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|  **Newquay Junior Academy – Physical Education** |
| **Topic:** Football | **Year:** 6 |
| **Composite:** Pupil’s will be able to apply the skills they have learnt in a tournament. They will be able to play small sided games with an understanding of the rules of football.   |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Be able to identify sports that are invasion games.
* Be able to demonstrate and explain the importance of space and position.
* Be able to play a variety of invasion games and work as a team.
* It is important to work as a team to achieve the desired outcome.
* Understand the concept of ‘attack’ and ‘defence’.
* How to evaluate team performance and suggest ways to improve.
 | **Motor competence:** I can dribble and pass the ball with control and accuracy.  **Rules, Strategies and Tactics:** I can play a small-sided game in line with the rules and I have a basic understanding of tactics.  **Healthy Participation:** I am able to warm-up independently.   |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know the correct technique of dribbling and passing.
* I know how to vary power or change direction when passing.
* I know the basic rules of football.
* I know why formation is important and why it varies.

  | * I can dribble and pass using the correct technique.
* I can vary power or change direction when passing.
* I can play a small sided game of football in line with the rules.
* I can hold my position in a game and understand my purpose.
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| **Key Vocabulary** | **Life Skills** |
|  **Passing:** The ball travels between two members of the same team.  **Dribbling:** To move the ball along by a rapid succession of short pushes / kicks.  **Accuracy:** The ability to pass or dribble the ball in the required direction with control.  **Control:** To be able to alter the power or direction of an object. **Strategy:** A method for obtaining a specific result.  **‘Drawing’ the defender:** When the person with the ball encourages the defender to come towards them, which then creates space to offload the ball to another team member. **Communication:** The exchange of thoughts between team members i.e. calling out, signalling with the body. **Spatial awareness:** To be aware of where the space is on the pitch.  The ability to move into or pass into the space.    | Following rules is an important part of playing games.  Respecting teammates and opposition is essential in sports.  Evaluation is a key skill in improving performance.    |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Basketball | **Year:** 6 |
| **Composite:** Pupil’s will be able to perform the three types of passes and dribble with a sound technique.  They will understand what the ‘defence’ position is.  Pupil’s will be able to play small-sided games in line with the rules.   |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Be able to identify sports that are invasion games.
* Understand how to work as a team to achieve the desired outcome.
* Understand the concept of ‘attack’ and ‘defence’.
* Be able to evaluate our team performance and suggest ways to improve.
* Be able to explain and demonstrate the importance of space and position.
* Be able to explain that they need to have their eyes and hands ‘ready’ to be successful at catching.
 | **Motor competence:** I can dribble with a sound technique.  I can do a chest pass, overhead pass and a bounce pass.  **Rules, Strategies and Tactics:** I can use strategies and tactics to gain an advantage in game play. **Healthy Participation:** I can be a good team member and I give 100% effort in drills and games.    |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know the three different types of passes (chest, bounce, shoulder)
* I know the basic rules of ‘double dribble’ and ‘travel’.
* I know what a ‘set shot’ is.
* I know why the defence position is important.

   | * I can do a chest pass, bounce pass and a shoulder pass with the correct technique.
* I can play basketball in line with the basic rules.
* I can perform a ‘set shot’.
* I can stand in the defence position and move sideward, forwards and backwards.
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| **Key Vocabulary** | **Life Skills** |
| **Invasion Game:** Theterm used for any game where the aim is to attack an opponent's territory and score a goal or point **Chest Pass:** A pass that travels from the chest of any player, to the chest of another. Hands should be in a ‘W’ position. **Bounce Pass:** A short pass, that bounces once before a team mate catches it. Similar technique to a chest pass.  **Shoulder Pass:** A one-handed pass that is thrown from above the shoulder.  It is a powerful pass and used when the ball needs to travel over a longer distance. **Double Dribble:** In basketball, an illegal dribble, occurs when a player ends his/her dribble by catching or causing the ball to come to rest in one or both hands and then dribbles it again with one hand or when a player touches it twice before the ball hits the ground. **Travel:** a violation of the rules that occurs when a player holding the ball moves one or both of their feet illegally. When a player has taken more than 2 steps without the ball being dribbled, a traveling violation is called.  | Work as a team to achieve a desired outcome.  Evaluate performance and how to improve.  Understand that rules have to be followed.     |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Gymnastics | **Year:** 6 |
| **Composite: Pupils will understand the term ‘travel’ and be able to explore different types of travel.  Pupils will be able to perform a variety of partner balances in a safe and controlled manner. They will be able to apply travel and their partner balances into a sequence which can be adapted to be performed on apparatus. Pupils will be able to give and receive peer feedback and use this to improve their sequence.**  |
|  **What should they already know?** | Shape**Assessment Criteria**Shape |
| * The three key shapes are: tuck, pike and straddle.
