# PE at Horwich Parish Year 6 Booklet









End of Year Expectations	Year5	Year 6
Dance	Move in time to music, creating movements that express the meaning and mood of the piece Create short dance routines that relates to a piece of music Explain decisions when creating/choosing movements that feature in a short routine Perform short routines with good timing	Create a dance routine with a partner or a small group that has the following: •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance •Combine dance actions in timing of a song/rhythm/beat Include a variety of expressions to match movements, actions and the song selected
Gymnastics	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength Compare performance to previous ones and make suggestions for improvements	Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence Explain ways to improve their own performance in order to achieve their personal best Perform sequences on multiple levels using space expressively

End of Year Expectations	Year 5	Year 6
Sending and Receiving	Use different techniques to travel, pass/shoot in a variety of modified games Develop an understanding of how to improve and evaluate own performance Throw and catch constantly from a variety of heights, angles and distances	Understand and show how a team can retain possession Maintain possession when competing against equal numbers Make effective choices of when to send or travel when competing against others. Send and receive accurately whilst travelling
Swimming	Swim between 50 and 100m using 3three strokes, sustaining swimming over an extended time Show a problem solving approach to survival Perform safe self-rescue in different water-based situations	Swim over 100m using 3 strokes, at a sustainable pace Perform a wide range of survival techniques
Athletics	Demonstrate an awareness of speed and distance when competing against others. Explain the importance of breathing techniques and the effect it can have on the body	Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best

End of Year Expectations	Year 5	Year 6
Fundamental movements	Recognise when to use effective changes of speed when competing in a game Demonstrate fast reactions, control and balance when travelling past others	Adapt movements in response to other children's actions, movements/locations Negotiate space within a game to make quick decisions.  Apply a range of skills that could offset defenders
Tactics and Strategies	Identify skills that are transferable to other sports/activities Recognise what works well and what changes would need to be made to improve performance Attack an area 3 V 3 or 4 v 4 using a plan	Recognise the main aspect of a good performance from the opposition Create tactics and strategies to combat other teams performance Defend an area 3 V 3 or 4 v 4 using a plan Identify suitable attacking and defending methods and adapt from the opposition
Competing	Recognise skills that are important to the game and apply where necessary. Recognise different responsibilities within formation when competing as a team Show resilience when competing as an individual or a team,	Use and adapt tactics choosing the most effective one for different situations Explain the importance of attacking at speed Make more than 1 suggestion of how to defend as a team

End of Year Expectations	Year 5	Year 6
Striking and Fielding	Strike a moving ball with control and accuracy Throw at a target with speed and accuracy when competing Recognise danger areas when fielding and react to situations presented by batting children	Set up appropriate fielding positions as a team and as an individual Perform an over arm bowl with good weight and speed Use effective communication when batting
Outdoor Adventurous Activities	Create a simple trail on a orienteering map Pinpoint locations using lining up techniques Create a simple map using scale and Birdseye view	Evaluate other children's decisions when pinpointing locations on a map Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

## Year 6 PE Overview





Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Fundamental movements  Adapt movements in response to other children's actions, movements/locations  •Negotiate space within a game to make quick decisions.	Gymnastics Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence. Explain ways to improve their own performance in order to achieve their personal best. Perform sequences on multiple levels using space	Dance  Create a dance routine with a partner or a small group that has the following:  •Appropriate actions/movement s relating to a chosen song. •Appropriate actions to	Sending and Receiving  .Understand and show how a team can retain possession.  Maintain possession when competing against equal numbers.  Make effective	Tactics and Strategies  Recognise the main aspect of a good performance from the opposition.  Create tactics and strategies to combat other teams performance.	Athletics  Evaluate and highlight areas for improvement when Jumping, sprinting and throwing to achieve personal best
Lesson 2	Apply a range of skills that could offset defenders  Psychomotor (physical parts)	expressively.  Outdoor Adventurous Activities  Evaluate other children's decisions when pinpointing locations on a map  Explain the importance of symbols, fractions and travelling speeds hen completing an orienteering course	represent characters within a dance. •Combine dance actions in timing of a song/rhythm/beat •Include a variety of Expressions to match movements, actions and the song selected.  & psychological) Affective	choices of when to send or travel when competing against others.  Send and receive accurately whilst travelling	Defend an area 3 V 3 or 4 v 4 Using a plan  Identify suitable attacking and defending methods and adapt from the opposition.  Make more than 1 suggestion of how to defend as a team.	Striking and Fielding  Set up appropriate fielding positions as a team and as an individual  Perform an over arm bowl with good weight and speed  Use effective communication when batting

