter tension.</li> <li>• To hold a partners arm in a counter balance they grip their wrist.</li> <li>• They grip the wrist in a counterbalance as it adds stability and reduces the risk of slipping or falling.</li> <li>• To hold a partners arm when leaning back with help to keep the balance when they do the same action.</li> </ul>	
<b>Vocabulary</b>	<p><b>Guide:</b> To show someone how to do something or to lead them in the right direction.  <b>Motivate:</b> To encourage someone to keep trying or to do something well.  <b>Negotiate:</b> To talk with others to reach an agreement or solve a problem.  <b>Coordinate:</b> To organise or arrange different parts to work together effectively.  <b>Counterbalance:</b> To balance or offset something with an equal force or weight in the opposite direction.  <b>Lateral:</b> Moving to the side or sideways, like stepping sideways.</p>	
<b>Enrichment &amp; wider development</b>		




Year 6 - Autumn 2: Real Gym

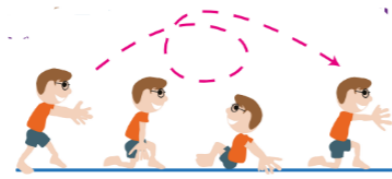
**Milestone LO**

- **LO:** I am learning to organise and guide others

**Curriculum links:**

- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop flexibility, strength, technique, control and balance.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Rotation</u></p> <ul style="list-style-type: none"> <li>• Rotation means a movement pattern that means that their body needs to move through space around its own axis.</li> <li>• A dish and arch roll is when their body makes the arch or dish shape and they roll keeping their hands, feet and head off the floor with their chin on their chest and they lift their arms and legs as high as possible.</li> <li>• A pencil straight roll means that they use a straight shape and keep their hands and feet together.</li> <li>• A patter turn is when they stand on their toes and take multiple small steps to turn the body around a vertical axis.</li> <li>• To spin on their bottom means that they sit and use their hands to start the rotation and then lift the legs and arms.</li> <li>• To rotate with control means that they have a tight body.</li> <li>• To synchronise movements means that they coordinate the movements with a partner so that they happen at the same time.</li> <li>• A side roll is when they do a straddle shape during the roll and start and finish in a wolf spilt.</li> </ul>  <ul style="list-style-type: none"> <li>• A scrabble roll is when they step forwards, rotate on the vertical axis, go down on one knee, and roll onto one hip and then the other (across the bottom) using their hands for support. To finish they cross the legs and stand onto one leg.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To balance with control for a length of time.</li> <li>• To balance on different apparatus.</li> <li>• To keep apparatus in motion through different movements.</li> <li>• To maintain good body tension and extension during a rotation.</li> <li>• To perform individual movements accurately.</li> <li>• To move with good posture.</li> <li>• To perform accurate movement patterns.</li> <li>• To perform movements on different apparatus.</li> <li>• To perform repeatable shapes.</li> <li>• To create a clear shape during flight.</li> <li>• To land quietly and in balance.</li> </ul>




- A tuck roll is when they use a tuck shape, keep the knees close to the chest and their arms to the side of the body. Roll to the side until they have completed a full rotation of the body back in to the starting position.
- A rock 'n' roll is when they use a tuck shape and keep a rounded back and the chin to their chest and roll back then forwards. When moving forwards they reach their arms forwards
- A rock and roll to a stand means that they rock backwards and when moving forwards their arms reach forwards and they stand without tucking their legs under or using their hands.
- A chaine turn is when they step forward onto tiptoes with the feet together and turn on the balls of their feet.
- A pivot is a sharp 1/2 turn around a single point of support, like one hand or a turn on the ball of the foot.
- To pivot on their legs means that they stand on one leg and push off with the other to initiate the rotation.
- To knee turn they need to start on one knee, swing the arms up from the side and put both knees down together to spin and finish on the other knee.
- To spin on the stomach they need to lie down and use the hands to start the rotation and then lift their arms and legs.
- To keep apparatus in motion throughout means that they need to hold the apparatus away from the body to allow for free movement.

#### Balance

- To balance with control means that there is minimal wobble.
- To balance with minimal wobble they need to keep their head up and still and focus their eyes on a fixed point to help balance.
- To balance with partners in a static position means that all the partners are contributing to the balance.
- A static position is when the desired shape is in a stationary (still) position.
- To hold a balance for a period of time they need to keep the whole body tight and extended,
- When supporting on the back they need to make sure that the stomach is engaged and the back is flat.
- A counter balance is where one person uses another person's weight to achieve a balance through opposing forces.

#### Shape

- To perform an accurate shape means that their whole body is used.
- To hold shapes means that they need to have good body tension.
- Good body tension means that they tighten the core muscles.

