



Year Six

National Curriculum Targets

Physical education – key stages 1 and 2

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage one and Two national Curriculum Targets can be found at: [National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education/key-stages-1-to-2)

Think

Think	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics
Learning outcome DO	Can lead the scoring and officiating for an activity at the same time	Can prescribe another child with the correct technique for a sporting movement	Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness	Can identify the importance of certain foods to aid activity	Can describe how muscles get stronger	Can prescribe a tactic for an individual activity
Teaching Point	Can multitask	Can identify the teaching points of the sporting movement to another child	Can identify that exercise increases our pulse rate	Can identify that proteins help to build and repair muscles	Can identify that repeated exercise helps muscles to develop	Can demonstrate using tactics in an activity
Teaching Point	Can keep track of the score of an activity	See DO for teaching point break down for different sports	Can identify that long term exercise lowers our resting heart rate	Can identify that carbohydrates give you slow releasing energy	Can identify that protein helps to grow and repair muscles	Can identify how a tactic will help in a game situation
Teaching Point	Can enforce the rules of the game effectively		Can identify that a lower resting heart rate indicates a better level of fitness	Can identify that calcium makes bones stronger		

Feel

Feel	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being active	Leadership
Learning outcome DO	Can identify examples within an activity of positive reactions to both winning and losing	Can show a respectful manner towards all people when taking part in an activity	Can identify ways of including others in an activity	Can take the lead for a team in a competitive situation	Can describe dangers of being inactive	Can confidently lead a warm up activity
Teaching Point	Can give an example of a positive reaction to winning	Can demonstrate respect to an opponent	Can identify roles within an activity	Can be encouraging to everyone	Can identify that being inactive could increase chances of obesity	Can confidently explain the rules of the warm up activity
Teaching Point	Can give an example of a positive reaction to losing	Can demonstrate respect towards officials	Can identify other peoples strengths and how they can be used in an activity	Can be a good role model for other team members	Can identify that being inactive can increase your blood pressure	Can identify why we need to do a warm up
Teaching Point	Can give examples of a negative reaction to winning or losing	Can be gracious in victory or defeat	Can demonstrate the inclusion of everyone within a team	Can identify other peoples strengths and how they can be used in an activity	Can identify that being inactive can increase the chances of other health problems	Can identify what should be included in a warm up activity

Athletics DO

National Curriculum	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Use running, jumping, throwing and catching in isolation and in combination • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Running	Jumping	Throwing	Team Races	Match Up!
Learning outcome DO	Keep at a pace that you can control when running around the track don't burn out early on	Use your legs and arms in co-ordination to drive the body forwards	Important keep it simple, once children understand what a hop looks like then develop the hop too soon at this point could be very detrimental to the session	When throwing we should always look to where we are throwing	Ready position is facing the way you are going next with arm out behind you, open hand, looking down your shoulder, communicating	Encourage exceeding children to over take and race one another
Teaching Point	Ensure dynamic stretches are not rushed but controlled throughout the movement	Start low and burst into speed by pushing against the floor like you are going through a brick wall	Saying out loud the sequence in understandable form will help 'one foot to same foot to other foot to both feet' try your own reminders	It is important that when we are throwing for accuracy we put the right amount of speed on the ball – not too fast and not too slow	Hold the baton at the end not in the middle as this will make it hard for your to pass it on	Encourage emerging to go at a pace that they can continue for the duration of the challenge
Teaching Point	When throwing stand sideways on, allow the javelin to pass along the front of your body, rotate hips at release and when running time the release to match a step forwards	Arms should be moving to show hands going in a hip to lip motion	Use the momentum of the 3 jumps to propel your further, try to swing arms to support this	Ball throw – push into the throw Small heavy ball – shot putt style Javelin – side ways on through the body twist into the throw	When you are approaching to pass the baton, call out so that the runner knows you are coming and can begin to move forwards	Receive the baton from behind
Teaching Point	When jumping use your arms to swing forwards	Run with high knees for a longer stride as fast as possible		Release the object at the right time and allow the javelin to pass through the front of your body	Place the baton down into the open palm of the receiver	Allow emerging children to link 3 jumps, exceeding to follow the hop, skip, jump
Teaching Point	When passing the baton try to not take the time to turn around, face the same way and receive the baton from behind your body, holding out your hand behind whilst moving forwards and looking over the shoulder to the outstretched arm	A dip finish requires a push and lean forwards with your upper body to get over the line quicker		Try to bend your legs as your throw this will give you more distance	Start to run forwards as you receive	