### Year 5-6 Medium Term Plans





#### Year 5+6 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed	Passing through SAQ equipment as individuals or as large groups	To be able to move limbs in coordination
Negotiete enego within a geme to make swick		Travel in limited spaces avoiding contact with other children
Negotiate space within a game to make quick decisions	Games that include guards/defenders/taggers	children
	Travelling past lots of children (traffic) in small and	Demonstrate a smooth flowing motion when
Recognise when to use effective changes of speed when competing in a game	large spaces at a variety of speeds	travelling through equipment
	Games that include change of direction and change	Completing foot patterns and sequences
Demonstrate control, coordination, agility and	of speed	
palance when travelling through equipment		Change speed and direction maintaining control
	Small team games	and balance when competing against others
Apply basic principles suitable for attacking and		
efending	Games competing against others	Show determination and resilience when
		competing against self and others
Compare own performances with previous ones		
and identify areas for improvement		Explain and describe running techniques and identify areas for improvement
Demonstrate resilience when participating in		
octivities		Apply correct techniques for fundamental movements
Apply a range of skills that could offset defenders		
		Demonstrate a climate of joy, freedom, respect and
dapt movements in response to other children's ctions, movements/locations		celebration
•		Know and explain key skills of a good performance
Combine SAQ skills when travelling through a range		
of equipment and demonstrate good body control		Make quick, effective decisions when travelling past defenders/guards
dentify and evaluate others performances when		past deleliders/guards
ravelling through SAQ equipment		Can travel through a variety of equipment,
ravening through one equipment		demonstrating body control and
Demonstrate fast reactions, control and balance	Psychomotor (physical)	balance/awareness
hen travelling past others	11 1	
	Cognitive (mental & psychological) Affective (social & emotional)	Can use key aspects of a good performance and explain ways to improve

#### Year 5+6 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Apply an awareness of time, speed and distance	Obstacle course showing variations of speed	Understand when to change speeds according to length of run/distance/time
Select appropriate speed when travelling at a variety of distances	Races in small groups	Select appropriate speed for the distance travelled
Apply running techniques to improve performance	Competition – personal best, against others, against the clock, measuring distance	Select appropriate force when throwing at a target
Apply throwing techniques to improve	Travelling at speed in a variety of areas	Explain key factors in a good performance
Throw with coordination force distance central	Competing in a variety of events	Throw with accuracy, balance and coordination
Throw with coordination, force, distance, control and accuracy	Competing against previous performance	Demonstrate determination and resilience during and after events when competing against self and
Take off, jump and land demonstrating control and balance	SAQ work	others
Compete against others in a variety of events/games		Show values of respect for others when winning and losing
Compare their own performances with previous		Demonstrate a climate of joy, freedom, respect and celebration
ones Charles de la Charles de		Show enjoyment in achieving tasks set out
Develop an understanding of how to improve and evaluate own performance		Know and explain key skills of a good performance
Demonstrate resilience when participating in activities		Enjoy communication, collaboration and competition with others
Compete in a relay race, maintaining speed throughout change over		Swap baton over during relay race whilst maintaining good flow and speed
Apply throwing techniques to develop power and accuracy	Psychomotor (physical)	Apply power whilst maintaining accuracy when throwing a variety of athletic equipment
Create and develop tactics and strategies for when competing as an individual and as a team when	Cognitive (mental & psychological) Affective (social & emotional)	Adapt tactics and strategies when necessary when competing in a variety of athletic events.