	<p><u>Travel</u></p> <ul style="list-style-type: none"> <li>• To move with good posture means that they keep their back straight, head up, the core muscles are squeezed and there is extension throughout.</li> <li>• To use apparatus when travelling means that they need to concentrate on the coordination of the apparatus with body movements.</li> </ul> <p><u>Flight</u></p> <ul style="list-style-type: none"> <li>• A cat leap is a leap where they take off from one foot, raising one knee and then the other.</li> <li>• To perform accurate movement patterns means that they choose a footwork pattern and jump before starting.</li> <li>• To create a clear shape, with equipment, during flight means that they need to hold the apparatus away from the body to allow for fluent movement.</li> <li>• To keep apparatus in motion throughout a leap or jump means that they need to land through the balls of the feet with soft knees to absorb the impact.</li> <li>• To create a clear shape during flight means that they squeeze the body muscles during the flight.</li> <li>• The flight phase is when their whole body is off the ground.</li> <li>• A jete is a scissor-like movement from one leg to the other with legs outstretched in the air</li> <li>• A cabriole is a leap in which one leg is extended and the other struck against it.</li> <li>• A stag is leap where the front leg is bent at the knee and the other leg extends straight back behind the body.</li> <li>• A split jump is a forward leap from one foot, landing on the opposite foot and assuming a split position in mid-air.</li> <li>• A ring jump is a leap where the legs are in a splits position, with the front leg straight and the back leg bent, while the back, head and arms are arched backward, forming a “ring” shape.</li> <li>• <i>A Cossack is a vertical Jump where the both legs lift parallel to the floor or higher with one leg bent at knee</i></li> </ul>	
<b>Vocabulary</b>	<p><b>Isolation:</b> Keeping something separate or by itself, away from other things.  <b>Coils:</b> Something that is wound or wrapped in a circular shape, like a spring or a curled-up snake.  <b>Replicating:</b> Making a copy or repeating something exactly as it was before.  <b>Rhythmic:</b> Something that follows a regular pattern or beat, like dancing to music.  <b>Synchronised:</b> Doing something at the same time or in a coordinated way with others.  <b>Canon:</b> A piece of music or a pattern where one part imitates another part that starts after it, like a round.  <b>Collaborate:</b> Working together with others to achieve a shared goal or project.</p>	
<b>Enrichment &amp; wider development</b>		





## Year 6 - Spring 1: Real PE

### Milestone LO

- **Real PE LO:** I am learning to make good decisions.

### **Curriculum Links:**

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Cognitive Cog</li> <li>• Coordination: Footwork</li> <li>• Static Balance: Stance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To judge a performance they need to have a criteria.</li> <li>• A strength is when that they have completed the skills / action confidently and accurately several times.</li> <li>• A weakness is when they have parts of the skill / action to improve on.</li> <li>• A tactic is a technique that is used to achieve a goal.</li> <li>• A strategy is a plan, method or series of actions that are aimed to perform and achieve a goal.</li> <li>• To use awareness of space and others will help them to make good decisions.</li> <li>• To outwit opponents they need to try different tactics and strategies to see which is successful.</li> <li>• To anticipate where a ball is going they need to 'read' their opponent's body signals and cues.</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• To move with balance and control throughout means that they have to think about the body position by having their head up and back straight.</li> <li>• To move with controlled and smooth movements means that they have to work off the balls of their feet with the feet close to the ground.</li> <li>• To move with rhythm means that the movement is a regular pace</li> <li>• To move well in both directions and perform consistently on both sides their knees need to be bent and the arms are used for balance.</li> <li>• Cross-over (swerve) means to turn abruptly from the line travelled.</li> <li>• The lead leg is the leg that is leading the movement.</li> <li>• A knee raise is when the knee comes across the body</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To balance with both feet they need to be facing forwards, feet shoulder width apart and their knees bent.</li> <li>• To balance with their feet still, the weight must be through the balls of their feet.</li> <li>• To stay on a line or low beam through they need to have the correct stance.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To look around they and think ahead to where the space is.</li> <li>• To demonstrate trying to have a positive reaction to difficulty.</li> <li>• To identify specific strengths and weaknesses within the opposition.</li> <li>• To try different tactics and strategies to see what works.</li> <li>• To refer to a success criteria to judge the performance.</li> <li>• To anticipate where the ball is going.</li> </ul> <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> <li>• To keep the head up and back straight throughout when using footwork patterns in both directions and off each leg.</li> <li>• To work off the balls of their feet when zigzagging with a cross-over.</li> <li>• To keep their feet close to the ground when moving when zigzagging with a cross-over.</li> <li>• To bend their knees and use their arms to help balance when zigzagging with a cross-over at different speeds.</li> <li>• To try and develop a good rhythm to perform movements smoothly and with control with different footwork patterns forwards and backwards.</li> </ul> <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> <li>• To keep their feet shoulder width apart and their knees bent to keep a balanced stance when balancing on a line.</li> <li>• To keep the weight on the balls of their feet to have a balanced stance</li> <li>• To keep their back straight and head up looking forward when raising alternate knees or catching a ball thrown away from the body.</li> <li>• To use smooth controlled movements when balancing and moving on a line.</li> </ul>

	<ul style="list-style-type: none"> <li>To maintain a good posture means that their head is looking forward and their back is straight, their weight is over their feet and that their shoulders and hips are level.</li> </ul>	<ul style="list-style-type: none"> <li>To maintain a good posture through looking forward and a straight back when balancing, catching or moving on a line.</li> <li>To maintain a balance when on a line and striking or throwing a ball back to a partner.</li> </ul>
<b>Vocabulary</b>	<p><b>Specific:</b> Something that is clear and detailed, focusing on one particular thing.</p> <p><b>Outwit:</b> To use cleverness or intelligence to beat someone or solve a problem.</p> <p><b>Posture:</b> The way they hold their body when sitting, standing, or moving.</p> <p><b>Strike:</b> To hit something forcefully, like hitting a ball with a bat or kicking a soccer ball.</p> <p><b>Swerve:</b> To suddenly change direction, like avoiding an obstacle on the road.</p> <p><b>Fluent:</b> Able to express themselves easily and smoothly, like speaking or writing without hesitation.</p> <p><b>Awareness:</b> Knowing what's happening around them, like being alert to sounds or movements.</p> <p><b>Anticipate:</b> To expect or foresee something happening, like guessing where a ball will go before its hit.</p>	
<b>Enrichment &amp; wider development</b>		



Year 6 - Spring 1: Real Dance

**Milestone LO**

- **LO:** I am learning to make good decisions.

