

Year 6 Physical Education Overview – Curriculum Plan

At GJHA we aim to promote a high-quality physical education curriculum which inspires all pupils to succeed and excel in both competitive and non-competitive sport and other physically demanding activities. Our vision is to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

Year 6 pupils who did not reach the NC expectation of 25m in year 5 will attend 10 consecutive swimming lessons across a period of 10 days in year 5 - *Swim competently, confidently and proficiently over a distance of at least 25 metres (at the end of KS2) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and show confidence in personal water safety*

Orienteering - Outdoor and adventurous activity delivered through HRF and activity days
Intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Year 6	Areas	Term 1	Term 2	Term 3
PE	Content	<p>Invasion games/outwitting – FOOTBALL introduction to keeping possession, attacking and defending, shooting and simple team tactics and strategies <i>Develop passing and catching skills, movement, use of space, marking and apply basic principles suitable for attacking and defending</i></p> <p>Net and Wall - TABLE TENNIS - Individual skills, hand eye-co-ordination, simple movement around table <i>Ball handling, movement patterns, forehand, backhand, serve, rallying</i></p>	<p>Health Related Fitness – Importance of a healthy lifestyle, understanding of the cardiovascular system and safety when exercising <i>Warm up, cool down, monitoring heart rate and recover using sports hall athletics as a theme</i></p> <p>Replication of Movement – GYMNASTICS/MOVEMENT STUDIES - Travel, balance, roll, jumps, sequencing and motifs and the use of low level apparatus</p>	<p>Athletics – QUAD KIDS - Long jump, sprinting, middle distance running, 80>800m javelin/howler throw, multi skills ABC's <i>Use running, jumping, throwing and catching in isolation and in combination</i></p> <p>Striking and Fielding - CRICKET - Individual skills and team work <i>Batting, bowling and fielding skills - Kwik Cricket, 4/6/8 cricket, diamond cricket.</i></p>

		<p>Invasion games/outwitting – RUGBY introduction to keeping possession, passing and receiving, attacking and defending, scoring and simple team tactics and strategies. <i>Develop passing and catching skills, movement, use of space, marking and apply basic principles suitable for attacking and defending</i></p> <p>Net and Wall – BISSY BADMINTON - Individual and pairs challenges through skills circuits <i>Hand eye co-ordination, racket skills, forehand, backhand ABC's, simple attacking and defending, serve and modified games</i></p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best. Evaluate other pupils performances and provide constructive feedback</p>	<p><i>Develop flexibility, strength, technique, control and balance as an individual, pair and team</i></p> <p>Invasion games/outwitting – BASKETBALL/NETBALL - introduction to keeping possession, attacking and defending, shooting and simple team tactics and strategies <i>Develop passing and catching skills, movement, use of space, marking and apply basic principles suitable for attacking and defending</i></p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best. Evaluate other pupils performances and provide constructive feedback</p>	<p>Striking and Fielding - ROUNDEERS – individual skills, modified games and full rounders <i>Catching and throwing skills Striking skills, batting, bowling and fielding skills, continuous rounders, beat the ball, pairs rounders, quick rounders</i></p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best. Evaluate other pupils performances and provide constructive feedback</p>
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	Literacy link	Rules and regulations, clearer and more precise articulation when observing performance and feeding back to peers	Rules and regulations, , clearer and more precise articulation when observing performance and feeding back to peers	Rules and regulations, clearer and more precise articulation when observing performance and feeding back to peers
	Assessment	<p>Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills</p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best.</p> <p>Physical and performance skills will be assessed through competition and</p>	<p>Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills</p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best.</p> <p>Physical and performance skills will be assessed through competition and</p>	<p>Assessment areas : performance, knowledge of rules, observation and analysis, ability to coach and help peers, tactics and evaluation skills</p> <p>Compare their performances own performance with that of previous outcomes and demonstrate improvement to achieve their personal best.</p> <p>Physical and performance skills will be assessed through competition and knowledge will</p>

		knowledge will be assessed through a number of FROG quizzes	knowledge will be assessed through a number of FROG quizzes	be assessed through a number of FROG quizzes
	Cross curricular links	Speaking and listening, numeracy, science	Speaking and listening, numeracy, science, music	Speaking and listening, numeracy, science, geography, history