



### The Big Picture

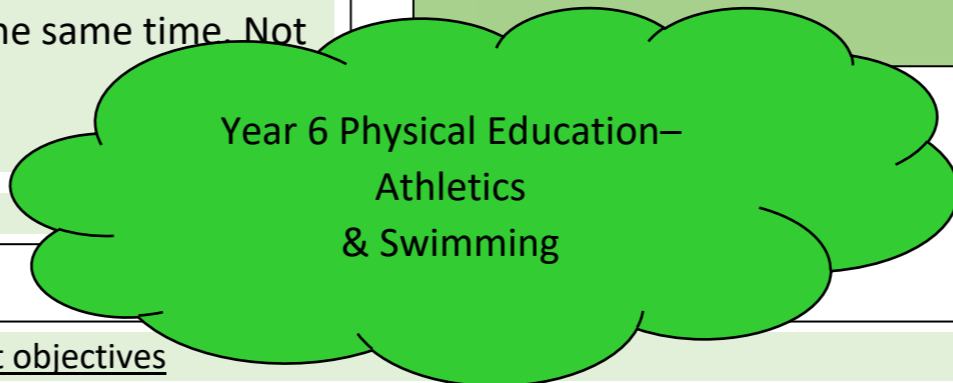
In this unit, pupils will build and learn about resilience. Athletics teaches students that even when they fail or don't accomplish their goals, they can keep on trying. It shows that determination, focus and practice can help children to accomplish their goals. Also within this unit, it improves physical health. Getting indulged in these physical activities helps to improve their heart function, strengthens their muscles and bones and helps with endurance levels.

Also included in this unit is swimming. This unit provides children with lots of health benefits which keep children healthy and happy at the same time. Not only does this develop a child physically but it is also skill which could save their life.

### What do we already know?

#### Knowledge Retrieval:

- To develop understanding of finishing a race.
- To evaluate our performance.
- To improve our personal best time during sprinting.
- To relay changeovers.
- To introduce the shotput.
- To introduce the hurdles.
- To begin to swim confidently at a further distance.
- To perform safe self-rescue.



Year 6 Physical Education-  
Athletics  
& Swimming

### NC objectives

#### Pupils should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- swim competently, confidently, and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations

### Key unit objectives

- To run for speed in competitions.
- To run for distance in competitions.
- To take part in a throwing competition.
- To take part in a jumping competition.
- To complete a vertical jump.
- To swim a longer distance confidently.

### Key Questions

- Do they combine their own work with that of others?
- Can they link their sequences to specific timings.
- Can they perform a vertical jump?
- Can they improve their personal best score?
- Can they analyse and explain why they have used specific skills or techniques?
- Can they create their own success criteria for evaluating?
- Do children show confidence when swimming?
- Can they demonstrate stamina?

### Key vocabulary and understanding for concept connectors

Acceleration – increasing the speed.

Accuracy – with close precision.

Distance – the length of space between two points.

Standing long jump – a type of jump performed in athletics.

Relay – a race between teams where each member covers a certain part of the course.

Speed – a measurement of how fast something moves.

Standing triple jump – a type of jump performed in athletics.

Javelin – a type of throw performed in athletics.

Shotput – a type of throw performed in athletics.

Hurdles – a barrier to be jumped in a race.

Vertical jump – a type of jump performed in athletics.



### The Big Picture

The unit provides children with both physical and mental challenges. By taking part in these activities in the outdoor environment, it offers space and therefore is particularly important to those children who learn best through active movement. In addition, children are able to take responsibility and demonstrate leadership in order to achieve a goal.

Also included in this unit is swimming. This unit provides children with lots of health benefits which keep children healthy and happy at the same time. Not only does this develop a child physically but it is also skill which could save their life.

### What do we already know?

#### Knowledge Retrieval:

- To take part in teamwork activities.
- To identify specific locations on a map.
- To take part in a timed course.
- To take part in orienteering competitions between peers.

## Year 6 Physical Education— OAA: Leadership

### NC objectives

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- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement
- swim competently, confidently, and proficiently over a distance of at least 25 metres.
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### Key unit objectives

- To understand what makes an effective leader.
- To communicate as a leader.
- To introduce the STEP principle: Space, Task, Equipment and People.
- To show confidence when leading a team.
- To complete a course under pressure.