**Curriculum links:**

- Apply and develop a broad range of skills and link them to make actions and sequences of movements.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Shapes Solo</u></p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing means that they have to find strong, still positions in the shapes.</li> <li>• To perform a variety of smooth, graceful movements when moving between shapes means that they find the simplest way to from turning to jumping to the floor.</li> <li>• Graceful means to move in a smooth and controlled way which is attractive to watch.</li> <li>• To control the height of a jump means that the jump is executed with clear movements according to the height that this can be achieved.</li> <li>• To use different ways of moving means to think about travelling, floor movements, jumping and turning.</li> </ul> <p><u>Circles</u></p> <ul style="list-style-type: none"> <li>• To make circle moves that moves the body means that their arms are moved in large circles and their body is relaxed as it moves and they step where the circle takes their body.</li> <li>• To perform exact, repeatable movements means that the movement is precise and are done again.</li> <li>• Circles can move the body if they follow the circular movement of the arm or leg with their body.</li> <li>• Diverse range of moves means very different moves.</li> <li>• Motion means the speed in which a move is carried out.</li> </ul> <p><u>Artistry abstraction</u></p> <ul style="list-style-type: none"> <li>• To demonstrate moving like silk means that they need to look at how the silk moves in the air and try and move at the same time.</li> <li>• To move smoothly and fluently when transitioning between moves means that it flows from one move to the next.</li> <li>• To link and perform silk moves with shapes and circles means that they need to relax the body and limbs so that there can be fluid movements.</li> </ul> <p><u>Artistry Musicality</u></p> <ul style="list-style-type: none"> <li>• To identify musical melody means to count the music and then express it with body movement.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform with balance and control when holding a shape and moving between shapes and landing.</li> <li>• To perform with smooth, graceful movements with no stopping between moves.</li> <li>• To perform clear and repeatable shapes and moves.</li> <li>• To explore shapes on two feet as well as 1 foot.</li> <li>• To find ways to go from turning to jumping before moving to the floor.</li> <li>• To perform a diverse range of circular exact, repeatable movements including jumps and turns.</li> <li>• To control turns through tightening muscles.</li> </ul> <ul style="list-style-type: none"> <li>• To use silk within a range of movements.</li> <li>• To transition smoothly and fluently between</li> </ul>

	<ul style="list-style-type: none"> <li>• To make a visible change in movement when music is changes means that the body replicates what the music does.</li> <li>• Replicate means to reproduce.</li> </ul> <p><u>Partnering (lifts)</u></p> <ul style="list-style-type: none"> <li>• Secure but soft contact means that when they are holding hands in partnering they need to keep their thumbs in and hands soft without squeezing the partner.</li> <li>• To make a partner feel secure means that they talk to them so they both know what is going to happen before practising the move.</li> <li>• Executing means to carry out the move.</li> <li>• To perform successfully with more than one partner means that everyone needs to know their role.</li> <li>• To support a lift means that lifting isn't really lifting but supporting the jump to go higher.</li> </ul> <p><u>Artistry</u></p> <ul style="list-style-type: none"> <li>• To create a sequence of movements means that they need to know the elements that need to be included.</li> <li>• To put moves together, remember and perform means that they need to explore different timings for activities and practise the order of the movements.</li> <li>• Choreography is the making a dance by gathering and organising movements into an order and pattern.</li> <li>• <i>To use their core strength means that they can stay balanced when performing shapes and moving.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To perform clear start and finish shapes to impact the choreography.</li> <li>• To identify the musical melody and express it with body movement.</li> </ul> <ul style="list-style-type: none"> <li>• To communicate with a partner to ensure that there is correct timing when lifting and jumping.</li> </ul> <ul style="list-style-type: none"> <li>• <i>To perform a sequence of moves with a partner executed with confidence and control.</i></li> </ul>
<b>Vocabulary</b>	<p><b>Graceful:</b> Moving or acting in a smooth, elegant, and controlled way.  <b>Sequence:</b> A series of events, actions, or steps that follow one after another in a specific order.  <b>Diverse:</b> Having a variety of different types or qualities.  <b>Transitions:</b> The process or period of changing from one state or condition to another.  <b>Range:</b> The difference between the highest and lowest values or the variety of something.  <b>Linking:</b> Connecting or joining things together in a sequence or relationship.  <b>Express:</b> To show or communicate thoughts, feelings, or ideas clearly and effectively.  <b>Executing:</b> Carrying out or performing a task or action effectively and skilfully.  <b>Supporting:</b> Helping or assisting someone or something to achieve a goal or purpose.  <b>Inspiration:</b> Something that motivates or encourages creativity, ideas, or actions.  <b>Fluid:</b> Smooth and continuous in movement or action, without interruption or hesitation.  <b>Control:</b> Having power or authority over something, or being able to manage or direct actions.</p>	
<b>Enrichment &amp; wider development</b>		

FEDERATION



Year 6 - Spring 2: Real PE

**Milestone LO**

- **Real PE LO:** To adapt and change activities.