Health Related Fitness (HRF) Dodgeball DO

National Curriculum	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Speed- Anaerobic Fitness	Strength	Endurance/Aerobic	Agility	Match Up!
Learning outcome DO	Understand the rules and game format specific to age group	Can show speed endurance in a game of dodgeball	Can show strength to throw a fast straight ball over a long distance	Can show aerobic endurance by playing multiple games of dodgeball in a lesson	Can show agility to link dodging with retrieving and throwing a ball	Play inter class competition to age specific games of dodgeball
Teaching Point	When performing the activities try to sustain your activity level so that your body can improve its fitness	Encourage children to show repeated moments of high speed throughout the game, inform them that this is speed endurance	Try to use your stomach muscles, this is core strength training	When we are running for endurance we aim to keep going, try not to stop, if you are getting tired slow down the pace a little	Bend at the knees and keep a straight back when touching the ball on a marker so you have better body position to move off again	Children can explain the difference between the four components of fitness
Teaching Point	Can you name some areas of fitness?	Important to use the rest time to open lungs and take in oxygen	Have a strong grip before throwing and throw waist twisting, to use more muscles in your body	Good base ready to receive, side arm and over arm throw	Position your body so you can see the opponent and their ball when picking your ball up so you can react quickly if it is thrown	See if anyone is confident enough to lead the first part of the warm up with the dynamic stretches
Teaching Point	The aim of the session is for children to understand the game a benefit of this game is its high intensity name, games should stretch children physically	Inform the children that speed endurance is the ability to repeat bouts of speed. Ask them why it is important to develop speed endurance for the game of dodgeball?	Whilst throwing for power be ready to use your strength to dodge at the same time	Vary your speed when running through the dead ball zone	Eyes on the ball when dodging, create a good balanced base to dodge or catch the ball	When specifically do we use each component of fitness throughout the game? How can we improve one of the components of fitness?
Teaching Point		When we are running at full speed it is important that we can stay low in case we need to change direction quickly		What difference to your body does aerobic exercise make compared to anerobic? Anaerobic is exercise without oxygen, aerobic is exercise with oxygen		

Basketball DO

National Curriculum	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Dribbling	Passing	Receiving	Shooting	Match Up!
Learning outcome DO	Takes notes on current general ability of children to aid planning	Dribble in different ways with control under pressure	Pass in the best way with speed and accuracy under pressure	Receive a ball under pressure linking with other skills	Shoot in different ways under pressure linking with other skills	Compete and succeed individually and as a team player in an invasion game (degree of success, noted by moments noticed within the invasion game environment)
Teaching Point	See if children can identify the movement skills, technical and tactical skills required for invasion games	Body between the ball and the other children to protect it	Go through the different types of basketball passes (overhead, chest, bounce)	How can we show and tell that we are ready? Show – eyes looking, hands ready, tell – call for the ball	Children to work together to score	Ask the group what the outcomes of a warm-up are? Ready for exercise, worked towards a skill
Teaching Point	Ask children officiate and score the games	Dribble in front and to the side of the body when moving at speed, head up	Follow through for more power, one foot must be glued to the floor, other steps into it when passing	Hands ready to show where you want to receive the ball, step or jump into that position when receiving- where possible use both hands to catch	Elbow – below the ball	Communicate to your partner where you are going so that they can react
Teaching Point	Within the game being played can they identify examples of good reactions to both winning and losing	Body between the ball and defender to protect it	If we move quickly with the pass the player doesn't get marked, if you see it pass it.	Good balance when receiving the ball	Shoot away from danger making it harder for a blocking player	Cover the danger areas when approaching the other team. The danger areas can include, the basket, the other players or anything that gives advantage to the attacking teams
Teaching Point			Creative passing, try passing when other are not expecting, look the other way or dummy your pass	Once received react quickly for the next decision, release the ball quickly		

