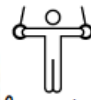


# PE - Year 6 Gymnastics



Shape

&

Sequence

What should I already know?

You will already know a variety of shapes which you can use in isolation.

You will be able to select from a variety of different ways to travel (walk, roll, jump).

You will know that you can change your level, speed and direction when moving.

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## Key vocabulary

Routine	A set of sequences followed during a performance
Sequence	A particular order of 'moves' to follow
Fluency	The ability to express yourself easily and accurately
Mood	A temporary state of mind and feeling
performance	An act of presenting

## Overview

Practise	Balance on 2, 3 and 4 points
	Take weight on hands
	Hold a balance for 3 seconds
	Balance on 1 point with control, using equipment if necessary
Application	Perform two balance in a sequence
	Select an appropriate balance in relation to a partner
	Perform balances independently
	Use multiple balances in a routine
Evaluation	Watch someone else's performance and compare
	Identify strengths and weaknesses of a partners work
	Identify balances and movements used
	Explain why they have chosen each balance
Health and fitness	Warm-up independently

## Personal development Connecting Concepts

Leadership 	To lead others or a group during the sequence of moves.
Movement 	Use your body to make different movements and shapes for effect.

## Core task:

To create and perform a gymnastics routine, considering the following aspects:

1. Shape and balance
2. Direction, speed and level of travel
3. Place weight on hands
4. Using both floor and equipment

# PE - Year 6 Dance



What should I already know?

Beginning to be aware of different dance styles and recognise this when watching dance performances.

To perform dances expressively, improvise their own ideas from different dance styles and use a range of performance skills.

Contemporary



## Overview

Practise	Develop a fluency to dance
	Improvise your own styles and combine movements
	Explore new dance structures and ideas
Application	Use basic composition principles
	Use phrases and motifs of dance to create a whole dance performance
Evaluation	Refine your own work to make improvements to performance
	Evaluate the work of others and make constructive suggestions
	Understand the structure and formation of a dance
Health and fitness	Prepare effectively for dance

## Key vocabulary

Motif	A movement phrase encapsulating an idea that is repeated and developed throughout the dance.
Choreography	The art of creating dance.
Alignment	Correct placement of body parts in relation to each other.
Canon	When the same movements overlap in time.
Dynamics	The qualities of movement based upon variations in speed, strength and flow
Composition	Create, compose, and perform a variety of dance styles

## Personal development Connecting Concepts

Healthy Lifestyle 	Dance can have a huge impact of health and fitness as well as on mental well-being, mood and overall health.
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## Core task:

Perform a short dance, including:

- movements and actions, e.g. skipping, hopping, jumping, lifting, supporting, different body shapes, stamping and striking sticks
- dance style
- structure, e.g. solo, partner and group work; meeting, parting, over, under, around, follow, unison, canon
- patterning, e.g. circling, weaving, straight lines, facing

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# PE - Year 6 Games



Tactics



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What should I already know?

You will have experiences a range of sports and activities throughout PE lessons: football, rugby, hockey, cricket, athletics, netball.

You will have practices the key skills, sending and receiving, of these sports using the correct techniques and following the sport specific rules.

You will have participated in conditioned games



## Overview

Practise	Combine a range of skills that you know, independently or with a partner
	Recognise techniques being used and understand when they are effective
Application	Use attack and defence strategies within conditioned games
	Transfer skills across game scenarios and sports
	Use your knowledge of the sport to successful attack or defend in a conditioned game
	Create your own game which allows for attack v defence
Evaluation	Suggest ways to improve their own and others work
	Explain how an action can be improved
	Focus on improving the technique used
Health and fitness	Warming up is important so that our bodies are ready for exercise. It gets the blood flowing through the muscles which helps prevent injury
	Physical activity is good for your health as it keeps you fit and healthy, strengthens muscles, improves mental well-being
	Key muscle groups—abdominals, oblique, biceps & triceps, hamstring, quadriceps and calf

## Key vocabulary

Tactics	A carefully planned strategy or action aimed at a successful outcome
Possession	Maintain control of the ball, and avoid giving the ball to an opposition team
Weight of pass	Judge how hard a ball, object needs to be sent to a partner to ensure an accurate and effective pass
Spatial awareness	Being aware of what or who is around you
Finesse	Show impressive delicacy and skill

## Personal development Connecting Concepts

Teamwork 	Share ideas verbally and non-verbally with a teammate
Healthy Lifestyle 	Understand several aspects which contribute to a healthy lifestyle

Core skills which are essential for all 'games' that you will take part in:

1. passing a ball with accuracy and control
2. Receiving a ball with control, being prepared to make the next action (pass, dribble or shoot)
3. Recognise the importance of space and be able to create your own space within a game
4. Tacking or blocking effectively and with accuracy