**Curriculum Links:**

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Creative Cog</li> <li>• Static Balance: Seated Balance</li> <li>• Static Balance: Floor Work</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To change tactics, rules or tasks can make an activity more fun or more challenging.</li> <li>• To observe others means to watch their movements, body positioning and tactics.</li> <li>• To respond imaginatively to different situations means to think of different ways to disguise what they are doing.</li> <li>• Disguise means to hide what they are about to do through different actions and body positions.</li> <li>• To adapt and adjust their skills, movements and tactics from others can affect the game situation.</li> <li>• Adapt means to adjust their movements or actions</li> <li>• Adjust means to make a small change so the action / movement works better.</li> </ul> <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> <li>• To maintain stability means that their body can hold a position for a period of time.</li> <li>• To balance with their hands and feet off the floor means that they have squeeze their core muscles and having their weight going through their bottom</li> <li>• A V shape is when they arms are stretched straight above their head and the legs and stretched out together diagonally. To make the V shape means that their bottom is on the floor and their legs and arms make the V shape.</li> <li>• To balance with repeatable performance means that they can do it again to the same standard.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To balance with good posture means to think about the position of their body.</li> <li>• To hold balance without strain means that their muscles can hold the position with ease.</li> <li>• Front support means that their back is straight and flat and their hands are in line with their shoulders touching the floor (Press up position).</li> <li>• Back support means that they keep their tummy up, should hands are behind their shoulders touching the floor.</li> <li>• To balance with control means that they consider the speed and position of the body when performing movements.</li> <li>• Rotate means to turn.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To start with an idea and then make more changes to it.</li> <li>• To observe others and then see if they can do something completely different.</li> <li>• To disguise what they are about to do</li> </ul> <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> <li>• To balance with good control and without strain, by keeping their head up and breathe throughout</li> <li>• To keep their back straight when their hands and feet are off the floor</li> <li>• To move into difference balances using smooth and controlled movements including a dish, and V-Shape with straight arms.</li> <li>• To keep the core muscles tight when completing balances.</li> </ul> <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> <li>• To transfer an object on and off the back whilst in a front support position.</li> <li>• To transfer an object on and off the back whilst in a back support position</li> <li>• To keep their hands in in line with the shoulders with the legs straight and stretched out.</li> <li>• To balance using front support.</li> <li>• To balance using back support.</li> <li>• To rotate slowly to help maintain control.</li> </ul>

<b>Vocabulary</b>	<p><b>Imaginatively:</b> Using creativity and imagination to think of new ideas or ways of doing things.</p> <p><b>Adapt:</b> To change or adjust to fit new conditions or situations.</p> <p><b>Adjust:</b> To make small changes to something to make it better or to fit better.</p> <p><b>Centre of gravity:</b> The point inside an object where its weight is evenly balanced in all directions.</p> <p><b>Reach:</b> To extend or stretch out to touch or grab something that is far away.</p> <p><b>Rotating:</b> Turning or spinning around a central point or axis.</p> <p><b>Transfer:</b> To move something from one place to another, or to change from one form, position, or condition to another.</p> <p><b>Disguise:</b> To change the appearance or nature of something to conceal or deceive</p>
<b>Enrichment &amp; wider development</b>	



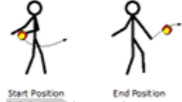

## Year 6 - Spring 2: Handball

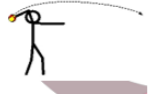
### Milestone LO

- To pass and send a ball whilst moving and over different distances.
- To defend and attack during a game.
- To play handball against others.

### **Curriculum links:**

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Handball</u></p> <ul style="list-style-type: none"> <li>• Handball is a team sport. Two teams of 7 players (including a goalkeeper) use their hands to pass the ball to each other with the aim of throwing the ball into the opponent's goal to score. Players can bounce the ball to dribble, but can only make 3 steps when holding the ball. They cannot hold the ball for more than 3 seconds.</li> </ul> <p><u>Benefits of handball</u></p> <ul style="list-style-type: none"> <li>• Being physically fit means that they can help themselves to stay healthy, the body is more able to protect itself and fight infections and diseases and there is a reduced risk of being injured.</li> <li>• Aerobic fitness means the ability to keep active for extended periods of time.</li> <li>• Agility means the ability to change direction and speed quickly.</li> </ul> <p><u>Ball skills</u></p> <ul style="list-style-type: none"> <li>• Passing is the skill of sending the ball to a target, usually a teammate. It is an attacking skill that a team uses to try and progress up the pitch towards an opponent's goal.</li> <li>• A hip pass means that they hold the ball in one hand at the opposite hip to the hand they are passing with and the ball travels across the body in the hand by keeping their arm straight and is released as it moves past the hip.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <ul style="list-style-type: none"> <li>• A hip pass is a technique used to pass the ball a short distance to a player that is close by.</li> <li>• A jump pass means that the ball is starting above the head and then they jump before throwing overarm at the target player. The ball is released at the top of the jump.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <ul style="list-style-type: none"> <li>• A jump pass is used to send the ball over a greater distance or when shooting.</li> <li>• An overhead pass is when the ball begins over the head and they bring the elbow forward followed by their hand released the ball in front of their head. The hand follows through in the direction of the pass.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To develop control whilst performing skills at speed.</li> <li>• To combine and perform skills with control, adapting them to meet the needs of the situation.</li> <li>• To choose and apply a range of tactics and strategies when both attack.</li> </ul>



- An overhead pass is used to send the ball over a longer distance.
- To evaluate the performance means to identify the strengths to use again in future - performances and identify areas to be improved.
- To execute a successful bounce pass means that they hold the ball at chest height in front of their body, spread their fingers around the ball making a W shape with their thumbs, push the ball towards the floor by extending their arms so it bounces  $\frac{3}{4}$  of the way between them and their partner.
- A bounce pass using an overarm technique is used to pass the ball in a tight situation.
- To execute a successful bounce pass using an overarm technique means that they throw the ball at the floor to bounce just over  $\frac{1}{2}$  way from their partner for them to catch at a suitable height.



