| **Year 6** | | | | |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| **Creating and closing space tag rugby** | 1 | Passing | Physical  To improve children’s passing technique and accuracy of pass.  Thinking  To know how to accurately pass a ball to a person in space.  Social and Emotional  To understand how to lead a sport specific warm up |  |
| 2 | Attacking | Physical  To know how to get into an attacking line quickly and effectively  Thinking  To know what an attacking line should look like  Social and Emotional  To understand how to lead an effective warm up which is focused on improving a particular skill (e.g. stamina) |  |
| 3 | Defending | Physical  To know how to get into a defensive line quickly and effectively  Thinking  To understand what a defensive line should look like  Healthy Active Lifestyle  To lead and perform a sport specific warm-up routine |  |
| 4 | Tactical awareness | Physical  To use skills learnt to play adapted games  Thinking  To know when the best to pass to a team-mate is during a game  Healthy Active Lifestyle  To recognise how to make a game or activity safe |  |
| 5 | Attacking and defending in game situations | Physical  To be able to play a game of tag rugby in small groups  Thinking  To understand some of the rules of tag rugby in order to play a game  Healthy Active Lifestyle  To know what a good warm-up entails and give ideas on how to warm-up for specific games. |  |
|  | 6 | Attacking and defending in game situations | Physical  To be able to play a game of tag rugby in small groups  Thinking  To understand some of the rules of tag rugby in order to play a game  Healthy Active Lifestyles  To know what a good warm-up entails and give ideas on how to warm-up for specific games. |  |
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| **Tactics and strategies Netball** | 1 | Positional awareness | Physical  To develop children’s knowledge of the playing positions and their roles as well as some of the key rules of the game  Thinking  To select an appropriate position, giving reasons for their choice.  Social and Emotional  To identify ways a game could be changed so that all are included |  |
| 2 | Marking and moving | Physical  To perform a range of dodges and movements with more control and success  Thinking  To know the difference between attack and defence.  Social and Emotional  To identify how sport can be a tool to change lives |  |
| 3 | Defending Marking space | Physical  To know the advantages and disadvantages of marking the space as opposed to the player  Thinking  To select and adapt the teams defending tactics  Social and Emotional  To identify how setting goals can help them to improve a performance |  |
| 4 | Defending | Physical  To improve children’s ability to successfully defend a player  Thinking  To evaluate how effective a team’s defending is during the game and suggest how it can be improved  Healthy Active Lifestlye  To plan and deliver an activity as part of the warm-up which improves strength or stamina |  |
| 5 | Tactical awareness | Physical  To develop children’s knowledge of the playing positions and their roles as well as some of the key rules of the game  Thinking  To select an appropriate position, giving reasons for their choice  Healthy Active Lifestlye  To know what a good warm-up entails and give ideas on how to warm-up for specific games. |  |
| 6 | Applying skills in a game situation | Physical  To apply skills and tactics covered in the unit into competitive games  Thinking  To evaluate the progress made in the unit and identify how to improve further  Healthy Active Lifestlye  To plan an activity as part of the warm-up which improves speed |  |
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| **Dance** | 1 | Unison | Physical  To know what Unison is and how it enhances a performance.  Thinking  To select key actions from the routine and know how to improve their quality in terms of time, expression and speed of movement.  Social and Emotional Learning Objectives  To identify how they could respond to negativity or criticism |  |
| 2 | Canon | Physical  To know what Canon is and how it enhances a performance  Thinking  To evaluate how expression and emotion are used in their own and other’s routines to help portray the meaning of the dance.  Social and Emotional Learning Objectives  To explain why physical activity is good for their fitness, health and wellbeing. |  |
| 3 | Dynamics | Physical  To understand the different ways speed can be used in dance to help convey a message or portray an emotion.  Thinking  To identify the key elements of successful group work and apply these when choreographing a routine.  Social and Emotional Learning Objectives  To understand how people may be put off taking part in sport |  |
| 4 | Dynamics | Physical  To understand the different ways speed can be used in dance to help convey a message or portray an emotion.  Thinking  To improve the quality of key sections of the routine by looking at timing, focus and emotion  Social and Emotional Learning Objectives  To identify their role in keeping others safe |  |
| 5 | Performing | Physical  To know when to use different speeds, levels and emotions to help convey the meaning of the dance  Thinking  To evaluate how expression and emotion are used in their own and other’s routines to help portray the meaning of the dance.  Social and Emotional Learning Objectives  To know how to get involved with clubs/teams/games outside of school. |  |
