

	<p>Year 6</p>		<p>Subject: PE</p>	
<p><u>Key Knowledge UKS2</u> Building on the introduction of games in year 5, pupils will develop their understanding of game strategy and tactics in order to win games and/or score points. Children will become competent at the full range of sports at a high/ competitive level All activities, will ensure they can fully participate in KS3-level sport. In addition, through a variety of both participatory and competitive opportunities, both within lessons and beyond, children will further develop a lifelong love of sport and physical activity.</p>				

Prior learning	Future learning
<ul style="list-style-type: none"> • Building confidence and skills within the games and sports introduced in Year 3 & 4 • Pupils will have developed their understanding of game strategies and tactics in order to win games and/or score points. • Children will have become more confident taking part in a full range of sports and activities, • Children will have had some opportunities to participate in KS2-level sport competitions. Internal and external. • Children will further develop a lifelong love of sport and physical activity. 	<ul style="list-style-type: none"> • Preparation for ks3 • Competition level games and performances • Confidence, consistency and competence using all of the fundamental skills within a wide range of sports and games. • Complete knowledge of health and fitness • A deeper understanding of the human body and its functions • Active healthy lifestyle • Daily exercise and an enjoyment for sport/ games.

Key learning	Possible evidence
<p>Perform</p> <ul style="list-style-type: none"> • I can demonstrate an extensive range of skills and techniques with precision, fluency and control. • The quality of my technique is maintained for all skills. <p>Demonstrate</p> <ul style="list-style-type: none"> • I can effectively make decisions in both fixed and spontaneous situations. • I can demonstrate the ability to select and apply • the most appropriate skills, often outwitting • Opponents but only occasionally being outwitted myself. <p>Evaluate</p> <ul style="list-style-type: none"> • I can confidently and accurately suggest methods to improve others and my own performance. • I am confident to lead and analyse another • Participant's performance and suggest methods to improve. 	<p>Possible observations to be completed:</p> <ul style="list-style-type: none"> • External competitions • Internal competitions • Sports days • Track events • Break and lunchtimes • PE lessons (using the different skills within a range of different sporting activities and games) • sports events (sports day) • outdoor learning time • 5/6 competitions external • Certifications from out of school experiences. <p>Assessments to be completed:</p> <ul style="list-style-type: none"> • KS2 swimming assessment • End of KS2 fitness assessment • Baseline termly fitness assessment • Baseline athletics skills test each term • Health and fitness knowledge (understanding a balanced diet)

Key vocabulary

Athletics

Athlete
Baton
False Start
Field
Foul
Hurdles
Lane
Lane Infringement
Lap
Middle Distance
Relay
Sprint
Track
Standing Long Jump
Standing Triple Jump
Sergeant Jump
Speed bounce
Chest Push

Netball

Back-Line Throw-In
Centre Circle
Centre Pass
Dead-Ball Situation
Feed
Footwork
Free Pass
Held Ball
Hoop
Landing Foot
Man-To-Man Marking
Marking
Obstruction

Football

Corner Kick
Defender
Dive
Foul
Goal
Handball
Offside
Pass
Penalty
Penalty Area
Penalty Kick
Penalty Shootout
Penalty Spot
Striker
Tackle
Throw-In
Touchline

Rounders

Batter
Backstop
Bowler
Fielder
First To Fourth Base
Infield
No-Ball
Obstruction
Outfield
Post

Gymnastics

Roll
Balance
Hold
Vault
Dismount
Apparatus
Equipment
Safety
Sequence
Pivot
Travel

Swimming

Pool
Dive
Stroke
Float
Safety
Paddle
Submerge
Float
Sink
Collect
Width
Length
Breath
Reach
Glide
7push
Kick
Pull

Common misconceptions

During game situations:

- Lack of understanding regarding the positions to play
- Lack of knowledge regarding rules of the sport/ activity
- Limited understanding of the areas on the court/ pitch and what happens at each point
- Lack of Understanding of team work
- Limited knowledge of sportsmanship and what it entails
- Limited experience playing competitively leading to frustration and anger

During cooperative skill building exercises/ drills:

- Lack of control/ experience using fundamental skills
- Lack of knowledge using techniques needed for the specific sport
- Unable to work collaboratively with a partner or small group