- A stem shot is a shot taken in a standing position.
- A stem shot is when they step into a shot using an overarm throwing technique in an attempt to hit the target.
- A jump shot is a shot taken in the air.
- A jump shot is when use an overarm throwing technique to shoot when at the top of the jump.
- To successfully dribble the balls means that they keep their head up, extend the arm and flex the wrists to send the ball to the ground, use their fingers to control the ball as they move forward.
- When dribbling they must bounce the ball at least once every three steps.
- Double Dribble is an illegal move in basketball where a player who is dribbling the ball stops their dribble, catches the ball and then starts to dribble the ball again. If a player does this, it is a foul and possession of the ball is given to the opposition. Once a player stops dribbling the ball/catches it in two hands they are not allowed to move with the ball they can either pass it or shoot.

#### Tactics

- A defensive wall is when all 6 outfield players create a defensive wall that stays close to the goal area to attempt to block shots.
- A stepped defence is when the team build a wall but 1 – 3 players move forward from the wall to try and regain possession of the ball.
- An offensive defence is when players mark opponents or space aiming to intercept the ball.
- Speed when dribbling is important because it allows them to keep away from defenders and makes it more difficult for them to tackle.



<b>Vocabulary</b>	<p><b>Assist:</b> To help someone or give support, like passing the ball to a teammate in sports.</p> <p><b>Block:</b> To stop something from moving or progressing, like blocking a soccer ball from going into the goal.</p> <p><b>Distance:</b> How far apart two things are from each other, like the distance between two trees.</p> <p><b>Dummy:</b> A fake or pretend object or action used to trick someone, like a dummy pass in soccer.</p> <p><b>Evaluate:</b> To judge or assess how well something is done or how effective it is.</p> <p><b>Feedback:</b> Information or advice given to help someone get better at something, often used for improvement.</p> <p><b>Fitness:</b> Being healthy and strong from exercising and eating well.</p> <p><b>Health:</b> Being in good condition physically and mentally, like eating healthy food and exercising.</p> <p><b>Improve:</b> To get better at something or make something better than before.</p> <p><b>Overhead:</b> Something that is above their head, like an overhead shot in tennis or a light on the ceiling.</p> <p><b>Perform:</b> To do an action or task, like performing a dance or a play.</p>
<b>Enrichment &amp; wider development</b>	



Year 6 - Summer 1: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to link actions to flow.

**Curriculum Links:**

- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Physical Cog</li> <li>• Dynamic Balance to Agility: Jumping and Landing</li> <li>• Static Balance: One Leg Balance</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• To perform different movements and skills they need to have good body tension.</li> <li>• Body tension is an action of stretching or tensing the muscles.</li> <li>• To link actions together means that they will flow from one action to another without stopping.</li> <li>• Keeping their head up and scanning allows them to know where they are travelling / landing.</li> <li>• To perform different movements and skills they need to have good body tension.</li> <li>• Body tension is an action of stretching or tensing the muscles.</li> <li>• To link actions together means that they will flow from one action to another without stopping.</li> <li>• Keeping their head up and scanning allows they to know where they are travelling / landing</li> <li>• To use a combination of skills may need to be used in different contexts for example a throw and a jump.</li> </ul> <p><u>Dynamic Balance to Aqility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• Using their arms by swinging them upwards on take-off with give them more momentum and height.</li> <li>• Bending their legs on take-off means that they can push through the balls of their feet to gain height.</li> <li>• To land with balance and control they have to use their arms to help balance their body.</li> <li>• To land softly means that there is no noise.</li> <li>• To land softly and quietly means that they need to land on the balls of their feet so that there is no noise.</li> <li>• A good take off and height means keeping their feet and shoulder width apart, bending their legs and using their arms on take-off and on landing</li> <li>• To land softly and quietly they need to keep their centre of gravity over the base of support on landing</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• Take the centre of gravity forwards</li> <li>• To control the quality of a movement</li> <li>• To perform skills in different directions / both sides of the body with control and consistency.</li> <li>• To keep balance and control landings</li> <li>• To keep the centre of gravity forward when combing jumps</li> <li>• To keep the head up and scan ahead when combing jumps.</li> <li>• To make one movement flow into the next.</li> <li>• To combine and control jumps with a throw</li> </ul> <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> <li>• To achieve a good take off and height by keeping their feet and shoulder width apart and bending their knees on take-off and swinging their arms to gain height.</li> <li>• To land with balance and control by keeping their head up and using their arms to help balance their body and keep in balanced on landing.</li> <li>• To land softly by keeping their head up and straight as I land when completing different jumps and hops.</li> <li>• To keep the centre of gravity over their base on landing with different jumps.</li> </ul>