* The difference between front support and back support.
* What a balance is and how to perform balances on one to four points of contact.
* Different types of rolls; egg, pencil, dish, straddle, forward.
* How to apply balances and travel into a short sequence?
* They know how to get out / put away the equipment safely and the rules of using the apparatus safely.
 | **Motor competence:** I can safely move into and out of partner balances.  I can hold my balance for 5 seconds with tension and extension.  **Rules, Strategies and Tactics:** I can apply balances and travel into a sequence that I have created with a partner. **Healthy Participation:** I can recognise strengths in a performance and give feedback in a positive way to help improve other performances.   |
| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I understand the concept of ‘travel’.
* I know the difference between ‘counter balance’ and ‘counter tension’.
* I understand the safety aspects involved in partner balances.
* I understand how to use the apparatus in a safe and controlled manor to reduce the risk of accidents.
 | * I can explore and perform a variety of different types of travel.
* I can perform a partner balance and hold it for 5 seconds with tension and extension.
* I can safely perform a weight bearing partner balance.
* I can apply balances and travel onto apparatus whilst being safe.
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|  **Key Vocabulary** | **Life Skills** |
| **Travel:** To move from one space to another.  **Counter-balance:** A weight balancing against another weight i.e. a partner balance where they push against each other.  **Counter-tension:** A partner balance that is held by ‘pulling’ away from each other.  **Sequence:** A series of movements / balance put together.  **Feedback:** Observing a performance and identifying strengths, weaknesses and suggesting improvements.  **Canon:** When more than one person performs a movement, and it is performed one after another.  i.e. person 1 forward rolls then person 2 forward rolls.  **Unison:** When more than one person performs a movement at the same time.  i.e. person 1 and 2 do a forward roll at exactly the same time.  **Apparatus:** The equipment in the gymnasium i.e. wall bars, boxes.   **Tension:** The muscles of the body remain semi-contacted for a period of time.  **Extension:** Moving a joint towards its most straight position.  |   Guided Discovery Communication Collaboration Perseverance Feedback Performing  |
|  **Newquay Junior Academy – Physical Education** |
| **Topic:** Health-related exercise (HRE) | **Year:** 6 |
| **Composite: Pupils will know how the food and drink they consume affects their body.  They will be able to identify healthy and unhealthy foods.  Pupils will participate in fitness tests and be able to evaluate and reflect on their fitness levels.**  |
|  **What should they already know?**  | ShapeShape**Assessment Criteria**  |
| * It’s important to warm up at the beginning of exercise to prepare the body for being active.
* Understand what happens to their body when they do a warm-up.
* Know how to measure heart rate and see how it reacts to different types of exercise.
* Be able to find their pulse with their fingers to record their HR.
* Which foods are ‘sugar smart’ (Sugar Smart Training from Cornwall Healthy Schools) which is delivered in Wellness Week.
 | **Motor competence:** I can participate in different types of training sessions to improve a range of fitness components.  **Rules, Strategies and Tactics:** I can participate in fitness tests and use the results to measure my progress.  **Healthy Participation:** I can reflect on my own fitness strengths and areas for improvements.  I am confident when participating in PE and sports activities.    |
|  **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know how the food and drink we consume effects our body.
* I understand the different components of fitness. For example: endurance, strength, speed etc.
* I understand the concept of a fitness circuit.
* I understand how to measure improvements by using different fitness tests.
 | * I can identify which foods are healthy and which foods are unhealthy and explain why.
* I can perform different fitness tests.
* I can perform a fitness circuit working at a high intensity.
* I can evaluate fitness test data to understand whether improvements have been made.