#### Year 5+6 Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with control of equipment when travelling at speed or competing against	Tag games	Compete against others, individually and as a group
others	Games that include guards or defenders	
Create and apply strategies suitable for attacking and defending	Games that race against the clock, for example, encourages quick play	Create tactics and strategies when competing against others
		Evaluate own teams performance
Make quick decisions whilst competing against others	Ball games that recognise space, distance and awareness of others	Receive in open spaces when attacking
Defend an area 2 v 2, 3 v 3	Opportunities to compete against others as a team and as an individual	Apply transferable skills in a variety of competitions/games/events
Attack an area 2 v 2, 3 v 3		
Attack with speed and control	Games that allow children to compete 2 v 2 or 3 v 3	Attack with speed and purpose
Exploit space when attacking	Repeat games changing the equipment (basketball-hockey)	Identify areas of a good/bad performance and make suggestions for improvement
Recognise when to tackle or when to defend a space		Show determination and resilience when competing against self and others
Demonstrate an awareness of others and space to attack		Demonstrate a climate of joy, freedom, respect and celebration
Identify areas for improvement from your owns teams performance and make		Show enjoyment in achieving tasks set out
suggestions for development		Know and explain key skills of
Demonstrate resilience when participating in activities	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	a good performance

#### Year 5+6 Paralympics

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities of fair play when competing against others	Compete in the following:	Demonstrate respect and fair play
Recognise how commitment and	•Activities that remove children's sight	Highlight positive impacts through achievement of others
determination can impact performance	•Activities that remove children's hearing	achievement of others
Use a variety of methods for communicating	•Activities that make children communicate	Gain respect for different abilities
	with signals	Understand the word determination
Be aware of how disabilities can affect performance		Explain a variety of barriers for disability
Seriormanee		sports
		Understand how people can be discriminated against in sport
	Psychomotor (physical) Cognitive (mental & psychological)	

#### Year 5+6 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area as a tem when faced with opponents	Competing against others, individuals, groups and against the clock	Pick up appropriate positions when defending an area against others
Attack an area as a team when faced with opponents	Improving personal best	Show determination and resilience when competing against self and others
Compete against yourself and/or others	1 v 1 games  Small teams games, for example, games	Apply transferable skills in a variety of competitions/games/events
Compete against others using a variety of equipment	where you can move on to the next level that increase in difficulty	Improve owns performance from reflecting
Evaluate others and make suggestions of	Compete in modified sports/activities	on previous attempts
way to Improve performances	Repeat games changing the equipment	Adapt strategies/tactics depending on previous performances.
Adapt strategies and tactics	(basketball-hockey)	
Compare own performances with previous ones and identify areas for improvement	2 v 2 games	
Demonstrate resilience when participating in activities		
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 5+6 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Create a dance routine with a partner or a small group that has the following:	Small group work creating actions	Complete short sequences in a role of a character
sman Break machae menerung.	Small group work creating sequences	
•Appropriate actions/movements relating to		Create small patterns as individuals and as
a chosen song	Discussions in small and large groups	a group
Appropriate actions to represent characters		
within a dance	Performances	Link actions to make a dance phase
Combine dance actions in timing of a song/rhythm/beat		Recognise and perform to actions linked to a piece of music
Include a variety of expressions to match movements, actions and the song selected		Perform a wide range of actions when dancing to music
movements, actions and the song selected		dancing to music
Creativity		Children should show enjoyment in achieving tasks set out
Show flexibility, strength, technique, control		
and balance		To demonstrate movements to music using flow, timing, coordination and balance
		Evaluate and improve own and others
		performances suggesting ideas for improvement
		Show flexibility, strength, technique, contro
		and balance when performing to music
	Psychomotor (physical)	
	Cognitive (mental & psychological)  Affective (social & emotional)	Enjoy communication, collaboration and competition with others