	<p><u>Static Balance: Leg Balance</u></p> <ul style="list-style-type: none"> <li>• To counterbalance they can lean and stretch the arms and legs.</li> <li>• Tension means that the muscles are stretched tight.</li> <li>• Ankle extension means to lift their heels off the floor so they are standing on the balls of their feet and then lower their heel back to the floor</li> <li>• A squat means to crouch low to the ground with their knees bent but making sure their knees do not go past their toes and then standing up.</li> <li>• To balance with stability and move with smooth, controlled movements means that they need to have tight core muscles and a straight back.</li> <li>• To balance with a non-standing foot off the floor they need to use the arms to balance.</li> <li>• Stability means that their body holds the position with minimal wobble.</li> <li>• To keep a centre of gravity (usually the centre of their body) they need to have the weight even on all sides and use their arms and legs to counter balance.</li> </ul>	<p><u>Static Balance: One Leg Balance</u></p> <ul style="list-style-type: none"> <li>• To lean and stretch forwards to extend their other arm and leg in the opposite direction to counter balance.</li> <li>• To complete ankle extensions by lifting the heels off the floor and down again smoothly.</li> <li>• To squat by having their feet should width apart, core muscles tight and backs straight and using the arms to counterbalance.</li> <li>• Use a focus point for control.</li> <li>• To keep core muscles tight and a straight back in a balance when balancing on an uneven surface or completing a squat into an ankle extension.</li> <li>• To keep their centre of gravity over their base of support.</li> <li>• To repeat balances with consistent performance.</li> </ul>
<b>Vocabulary</b>	<p><b>Combinations:</b> A series of movements, actions or skills performed in a coordinated and connected way.</p> <p><b>Vertical stance:</b> Standing straight up with their body aligned vertically, like standing tall with their feet flat on the ground.</p> <p><b>Momentum:</b> The force or speed of movement gained by a moving object, like the energy a ball has when rolling down a hill.</p> <p><b>Centre of gravity:</b> The point inside an object where its weight is evenly balanced in all directions, like finding the balance point of a see-saw.</p>	
<b>Enrichment &amp; wider development</b>		



## Year 6 - Summer 1: Tag Rugby

### Milestone LO

- To run, pass and catch at speed.
- To decide on ways to attack and defend.
- To play a tag rugby game.

### **Curriculum links:**

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Rugby / Tag Rugby</u></p> <ul style="list-style-type: none"> <li>• Rugby is a full-contact team sport, played with an oval-shaped ball, and requires power, speed and teamwork.</li> <li>• Tag Rugby rules are similar to rugby, but without contact, players try to score by touching their ball down within their 'try zone' without the other players removing their tag.</li> </ul> <p><u>Rules</u></p> <ul style="list-style-type: none"> <li>• Rules of tag rugby are:               <ul style="list-style-type: none"> <li>○ Game begins with a pass backwards from the centre spot.</li> <li>○ A try can only be scored when the ball is touched to the ground.</li> <li>○ They cannot pass the ball forwards.</li> <li>○ When a try is scored, the game is restarted by a free pass from the centre of the pitch by the non-scoring team.</li> <li>○ The only contact allowed between players is the removal of a tag by a defender from the belt of the ball carrier.</li> <li>○ Once the tag is removed, the defender must shout 'tag' and return it to the attacker.</li> <li>○ After being tagged, the ball carrier must pass the ball within three seconds or steps. If the player takes longer than this, the ball will be given to the other team.</li> <li>○ Once a player is tagged, the defending team must move one metre behind the ball carrier to allow them to pass, otherwise, they will be in an offside position and penalized.</li> <li>○ A forward pass is an illegal pass in tag rugby and they are penalised with a free pass to the other team</li> <li>○ Offside means that when a tag is made all defenders must get back in front of the ball and the players behind are offside</li> <li>○ A tag means the removal of one of the two tags from the ball carrier's belt and only a ball carrier can be tagged.</li> <li>○ The ball can only be passed when in line with the receiver or behind them</li> </ul> </li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To incorporate the rules of the game into small sided games like passing backwards.</li> <li>• To pass and catch the ball whilst running at different speeds.</li> <li>• To keep control of the ball when running and passing, ensuring passing is accurate.</li> <li>• To carefully consider the best way to score a try and win the game, remembering to find and use space when running.</li> <li>• To successfully remove tags in accordance with the rule</li> </ul>

	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> <li>• To hold a rugby ball correctly means they hold it with two hands, hold the middle of the ball with their fingers spread around the ball and the thumbs in the middle to create an M and ensure that their palms are not touching the ball.</li> <li>• To hold the ball by the belly means that they have full control to prevent the ball from being dropped and pass the ball with control and accuracy.</li> <li>• A short pass is used when a team member is a short distance away.</li> <li>• A successful short pass means that they hold the ball in two hands and swing their arms and ball across their body with the nose facing forward and point their arms towards the target</li> </ul> <p><u>Tactics</u></p> <ul style="list-style-type: none"> <li>• Staying in a line means that the team moves in a line with the person holding the ball in front, as this decreases the chance of the defending team gaining possession of the ball.</li> <li>• Dodging, weaving and quick reaction skills are needed to be successful in the game.</li> <li>• Being a ball carrier means they need to keep their head up, look for space and look for opponents.</li> <li>• To score a try the ball must be in the player's hands when it touches the ground on or over the try line.</li> </ul>	
<b>Vocabulary</b>	<p><b>Accuracy:</b> Being precise and correct in their actions or information, like hitting a target with a dart.  <b>Attack:</b> To try and score or gain points aggressively in sports, like trying to kick a soccer ball into the goal.  <b>Communicate:</b> To share information or ideas with others through speaking, writing, or gestures.  <b>Defend:</b> To protect against the opponent's attacks or attempts to score in sports, like blocking a shot in basketball.  <b>Dummy:</b> A fake or deceptive action used to confuse opponents, like pretending to pass the ball to one player but passing it to another instead.  <b>Effective:</b> Something that works well and produces the desired results, like a successful shot in basketball.  <b>Mark:</b> To guard or defend against an opponent in sports, like staying close to them to prevent them from scoring.  <b>Tactics:</b> Plans or strategies used to achieve a specific goal or advantage, like positioning players strategically in soccer.  <b>Track:</b> To follow the movement or progress of something or someone, like tracking a ball during a game.</p>	
<b>Enrichment &amp; wider development</b>		



Year 6 - Summer 2: Real PE

**Milestone LO**

- **Real PE LO:** I am learning to monitor my activity.

