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