During adult led activities

- Inability to listen and follow clear instruction
- failure to observe and take in simple instructions
- distractions from equipment and unfamiliar learning area

personal misconceptions/ difficulties

- lack of experience leads to poor self-assessment
- inability to understand and show awareness of personal strengths and weaknesses
- getting frustrated if they cannot complete a task or learn a skill straight away
- Struggle to give constructive feedback to others
- Fear of making mistakes
- Fear loosing
- Be too aggressive and unable to cooperatively play mini games

Apply knowledge in familiar related contexts

<p>Indoor Athletics</p> <ul style="list-style-type: none"> •Obstacle relay Moving at speed around over obstacles •1 by 1 lap relay 2 by 2 lap relay 6 lap paarlauf 4 by 1 lap relay Passing baton, receiving baton, holding baton, pace, hand over, starting order, turning board •Hurdle relay Jumping over hurdle, start and finish positions, passing over to next team member. •Chest push Stance, hold, thrust, aim, release point, distance and directional accuracy •Soft javelin Stance, hold, thrust, aim, release point, distance and directional accuracy •Speed bounce Agility, side to side movement, arm position, height of bounces, speed, landing, feet placement •Standing long jump foot positioning, arm movements, leg movements, landing •Standing triple jump foot positioning, arm movements, leg movements, landing transferring speed, continuation, linking motions •Vertical jump foot positioning, arm movements, leg movements, landing, stretch, reach, starting position 	<p>What will we see when children show us they are at expected level?</p> <ul style="list-style-type: none"> • Confidence • Consistent performance • A good understanding of rules, • A good use of tactics and strategies • Clear, consistent technique • The ability to adapt and change depending on the situation • Good collaboration and sportsmanship. • The ability to help others to improve • A good self-awareness
<p>Athletics: town sports</p> <ul style="list-style-type: none"> •Sprint – how to maximize speed, starting position, reaction time, facing forwards, driving arms, posture •skip – hold, pace, timing, moving forwards and on the spot, •Javelin – stance, hold, aim, release, posture, •Long jump – foot positioning, arm movements, leg movements, landing •Relay Passing baton, receiving baton, holding baton, pace, hand over, starting order •Long distance run Stamina, pace, holding position, final sprint 	

<p>Outdoor Adventure:</p> <ul style="list-style-type: none"> • Draw maps and plans to set a trail for others to follow • Use the eight points of a compass to orientate • plan an orienteering challenge Plan and share roles dependent on group strengths • Understand each other's roles and responsibilities • Adapt ideas and roles if it is not working • Recognize and discuss potential hazards/ dangers • Recognize how to keep others safe Plan strategies/ plan routes/ follow trails/ build shelters • Implement and refine strategies 	
<p>Swimming:</p> <ul style="list-style-type: none"> •Hone fundamental skills and begin to enhance the style, speed and consistency of each stroke ensuring posture positioning and understanding is correct. •Explain the rules and safety precautions which should be taken around water •Confidently dive into the water •Swim 50 meters+ confidently using each stroke •Swim at speed (gala prep) •Submerge and Retrieve items from the deep end with confidence • Demonstrate and explain how to perform a range of strokes 	
<p>Games:</p> <p>Autumn- Football</p> <ul style="list-style-type: none"> •Throw ins, corner kicks, passing short, passing long, shooting, moving into space, heading, defending, passing and moving, 1,2s, saving, positioning, receiving a pass, moving with the ball, dribbling, croyf turn, changing direction, shielding the ball, fast passes, triangle work, goal kicks, implementing tactics moving the ball out from the back, retreating, pushing up, drill practice <p>Spring- Netball</p> <ul style="list-style-type: none"> •Further development of stance, blocking, defending, catching, throwing receiving, pivoting, switching, finding space, moving the ball at speed, high pass, bounce bass, chest pass, chasing, shooting using a range of shots. <p>Summer- Rounders</p> <ul style="list-style-type: none"> •Batting, fielding, stance, bowling, sprinting, changing direction, striking with direction, over arm throw, under arm throw, accurate aiming, passing, collaborating. Stopping. 	

Gymnastics:

Children understand how to:

- Set up and put away equipment safely.
- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
- Confidently use equipment to vault and incorporate this into sequences.
- Apply skills and techniques consistently, showing precision and control.
- Develop strength, technique and flexibility throughout performances