Cricket DO

National Curriculum	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Fielding part 1- intercepting	Fielding part 2 –Returning the ball	Batting	Bowling	Match up!
Learning outcome DO	Observe current understanding and introduce a cricket game	Can intercept an aerial ball with 2 hands whilst stationary	Can select the appropriate method of returning the ball (overarm/underarm/rolling)	Can strike a ball that has been bowled in different directions	Can overarm bowl a ball with a short approach with accuracy	Play a cricket match appropriate to the children's ability
Teaching Point	Introduce what movements and actions are required for a striking and fielding game	Hands up ready and together	Release throws at the right point	Hands ready, knees bent, hands behind the ball	Stand side on, hold ball spider down	Emerging children to remain stationary on the inside of the circle or roll the ball
Teaching Point	Quick decision making with the ball	Intercepting a ball below the waist fingers down and above the waist fingers up	Select the best throw based on the receiving players ability to catch	Use the long barrier if appropriate	Opposite foot forward to the bowling arm when releasing	Exceeding children are encouraged to bowl on the move, time them and keep score
Teaching Point	Fielders spread out and be ready to move to the ball- always be ready	Make soft hands to receive the ball, react to how the ball is moving, be on your toes	Drive hips round to use the body to generate more power	Transfer your weight onto the front foot when you hit the ball, head still, eyes level	Lean slightly back just before bowl, straight arm rotate around the shoulder keeping arm close to the side of your body	For emerging children the ball can be dropped from the side of the batter or hit from a tee
Teaching Point	Two hands on the bat, favourite hand at the bottom when holding it and watch the ball onto the bat when striking it	If possible place your body behind the ball as a back up if you miss the catch	Step through with the back foot, same side a ball holding side for overarm, opposite for underarm and rolling	Bat face faces the target when striking and following through	On approach start with small steps that get longer as you approach the point of release	
Teaching Point	Bowlers aim for the ball to bounce once and aim for the wickets when bowling	Let the ball cushion into you, catching an egg	Follow through extending into a straight arm	Communicate when you want to run	Lean forward when releasing and release at the right time	

Tennis DO

National Curriculum	<ul style="list-style-type: none"> • 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 				
Week	Week 1	Week 2	Week 3	Week 4	Week 5
Area	Introduction	Hit	Return	Serving	Match Up!
Learning outcome DO	Identify children's current understanding of the topic	Can hit a ball accurately with a racquet over a net to score in a match	Can return a ball accurately over a net to score in a match	Can serve a ball underarm accurately with a racquet over a net to score in a match	Play a tennis match appropriate to the child's age
Teaching Point	Ready position- feet shoulder width apart, knees bent and on the balls of your feet ready to move	Ready position- feet shoulder width apart, knees bent and on the balls of your feet ready to move	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Short quick steps, knees bent, always face the player holding the ball	Use either hand, ready position with knees bent
Teaching Point	When moving on court stay on the balls of your feet with bent knees for balance, performing quick changes of direction	Use the shot simulation to assess their current knowledge	Hold the racquet with a V-shape at the side of the handle	Nike tick position and side on for the overarm throw	Hit the ball with more flight to give your partner more time to get on court ready for the next shot
Teaching Point	Keep a locked wrist when hitting through the ball, aim to hit the ball with the nose of the racquet	Strings face your partner, hit from low to high, stand almost sideways on, lock your wrist	Back of the hand faces the sky for a backhand shot, tennis ready position to move to the ball fast, lock the wrist on contact	Catapult serve- hold the ball on the racquet at head height and catapult it in a rainbow shape	Recover to the middle of the court after you have played a shot
Teaching Point	Get the right amount of power soft enough for partner to return and hard enough to get over the net	Aim to hit the ball waist height	If possible, when returning stand slightly sideways on allow your hit to follow through the front of your body	Contact point serve- racquet held overhead, ball thrown up underarm and hit the ball stopping at point of contact	Hold your racquet out in front of you so you can react quickly, especially if moving towards the net for a volley
Teaching Point	Make the hit at the right time	To increase power shots, it is important to bend your knees and that the racquet continues to go from low to high with strings facing partner	Keep your head up before you return the ball ensuring you are aware of where your opponent is positioned.	Brush back of your hair serve- same as the contact point serve but this time the racquet moves behind your head before hitting the ball	