### Key Questions

- Can they plan a route and series of clues for someone else?
- Can they plan with others taking account of safety and danger?
- Do they take the role of the leader when given the responsibility?
- Can they complete a course under pressure?

### Key vocabulary and understanding for concept connectors

Communication – giving, receiving, and sharing information.

Leadership – someone whom other people will follow.

Tactics – a skilful way of doing something or making something happen.

Route – a course of travel from one place to another.

OAA – Outdoor Adventurous Activities

Problem solving – the process of finding solutions to issues.

Compass – a tool for finding direction.



### The Big Picture

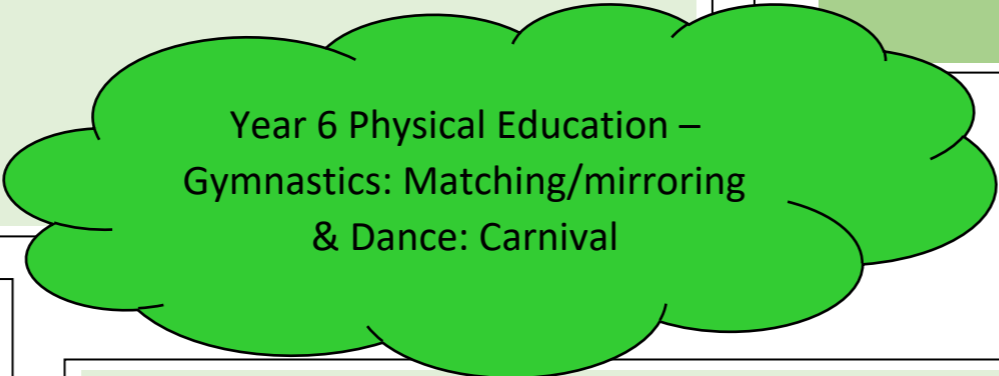
This unit provides children with opportunities to develop their agility, balance and coordination whilst working with increased control, and confidence. Throughout this unit, children will build self-morale, determination and will improve their communication skills.

Dancing encourages children to experiment and is a great form of exercise. A love of dance from an early age can help to motivate children to stay active as they grow into adults.

### What do we already know?

#### Knowledge Retrieval:

- To introduce counterbalance and apply it onto apparatus.
- To introduce counter tension.
- To create movements to represent different characters.
- To develop moving in time to the music.



### NC objectives

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### Key unit objectives

- To introduce matching and mirroring.
- To apply matching and mirroring onto apparatus.
- To sequence development.
- To perform with technical control and rhythm in a group.
- To experiencing dance from a different culture.
- To include choregraphical elements including still imagery.

### Key Questions

- Can they mirror a partner's actions?
- Can they match a partner's actions?
- Can Do they combine their own work with that of others?
- Can they link their sequences to specific timings?
- Can they develop imaginative dances in a specific style?
- Can they choose their own music, style and dance?
- Can they create their own success criteria for evaluating?
- Can they modify use of skills or techniques to improve their work?

### Key vocabulary and understanding for concept connectors

Transition – passing from one stage or place to another.

Balancing – a steady position that does not fall.

Sequence -a particular order in which things follow each other.

Pathway – a route in which a person takes.

Linking – to join or connect movements.

Symmetry – the same on both sides.

Asymmetry – different on both sides.

Bridge – a static position performed in gymnastics.

Control – to be in charge of.

Counterbalance – a weight that balances another weight.

Counter tension – a partner/group balance using a pulling force.

Rhythm – a strong, regular repeated pattern of movement or sound.

Matching – corresponding in pattern.

Mirroring – the reflection of something.