| 6 | Evaluating performance | Physical  To know when to use different speeds, levels and emotions to help convey the meaning of the dance  Thinking  To improve the quality of key sections of the routine by looking at timing, focus and emotion.  Social and Emotional Learning Objectives  To understand the importance of continuing to be physically active outside of school |  |
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| **Gymnastics** | 1 | Adapt and improve gymnastic shapes | Physical  To adapt, link and use a wide range of shapes  Thinking  To use knowledge of gymnastic techniques and sequences to judge the quality of a performance.  Social and Emotional  To understand the sporting value of ‘Determination’ and identify a time they or others have shown this in the lesson |  |
| 2 | Jumping | Physical  To perform a range of jumps, including rotations as part of a sequence.  Thinking  To make relevant comments on positive aspects and areas for improvement  Social and Emotional  To understand the sporting value of ‘Passion’ and identify a time they or others have shown this in the lesson |  |
| 3 | Balancing | Physical  To use large body parts (shoulder stand and v - sit) to perform a well-controlled balance.  Thinking  To use appropriate gymnastic language when talking about a performance.  Social and Emotional  To understand the sporting value of ‘Respect’ and identify a time they or others have shown this in the lesson |  |
| 4 | Taking weight on hands | Physical  To develop ability to take weight on their hands safely  Thinking  To understand how to create a warm up routine that meets the needs of the activity.  Healthy Active Lifestyles  To know what makes a safe area for different activities. |  |
| 5 | Rolling | Physical  To perform a well-coordinated and controlled circle roll which can be used as part of a sequence  Thinking  To provide positive feedback that helps a performer to understand their strengths.  Healthy Active Lifestyles  To understand the aims of a warm up and describe what is included in a high-quality routine.. |  |
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| **Linking actions Tennis** | 1 | Forehand and backhand | Physical  To improve and develop forehand and backhand technique.  Thinking  To know how to improve further and suggest practices to help achieve this. .  Social and Emotional  To understand the sporting value of ‘Honesty’ and identify a time they or others have shown this in the lesson |  |
| 2 | Serving | Physical  To perform a serve.  Thinking  To know how to improve the success rate of the serve.  Social and Emotional  To understand the sporting value of ‘Self-belief’ and identify a time they or others have shown this in the lesson. |  |
| 3 | Tactical awareness | Physical  To demonstrate the use of tactics during a game.  Thinking  To explain the importance of tactics in a competitive situation.  Social and Emotional  To understand the sporting value of ‘Teamwork’ and identify a time they or others have shown this in the lesson. |  |
| 4 | Rallying | Physical  To develop a non-competitive rally with a partner.  Thinking  To evaluate their performance and make changes to increase chances of success.  Healthy Active Lifestyle  To develop a greater knowledge and understanding of how muscles work. |  |
| 5 | Rallying | Physical  To develop a competitive rally with a partner.  Thinking  To consider how to manoeuvre your opponent to play the winning shot.  Healthy Active Lifestlye  To explain in greater depth why breathing rate increases during exercise.. |  |
|  | 6 | Game situation | Physical  To play in a competition and officiate a match  Thinking  To develop knowledge and rules of scoring system.  Healthy Active Lifestlye  To explain in greater depth why breathing rate increases during exercise. |  |
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| **Athletics** | 1 | Long jump | Physical  To develop and refine children’s long jump technique.  Thinking  To evaluate how other’s perform the long jump and suggest specific ways it can be improved.  Social and Emotional  To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine |  |
| 2 | Sprinting | Physical  To develop and refine the technique for a three point sprint start.  Thinking  To evaluate each phase of a sprint start and use this knowledge to adapt and improve their own and others performances.  Social and Emotional  To recognise how to make a game or activity safer |  |
| 3 | Relays | Physical  To improve children’s technique for the baton change over and apply it consistently with accuracy and control  Thinking  To identify how others can become more effective with their change over  Healthy Active Lifestyles  To understand how efficient movement reduces the onset of fatigue. |  |
| 4 | Throwing shot put | Physical  To perform the shot put technique with consistency, fluency and control.  Thinking  To evaluate other’s performances and comment on how effective it is, suggesting areas for improvement.  Healthy Active Lifestyles  To know why poor fitness levels can affect performance. |  |
| 5 | Javelin | Physical  To understand and apply the correct technique for the javelin and throw with consistency, accuracy and control.  Thinking  To identify areas for improvement in their own and others performances.  Healthy Active Lifestyles  To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine |  |
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\*ongoing skill throughout year