Tag Rugby DO

National Curriculum	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Compare their performances with previous ones and demonstrate improvement to achieve their personal best • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Passing	Receiving	Evasive running	Defending skills	Match Up !
Learning outcome DO	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately on the move	Can receive the ball effectively with control over different distances whilst moving	Can show agility to evade more than one defender whilst changing speed and direction	Can effectively defend as part of a team	Can play tag rugby match appropriate to children's ability
Teaching Point	Mucky fingers clean palms grip – grip the ball with the fingers not the palm of the hand	Mucky fingers clean palms grip – grip the ball with the fingers not the palm of the hand	W hands out in front ready to receive, firm grip on the ball	2 handed carry with the ball	Get low when taking a tag and keep your head up	Strong body position –core strength
Teaching Point	Don't hold the ball by the ears	Keep a firm grip on the ball with two hands	Player with the ball must be at the front to pass backwards	Short quick steps when changing direction when trying to tag	2 handed carry when running with the ball	Short quick steps when changing direction to be fast
Teaching Point	No diving when scoring a try – the ball must be placed under control on the floor with one or two hands on the ball	Point the top of the ball down to 6 o'clock and scoop the ice cream swinging the ball across the body	Hands out in front when receiving ready to pass the ball on quickly	Take quick powerful step in opposite direction to where you are going to move to	Get low and close when tagging as no physical contact is allowed	Defend in a line like eagle swoop and try not to break the line by chasing the ball carrier
Teaching Point	Where should I stand when we have possession of the ball? Being the person with the ball but not to crows, a line works better	Fingers follow through and point to the target when you pass the ball	Two hands on the ball, fingers follow through and point to the target when you pass the ball	Change your speed as well as your direction when evading	Defend in a line like the eagle swoop game	Defend and attack as a team – everyone run back to defend and everyone run forwards behind the ball carrier when attacking
Teaching Point		Get a good amount of speed on the ball, not too fast and not too soft. Pass on one of your steps to speed up the pas			Communicate so all defenders are back in a line after each tag	Receive the ball in front of your body to pass the ball quickly