### The Big Picture

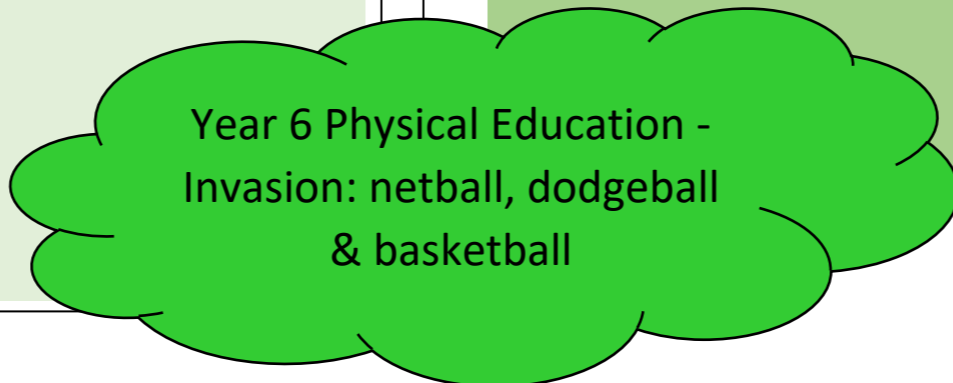
Teaching invasion games to children helps children to develop new skills and has many physical benefits. The purpose of this unit is to teach children to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Within this unit, children learn about specific values such as honesty, self-control, bravery and persistence.

### What do we already know?

#### Knowledge Retrieval:

- To apply passing, footwork and shooting into mini games.
- To introduce officiating.
- To explore the function of other passing styles.
- To introduce blocking.
- To understand why we throw and why we throw with accuracy and power.
- To explore basic attacking and defending tactics.
- To develop shooting.



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### Key unit objectives

- To consolidate keeping possession and develop officiating.
- To consolidate defending.
- To create, understand and apply attacking/defending tactics in a game situation.
- To transition between attack and defence.
- To have confidence keeping score of games.
- To understand competitive games in depth.

### Key Questions

- Can they explain complicated rules?
- Can they make a team plan and communicate it to others?
- Can they lead others in a game situation?
- Do they show control, precision and fluency?
- Can they keep an accurate score of a game?
- Do they recognise when to attack and when to defend in a game?

### Key vocabulary and understanding for concept connectors

Passing – transferring a ball from one player to another of the same team.

Receiving – to come into possession of.

Shooting – sending an object towards/in a goal.

Dribbling – bouncing or kicking the ball continuously and keeping possession.

Accurate – free of mistakes or error.

Possession – the state of owning or controlling something.

Footwork – the manner in which one moves their feet.

Marking – a defensive tactic which aims to prevent a member of the opposing team taking control.

Defending – the action of preventing an opponent from scoring.

Blocking – stopping a live ball with another ball.

Officiating – be in charge of something, especially in a sporting event.



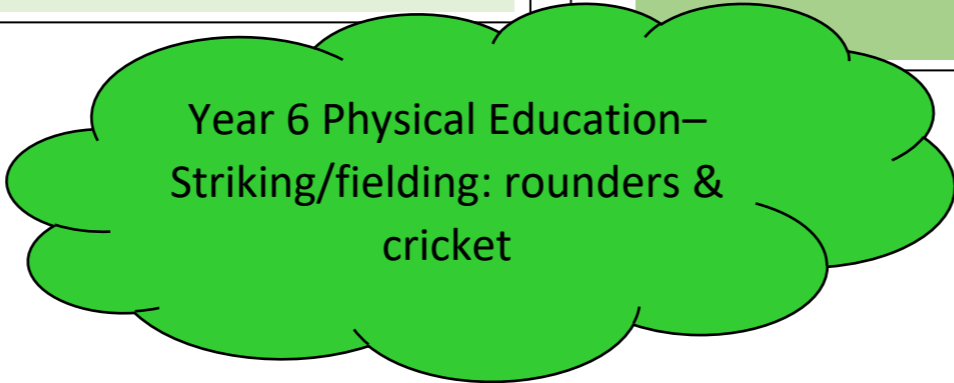
### The Big Picture

In this unit, pupils are taught to develop the skill of tracking and retrieving a ball and turning to aim at a target. These skills are useful in many striking and fielding games, from throwing at stumps in cricket to throwing to a teammate in rounders. This unit has a significant effect on children’s fundamental movement skills, such as running speed, agility, balance, and hand-eye coordination.