# PE - Year 6 Athletics

## What should I already know?

You will be secure with the fundamental movement skills and have developed a technique for running, jumping and throwing

You will be determined and confident to beat your personal best score in a number of athletic events

You will understand your strengths and weaknesses when running, jumping and throwing

## Competition



### Overview

Practise	Vary the technique you use to complete a task successfully (e.g. running style depending on the event)
	Consistently use the correct technique in each discipline
Application	Select the correct technique for each specific discipline you participate in
Evaluation	Evaluate performance to beat your personal best (run, throw, jump) Suggest ways to improve your own performance
Health and fitness	Lead others through an effective warm-up, which is sport specific for the Athletics event.

### Key vocabulary

Javelin	A <i>javelin</i> is a light spear designed primarily to be thrown, historically as a ranged weapon, but today predominantly for sport. The <i>javelin</i> is almost always thrown by hand.
Shot Put	The <i>shot put</i> is a track and field event involving " <i>putting</i> " (pushing rather than throwing) a heavy spherical ball—the <i>shot</i> —as far as possible.
Triple Jump	The <i>triple jump</i> , sometimes referred to as the hop, step and <i>jump</i> or the hop, skip and <i>jump</i> , is a track and field event, similar to the long <i>jump</i> . As a group, the two events are referred to as the " <i>horizontal jumps</i> ". The competitor runs down the track and performs a hop, a bound and then a <i>jump</i> into the sand pit.
Track & Field	Track and field is a sport which includes athletic contests established on the skills of running, jumping, and throwing. The name is derived from where the sport takes place, a running track and a grass field for the throwing and some of the jumping events.

#### Core Task 1:

Measure how far you can run in:

- 5 seconds / 30 seconds / 2 minutes

#### Core Task 2:

Measure how long or high you can jump using:

- standing jumps
- jumps with run-ups

#### Core Task 3:

Measure how well you can throw:

- for height, e.g. bounce the ball and try to clear a barrier
- for distance
- with run-ups and without
- using different equipment, e.g. hoops, large and small balls, quoits, mini-discus, beanbags

See if you can improve the distance or height you throw, and set your own targets for improvement.

### Personal development Connecting Concepts



Fair play

Show respect for the rules and equal treatment of others

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# PE - Year 6 Swimming



## Rescue & Stamina (25m)

What should I already know?

I can push and glide effectively in the water.

I can use a variety of strokes, knowing the correct body, head and arm positions (front, back breast stroke)

I am beginning to develop a dolphin leg kick.

### Overview

Practise	Dolphin leg kicks
	Sculling, saddle entries into the pool
Application	Choose which stroke technique to use when set distance and sprint challenges
Evaluation	Recognise the stroke being used and explain the breathing technique used for both front and back stroke.
Health and fitness	Remain safe in the water at all times and be able to be rescued safely.

### Key vocabulary

Front Crawl	Front crawl requires you to flutter kick your feet while reaching forward with alternating strokes
Back stroke	The backstroke is similar to the freestyle (or front crawl), in that the arm pulling motion alternates, and there is a flutter kick (albeit inverted) to aid in propulsion.
Breast Stroke	This style requires the swimmer to be on their <u>chest</u> and the <u>torso</u> does not rotate. It can be referred to as the "frog" stroke, as the arms and legs move somewhat like a frog swimming in the water.
Sculling	Using your hands at the side of your body as an 'oar' to propel yourself through the water.
Dolphin Kicks	During the butterfly stroke, the legs move up and down together, with the knees bent on the upward motion.
Butterfly	The butterfly is a <i>swimming</i> stroke swum on the chest, with both arms moving symmetrically, accompanied by the <i>butterfly</i> kick.

### Key outcomes:

Be rescued by catching a rope

Perform a straddle entry and tread water for 30 seconds while wearing a T-shirt. Remove the T-shirt and climb out unassisted. If the water is too shallow, substitute step entry and support scull

Scull feet first for 10 metres and head first for 10 metres

Swim 25 metres of back crawl using a correct finish

Swim 25 metres of a recognised front stroke, incorporating a correct finish. Learner's first choice

Swim 20 metres of recognised front stroke, incorporating a correct finish. Learner's second choice

Swim 5 metres of butterfly

Push and glide into a handstand - must be performed in tummy-deep or to chest-deep water

Perform a sitting dive, depending on the depth of water. If in shallow water, perform underwater push and glide, roll onto back while underwater and surface in a back glide

### Personal development Connecting Concept

Healthy lifestyle



Develop increased strength and stamina and understand the health benefits to swimming reg-