Gymnastics DO

National Curriculum	<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best Develop flexibility, strength, technique, control and balance 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Shapes	Travel	Balance	Rolling	Jumping	Rhythmic
Learning outcome DO	Demonstrate linked shapes with a partner using different body parts	Demonstrate variety of different ways of travelling at different speeds, levels, directions and pathways.	Demonstrate solo, matching, mirroring, counter balances and counter tension balances as part of a group	Demonstrate a forward roll and egg roll from different starting positions	Demonstrate the different jumping patterns and perform shapes while shapes while elevated using rotation	Demonstrate a structured sequence using rhythmic apparatus incorporating shapes, balances, rolls jumps and travel with a partner or group
Teaching Point	Straight- Body tall, legs together, arms stretched beside ears. Tuck- Curl knees into chest, hold on to shins with legs together. Star- Arms and Legs stretched out wide as far away from each other.	Releve- walk on the balls of feet Battement- walk tall, lifting legs straight out in front one at a time Front Chasse- One leg gallop and change	What different body parts can they perform these balances on solo or with their partners	Forward roll – Crouch down, hands flat on the floor, head tucked under, weight taken on hands and shoulders not head and neck, round back to roll smoothly. Roll to sit in tuck or stand.	Take off- full drive arm swing, strong bend and thrust through the legs Flight- Tension in flight, showing shape clearly with precision and control Landing- Absorb impact through legs, held and control landing position	incorporate rotation and jumps while using any of the equipment
Teaching Point	Straddle – sat on bottom with legs open and arms open and stretched. Pike – sat on bottom with legs straight and together, arms straight and together.	Include different levels that the shapes or forms of travel could be done on and also the speed in which they are performed	mirroring balances when they look at one another should be the same, if one child is picking up their left leg, the mirroring child it will be their right leg. matching balances should be identical when they are stood next to one another. Both children should have the same leg lifted for example.	think about different starting and finishing positions when performing these rolls.	Jump upright in flight before attempting to rotate.	Ball- Bouncing and catching with 2 hands, repetitive bouncing with one hand then swapping hands. throw and catch with one hand and two hands to a partner. Explore shapes/balances while holding a ball. Hoop- Hula the hoop around different body parts. Spin the hoop, catch it before it falls, roll/throw the hoop. Ropes- Skipping on the spot with the rope, skipping backwards on the spot. Ribbon- Spiral the ribbon and vertical streams.
Teaching Point	Dish- Lie on back with arms and legs together and straight lifted off the floor. Arms above head. Arch- Lie on Stomach with arms and legs straight and together lifted off the floor, arms above head	Have at go at these different movements mirroring a partner	Counter balances – a wide base of support and parts pushing against each other, which would be impossible to hold if your partner moved away Counter tension- Narrow base of support and parts pulling away from each other which would be impossible to hold if your partner moved away.	link two different rolls together for example perform a forward roll and then transition to perform a teddy bear roll	Time the movement going into the jump	Using shapes, travel, balance or rolls from previous weeks that they have learnt.
Teaching Point	Front support – lie on flat on stomach, use arms to push body off the floor so all your body weight is through your arms and feet. Legs and arms should be straight. Back support- lie on back push hands on the floor to straight arms so weight is through hands and feet. Body should be straight		star, straight, tuck, straddle, pike, arch, dish, front support and back support are shapes that they can include	Link 2 rolls together using forms of travel, balances or shapes.	Perform a form of travel into the jump, for example, chasse into tuck jump.	Specify the what you would like to see in the routines for example, 2 balances, 3 shapes, 3 forms of travel and 1 jump.

Dance DO

N.C	<ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns 					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Timing of movements	Creating Movements	Movement Patterns	Movement Pathways	Perform
Learning outcome DO	Introduction to developing a routine through basic action, space and dynamics.	Cooperate, communicate and collaborate with a group to make up a warm up with good rhythm and timing	I can translate ideas from a stimulus into movement showing expression, precision, control and fluency	Dance in unison in a group showing good timing, energy and strength	Perform a canon in a group showing good timing, energy and strength	To perform using levels, travelling and space with timing and musicality
Teaching Point	Think about the musicality of the moves you are performing and the timing of the moves.	Make sure that the moves that are being performed are pulse raiser moves not static.	Think about how you use your prop to keep it under control.	Try to stay in time with your partner doing the same moves.	Think about how the act should be performed, a magician should have confidence, a clown may be clumsy.	Think about the different transitioning moves between each performers piece.
Teaching Point	Encourage the children to change directions and levels to make their movements more interesting.	When performing, the groups should have a starting and ending position for their routine.	Remind the children that they are now creating a performance and so everything needs to link together smoothly.	Think about the personality of the clown, how they would act and behave.	when one dancer performs a movement and then another performs the same movement just after or sometimes overlapping.	Can moves be performed on a mixture of high, medium or low levels.
Teaching Point	Ensure the moves that are being performed are in unison with the other members of the group.	Can different levels be incorporated into the routine	Listen to the music for when the moves would fit best.	Make sure you are doing the moves to facing the audience as if you were performing in a show.	As the focus for this lesson is CANON, remind the children to work on ensuring their movements are one after the other and their timing is clear and with energy to the music.	Can forward, backwards and diagonal pathways be used when transitioning between moves.