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|  **Key Vocabulary** | **Life Skills** |
| **Warm-Up:** Preparing the body for physical exertion by exercising gently beforehand. **Heart Rate:** The speed at which the heart beats. **Pulse:** A rhythmical throbbing of the arteries as blood is propelled through them. Typically measured in the neck and wrist. **Components of Fitness:** Cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and muscle composition.  **Fitness Tests:** Different tests that are used to measure the level of fitness a person possesses.  They can be used as a measure of improvement or decline in fitness.  **Circuit:** A completion of prescribed exercise programmes.  It could be a fitness circuit or a skills circuit.   | Diet is an important part of maintaining a healthy lifestyle.  Exercise is an important part of maintaining a healthy lifestyle.  Raising the heart rate during exercise for a fixed time is beneficial to the heart.   |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Athletics | **Year:** 6 |
| **Composite: Pupils will be able to participate in all primary athletics events with a secure technique.  They will be able to evaluate their own and other’s performances and suggest ways of improvement.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * I understand the rules of a baton changeover in athletics.
* I know how to pace effectively in distance running.
* I know the different jumps used to perform a triple jump (hop, step, jump)
* I know how to do a ‘pull throw’ with the correct technique.

  | **Motor competence:** I can run (sprint / distance / relay), jump (standing long / hop-step-jump), and Throw (push / pull / sling) with a sound technique.  **Rules, Strategies and Tactics:** I know why strategies are important in the relay and I can implement these when participating in the relay. **Healthy Participation:** I understand the concept of ‘my personal best’ and I always try to beat ‘my personal best’.    |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I understand the strategies used in relay. For example: the fastest runners run first and last.
* I know the technique involved for standing long-jump, standing triple – jump, push throws, pull throws and sling throws.
* I know the basic rules of these events and know how to measure them.
* I know that giving and receiving feedback, helps improve performance.

  | * I can take part in a relay whilst the team applies a strategy.
* I can do the jumps and throws with a sound technique and in-line with the rules.
* I can measure jumps and throws with a tape measure.
* I can give feedback to my peers to help improve their technique / performance.
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| **Key Vocabulary** | **Life Skills** |
|            Technique          Rules             Pacing             Sprinting            Jumping             Throwing                 Baton Changeovers           Transfer of Weight                Strength           Power            Relay               Teamwork                 Strategy   |  Importance of exercise in maintaining a healthy lifestyle.   Able to perform basic athletic skills e.g. running and throwing.  Trusting teammates (baton handover).   |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Rounders / Cricket | **Year:** 6 |
| **Composite:** **Pupils will be able to throw, catch and bat under pressure whilst using a solid technique.  They will be able to play both Kwik cricket and rounders in line with the rules. Most pupils will be able to play games with the use of strategies and tactics.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * I know how to bat using the correct technique.
* I know how the ball is bowled.
* I know that a fielder needs to be ready to move to catch the ball.
* I know that you can get a ‘batter’ out by *catching* them out or *stumping / hitting* the bases / wickets.
* I know that be hitting the ball into space (away from fielders) gives the batter more time to score runs / rounders.
 | **Motor competence:** I can bat with a variation in power and direction. I can field effectively in games. I am developing my bowling technique in both Kwik-cricket and Danish rounders.  **Rules, Strategies and Tactics:** I can recognise the fielding positions in rounders and I’m able to follow the rules in game play.  **Healthy Participation:** I can participate in games respectfully with my teammates.  I can score with honesty.  I can win and lose respectfully.  |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know how to bat using the correct technique.
* I know that when I am doing an underarm bowl, I need to transfer my body weight, release the ball, and finish pointing in the direction I am bowling to.
* I know that fielding positions in rounders include bowler, backstop, post fielders, and deep fielders.
* I know that there are a variety of strategies you can use when batting / fielding.
 | * I can bat using the correct technique with increasing power and a change of direction.
* When bowling, I can transfer my weight and do an underarm bowl with confidence and accuracy.
* I can be a backstop, bowler, post fielder, or deep fielder.
* I can apply strategies in games.
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| **Key Vocabulary** | **Life Skills** |
| **English catch**: Two handed catch, thumbs touch. Used to catch a high ball above shoulder height. **Australian Catch**: Two handed catch, little fingers touch. Used to catch a ball below shoulder height. **Strategies:** A plan to achieve a desired outcome. A way to gain an advantage against the opposing team.  **Deep Fielder:** A player who is positioned far out on the pitch is a deep fielder.  Their job is to retrieve  And return the ball after it  has been hit by a fielder. **No-ball:** In rounder’s, a no-ball is called when the bowler does not deliver the ball correctly to the batter e.g. too low, too high, too wide.  | Team work  Respect  Feedback  Understanding why rules are important.   |