

PE at Horwich Parish Year 6 Booklet



Higher Key Stage 2



Higher Key Stage 2

End of Year Expectations

End of Year Expectations	Year5	Year 6
Dance	<p>Move in time to music, creating movements that express the meaning and mood of the piece</p> <p>Create short dance routines that relates to a piece of music</p> <p>Explain decisions when creating/choosing movements that feature in a short routine</p> <p>Perform short routines with good timing</p>	<p>Create a dance routine with a partner or a small group that has the following:</p> <ul style="list-style-type: none">•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 <p>Include a variety of expressions to match movements, actions and the song selected</p>
Gymnastics	<p>Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength</p> <p>Compare performance to previous ones and make suggestions for improvements</p>	<p>Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence</p> <p>Explain ways to improve their own performance in order to achieve their personal best</p> <p>Perform sequences on multiple levels using space expressively</p>

Higher Key Stage 2

End of Year Expectations

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

Higher Key Stage 2

End of Year Expectations

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

Higher Key Stage 2

End of Year Expectations

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

Year 6 PE Overview



Y6

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Lesson 2

Fundamental movements

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

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 expressively.

Outdoor Adventurous Activities

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

Dance

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.

Sending and Receiving

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

Tactics and Strategies

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.

Make more than 1 suggestion of how to defend as a team.

Athletics

Evaluate and highlight areas for improvement when Jumping, sprinting and throwing to achieve personal best

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

Psychomotor (physical)

Cognitive (mental & psychological)

Affective (social & emotional)

Year 5-6 Medium Term Plans



Year 5+6 ABC

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

Year 5+6

Athletics

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

Year 5+6

Attack and Defend

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

Year 5+6

Paralympics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Show qualities of fair play when competing against others</p> <p>Recognise how commitment and determination can impact performance</p> <p>Use a variety of methods for communicating</p> <p>Be aware of how disabilities can affect performance</p>	<p>Compete in the following:</p> <ul style="list-style-type: none">•Activities that remove children's sight•Activities that remove children's hearing•Activities that make children communicate with signals <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Demonstrate respect and fair play</p> <p>Highlight positive impacts through achievement of others</p> <p>Gain respect for different abilities</p> <p>Understand the word determination</p> <p>Explain a variety of barriers for disability sports</p> <p>Understand how people can be discriminated against in sport</p>

Year 5+6

Competitive

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

Year 5+6

SAQ

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

Year 5+6

Send and Receive

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