**Curriculum Links:**

- Use running, jumping, throwing and catching in isolation and in combination.
- Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity.
- Develop strength, control and balance, and technique.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul> <p>Real PE</p> <ul style="list-style-type: none"> <li>• Health and Fitness Cog</li> <li>• Coordination: Sending and Receiving</li> <li>• Agility: Ball Chasing</li> </ul>	<p>Know that...</p> <ul style="list-style-type: none"> <li>• Aerobic activity is any movement that makes their muscles use oxygen and increases their heart rate</li> <li>• Anaerobic exercise means short, fast exercise that doesn't use the oxygen in their body as its main source of energy.</li> <li>• They need both aerobic and anaerobic exercise in their daily lives.</li> <li>• Cooling down can help to prevent their muscles becoming sore in the first couple of days after exercise.</li> <li>• Cooling down helps their heart rate and breathing to slow down gradually preventing dizziness after exercise</li> <li>• To consider the environment for an activity means to think about the possible dangers like weather / surface, equipment, how often and intensity.</li> <li>• Intensity means how hard or fast they are carrying out an activity.</li> <li>• Taking their pulse means to measure the number of times the heart beats per minute</li> <li>• A pulse is created when they heart beats and it is when the heart pushes blood through the body and they feel a little thump in their arteries.</li> <li>• Arteries are vessels that carry the blood.</li> <li>• To take a pulse they place two fingers on the inside of their wrist and count the beats that they can feel.</li> <li>• Taking a pulse before and after exercise helps them to see how hard they are working.</li> <li>• The maximum heart rate on average is 220 minus their age.</li> <li>• Warm ups should include pulse raising activities, which gradually get more intense, with dynamic flexibility activities.</li> <li>• Dynamic flexibility activities are movement based stretches</li> <li>• Pulse raising activities are movements that gently raise the heart rate.</li> <li>• Children they participate in physical activity for at least 60 minutes every day.</li> <li>• Different sports and different positions within sports may need more of a focus on different components – aerobic or anaerobic.</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To send with good accuracy and weight means that the object goes in the direction intending and with the correct speed</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To cool down to prevent the muscles be sore and slow the heart rate and breathing.</li> <li>• To use different movements in warm ups to prepare the body for movement and activities gradually.</li> <li>• To consider the environment when planning an activity</li> <li>• To take a pulse before and after exercise.</li> <li>• To warm up to help them to focus and prepare the mind and body for physical activity.</li> <li>• To warm up with pulse raising and dynamic flexibility activities.</li> <li>• Over- competing and inappropriate training can impact their health and fitness</li> <li>• To record and monitor how hard they are working.</li> <li>• To self- select and perform appropriate warm – up and cool down activities</li> </ul> <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> <li>• To use a backswing and follow through when striking.</li> <li>• To move their feet to get in line with the ball when receiving</li> <li>• To send and receive with fluency and rhythm</li> </ul>



	<ul style="list-style-type: none"> <li>• To send with fluency and rhythm means that it is at a consistent speed.</li> <li>• To throw with good accuracy and weight means that they know the pace to send the ball to be successful</li> <li>• To vary the pace of a ball thrown means that they adjust the height and force when the ball is thrown.</li> <li>• To send and receive with fluency means that they have a balanced position and their hands are in a good ready position.</li> <li>• To perform consistency means that the action is repeated the same each time.</li> <li>• To perform with consistency means that their eyes are focused on the ball.</li> <li>• To move with timing into a good position means that their weight is through the balls of their feet so that it can move in line with the ball.</li> </ul> <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>• To start quickly means to accelerate by pushing off hard with their feet and driving the arms from ‘hips to lips’.</li> <li>• To arrive in the correct position at the correct time they need to keep watching the ball and move their feet quickly.</li> <li>• To turn over either shoulder means to look over their shoulder.</li> <li>• To collect a ball that is travelling from behind they need to turn over their shoulder.</li> <li>• To collect a ball with balance and control may need to run past the ball to allow for more time to get into a stable position.</li> <li>• To pivot means to rotate themselves on the ball of their landing foot with their other foot forwards.</li> <li>• To reverse pivot means that their pivot is backwards. To face a partner they can turn in a reverse pivot by bending their knees to push off.</li> <li>• Their peripheral vision means the ability to see objects that are on the sides of their vision as opposed to in their direct line of vision.</li> <li>• They need to use their peripheral vision to spot a ball to allow them to react quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• To vary the pace of the ball when throwing to a partner or against a wall.</li> <li>• To take up a balanced position and have the hands in a ready position to receive the ball.</li> <li>• To focus the eyes on the ball to successfully send and receive.</li> <li>• To focus on accuracy and speed of passes and throws</li> <li>• To communicate with a partner to ensure that they are ready,</li> </ul> <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>• To get into a balanced position with the weight forward.</li> <li>• Accelerate by pushing off hard with their feet and driving the arms.</li> <li>• To move their feet quickly to get into the collecting position to chase and stop a ball.</li> <li>• To run past the ball to get into a stable receiving position.</li> <li>• To arrive in the correct position to collect the ball by thinking about timing.</li> <li>• To face their partner with a reverse pivot.</li> <li>• To use their peripheral vision to spot a ball.</li> </ul>
<b>Vocabulary</b>	<p><b>Accuracy:</b> Being precise and correct in their actions or information, like hitting a target with a dart.</p> <p><b>Monitor:</b> To watch or keep track of something over time to see how it changes or progresses, like monitoring their heart rate during exercise.</p> <p><b>Peripheral vision:</b> Seeing things that are to the side or around them without looking directly at them, like noticing someone approaching from their side.</p> <p><b>Pulse:</b> The beat of their heart that they can feel, like checking their wrist or neck to count how many times their heart beats in a minute.</p> <p><b>Record:</b> To write down or keep track of information or data, like recording the number of goals scored in a game.</p> <p><b>Reverse pivot:</b> A movement in sports where they turn their body in the opposite direction from where they were facing, like in basketball or tennis to change direction quickly.</p>	
<b>Enrichment &amp; wider development</b>		



Year 6 Summer 2 - Rounders

**Milestone LO**


- To retrieve, catch, intercept and stop a ball when fielding.
- To bowl and pay shots that are hit into spaces.
- To use tactics in a game.