#### Year 5+6 Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
To copy or create and link movement phrases	Travelling under, over and through different pieces of equipment/apparatus	Perform a variety of gymnastic skills, showing good flow and transition from high to low
Identify and improve own performance	Performing small movement patterns/sequences as an individual and in	Perform a simple routine with good timing
Work collaboratively with others to improve a performance	small groups	and flow
Include different apparatus into a sequence	Model floor work	Know and explain key skills of a good performance
	Incorporate a variety of apparatus	
Transition from skill to skill with good flow and balance		Enjoy communication, collaborating and competing with others
Demonstrate an understanding of how to improve and evaluate own performance/s		Make suggestions to others of how to improve a performance.
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 5+6 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
Recognise when to speed up and when to slow down when using equipment	Passing through SAQ equipment as individuals or as large groups	Apply effective use of speed when using a variety of equipment
Show coordination and balance within small and large movements	Games that include guards/defenders/taggers	Show skill and control in combination
Show coordination, control and balance when travelling through equipment	Travelling past lots of children (traffic) in small and large spaces	Select the appropriate skill to beat the defender when faced with a 1v1/2v2 situation
Apply agility, balance and coordination,	Games include change of direction and	Explain why and how to apply SAQ skills
individually and with others  Know, apply and explain key skills of a good	change of speed  1v1 games	Show determination and begin to show resilience when competing against self and
performance  Chave effective charges of an add and	Travelling past guards/defenders	others  Create new skills that shallongs skildrends
Show effective changes of speed and direction to travel past the defender		Create new skills that challenge children's balance and coordination
Explain a verity of skills that could be transferred into main stream sports		Demonstrate a climate of joy, freedom, respect and celebration
Create new ways to travel trough equipment whilst applying SAQ skills from		Show enjoyment in achieving tasks set out
previous lessons		Know and explain key skills of a good performance
		Evaluate and recognise own success
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 5+6 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
Master throwing and catching techniques when travelling	Repetition of sending and receiving a variety of equipment	Travel with equipment demonstrating good awareness and control
Know, apply and understand key skills of a good performance and make suggestions for	Competition throwing a variety of equipment at a variety of targets	Can receive away from other children
improvement	Racing against a clock to see how many times	Contribute to effective communication to keep possession
Receive from a variety of heights, speeds, distances and angles	you can hit a target successfully	Recognise when to travel or when to pass
Maintain control when travelling with	Competing against others or in small groups	Demonstrate a climate of joy, freedom,
equipment	Modified sports and activities allowing up to 4v4/5v5	respect and celebration
Identify space when sending and receiving		Recognise when to apply speed to an attack.
Make good decisions to maintain possession		Select the appropriate pass for the distance/obstacles/pressure required
Explain and apply receiving techniques		Know and explain key skills of a good
Effective communication/signals to help maintain child in possession		performance and suggest ways to make improvements
Recognise when to travel or when to pass		Enjoy communication, collaboration and competition with others
Select appropriate speed, weight and distance when passing		·
Select the correct pass type to maintain possession in a game/activity	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 5+6 Striking and Fielding

Learning Intentions	Learning Activities/Experience	Success Criteria
Strike a moving ball with control and accuracy	Batting lanes, bowling lanes	Identify effective positions for fielding
,	Small sided games	Recognise appropriate positions in relation
Set up appropriate fielding positions as a		to the batter and other children
team and as an individual	Aiming at targets	Apply batting principles to strike a moving
Recognise danger areas when fielding and	Group work with repetition on striking and	ball
react to situations presented by batting	fielding	
children		Identify and explain appropriate batting
Throw at a target with speed and accuracy	Pair work working on striking and fielding as well as bowling	techniques
when competing	wen as bowning	Contribute to creating suitable strategies for
. 5		striking and fielding
Perform an over arm bowl with good weight		Complete on ever own boultes
and speed		Complete an over arm bowl to a medium/large target
Use effective communication when batting		
	Psychomotor (physical)	
	Cognitive (mental & psychological) Affective (social & emotional)	

#### **Year 5 + 6 Outdoor and Adventurous Activity**

Learning Intentions	Learning Activities/Experience	Success Criteria
Explain the differences between similar looking orienteering symbols	Competitions identifying symbols  Competitions identifying locations on a map	Highlight the importance of knowing your symbols
Create a simple trail on a orienteering map	Creating and analysing locations on a map	Include fractions within locating/pinpointing locations on a map
Pinpoint locations using lining up techniques	Create and analyse scale drawings	Create and complete trails on a map
Create a simple map using scale and birdseye view	Large scale fractions activities	Make suggestions for improvements within a variety of tasks in pairs and in a small
Evaluate other children's decisions when pinpointing locations on a map	Team games (problem solving)	group
Explain the importance of symbols, fractions and travelling speeds w hen completing an orienteering course		
Work effectively as a team to complete an orienteering course		
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	