### What do we already know?

#### Knowledge Retrieval:

- To understand what happens if the batter misses the ball.
- To have a better understanding of where fielders are during a game.
- To apply tactics in a mini game.
- To refine fielding stumping, catching and throwing.
- To introduce umpiring and scoring.



### NC objectives

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### Key unit objectives

- To refine our understanding of what happens if the batter misses or hits the ball backwards.
- To consider batting varieties during a game.
- To consolidate batting/fielding/bowling.
- To create, understand and apply attacking/defensive tactics in a game.

### Key Questions

- Do they understand what happens if the batter misses or hits the ball backwards?
- Do they adapt batting depending on where the fielders are?
- Can they make a team plan and communicate it to others?
- Do they apply their skills, techniques and ideas consistently?
- Can they analyse and explain why they have used specific skills or techniques?

### Key vocabulary and understanding for concept connectors

Overarm – when you throw the ball with your arm high above your shoulder.

Underarm – applying a pushing force to an object to propel it.

Striking – when the batsman strikes the ball with a large bat.

Fielding – the team who is not batting but have to get the opposing team out.

Base – posts that batters must keep in contact with and fielders must stump.

Bowler – bowls the ball to the batter.

Backstop – a person who helps the bowler guide the ball to the correct position.

Stumping – an area a fielder touches with the ball.

Umpire – an official who enforces the rules.



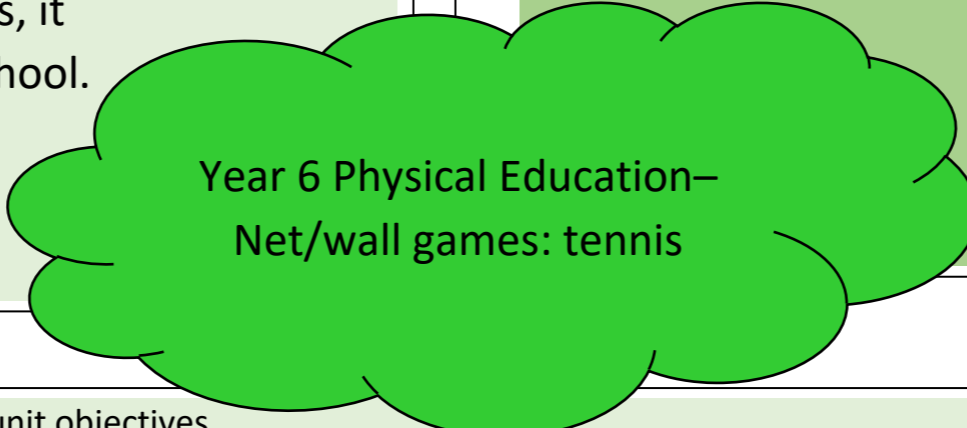
### The Big Picture

In this unit, pupils develop their visual-motor coordination and strengthen muscles. It also helps children to improve agility, reaction speed and reflexes. For lots of young people, sportspeople are some of the most visible relatable role models in successful careers. This helps many children to start to think about their future place in the world of work and to set their ambitions high. Therefore, keeping current with Wimbledon and famous tennis players, it may inspire children to play tennis in and out of school.

### What do we already know?

#### Knowledge Retrieval:

- To introduce and develop the volley.
- To control the game from the serve.
- To play in doubles, understanding and applying tactics to win a point.



Year 6 Physical Education -  
Net/wall games: tennis

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### Key unit objectives

- To apply skills in a game.
- To play in mixed ability doubles.
- To play round robin games.
- To confidently understand scoring in tennis.

### Key Questions

- Can they use all prior skills to a game?
- Do they communicate during a doubles game?
- Do they understand how to score in tennis?
- Can they modify use of skills or techniques to improve their work?

### Key vocabulary and understanding for concept connectors

Opponent – a person or thing that is the opposite position (playing against).

Forehand – a stroke played with a racquet with the palm of the hand turned in the direction in which the hand is moving.

Net/Wall game – activities in which players send an object towards a court or target area that the opponent is defending.

Backhand – a stroke played with the back of the hand facing in the direction of the stroke, with the arm across the body.

Volley – the flight of the ball or its course before striking the ground.

Doubles – played by two teams of two players each.

Round robin – a tournament in which each competitor plays in turn against every other.