**Curriculum links:**

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> <li>• Motor competence</li> <li>• Rules, Strategies and Tactics</li> <li>• Healthy Participation</li> </ul>	<p>Know that...</p> <p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• A Striking and Fielding game is a game played between a batting team and a fielding team where the batting team try to score points and the fielding team try to stop them.</li> <li>• Fielding is the action of a player (fielder)/groups of players (fielders) performed after the batter has hit the ball, it involves using skills such as stopping, gathering and collecting the ball, catching and throwing skills</li> <li>• The aim when fielding is to stop the batters from scoring runs, the best way to do this is to get them out.</li> <li>• Fielding tactics are the plans and decisions a fielding team make in an attempt to stop the batters from scoring, the best way to achieve this is to get the batters out.</li> <li>• Setting the field means to put fielders in different position to best work well as a team.</li> <li>• The rounders pitch is rectangular in shape with areas marked out for the batter and bowler to stand.</li> <li>• A rounder is scored by the batting team when a player hits the ball and runs around all 4 posts.</li> <li>• A half rounder is scored if the batter hits the ball and runs to the second post.</li> <li>• A half rounder can also be scored if the batter does not hit the ball but runs around all four posts.</li> <li>• There are four posts which batters must run around to score a rounder</li> <li>• A match usually consists of two innings.</li> <li>• Both teams bat and field twice, the winning team is the one with the most rounders at the end of the game.</li> <li>• An innings can consist of a set number of good bowls or until the fielding team have fielded all the batting team out</li> </ul> <p><u>Positions</u></p> <ul style="list-style-type: none"> <li>• Formations are used to put players in positions and try to cover different areas of the pitch. Most commonly these are split into deep fielders and those on posts; 1st, 2nd, 3rd, 4th post 1st, 2nd &amp; 3rd deep Backstop &amp; Bowler.</li> </ul>	<p>Know how...</p> <ul style="list-style-type: none"> <li>• To perform skills with accuracy, confidence, and control.</li> <li>• To participate in competitive games.</li> <li>• To retrieve, intercept, and stop a ball when fielding.</li> <li>• To use skills and tactics to outwit opponents when fielding and batting.</li> <li>• To work as part of a team that covers the areas to make it hard for the batter to score runs.</li> <li>• To use tactics that involve bowlers and fielders working together.</li> </ul>



	<ul style="list-style-type: none"> <li>• A Backstop is a fielder positioned directly behind the batter. Their job is to catch any bowled ball not hit by a batter, or to field any backward hit.</li> <li>• A no-ball means that the ball is below the knee, above the head, wide or at the body.</li> <li>• A close fielder is a fielder positioned close to the batter, usually near a base.</li> <li>• A deep fielder is a fielder positioned far from the batter in the outfield.</li> <li>• Batters are out if caught or stumped at the base they are running to.</li> <li>• Stumped means that the fielding team can get the ball to a fielder on a base before a running batter reaches it, the batter is out.</li> </ul> <p><u>Ball skills</u></p> <ul style="list-style-type: none"> <li>• An overarm thrown means a throw made with their arm moving over their shoulder.</li> <li>• Bowling underarm uses an underarm throwing technique</li> <li>• To bowl underarm means that they hold the ball in they hand, swing their arm back then swing their arm forward and release the ball throwing it towards the target.</li> <li>• A good ball means that the ball reaches the batter between their knee and shoulder height without bouncing.</li> </ul> <p><u>Batting</u></p> <ul style="list-style-type: none"> <li>• Batting tactics are the plans and decisions a batter or batting team make in an attempt to score points.</li> <li>• Hitting the ball into space means that this gives them more time to run between bases and score points as it will take the fielders longer to retrieve the ball.</li> <li>• Communication means when to run between posts is other batters are running between bases too.</li> </ul>	
<b>Vocabulary</b>	<p><b>Gap:</b> An opening or space between two things, like a gap between players that can be used to pass or shoot through in sports.</p> <p><b>Infield:</b> The area closer to the centre of play.</p> <p><b>Outfield:</b> The area farther from the centre of play.</p> <p><b>Run:</b> To move quickly on foot, like running to score a point in soccer or running between bases in baseball.</p> <p><b>Stance:</b> The way someone stands, especially in sports, like how a batter stands in baseball or a player stands to serve in tennis.</p> <p><b>Tactics:</b> Plans or strategies used to achieve a specific goal or advantage, like positioning players strategically in sports.</p> <p><b>Technique:</b> The way they do something, like how they swing a bat or kick a ball, focusing on skill and precision.</p> <p><b>Tournament:</b> A series of games or matches played to find a winner, like a soccer tournament with multiple teams competing.</p> <p><b>Umpire:</b> A person who ensures that the rules of a game are followed and makes decisions about plays or disputes.</p>	
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