

## Year 6 Scheme of Work – Physical Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
<p><b>Previous learning:</b> Y5 – Dribble ball varying speed and direction keeping ball under control; pass ball with accuracy and control over a range of distances; combine dribbling and passing with fluency, accuracy and control; move around the court; stop and pivot using correct footwork; protect ball from a defender and keep possession; adopt defensive stance when marking an opposition player; use man-to-man marking; change pace or direction to get free from a defender; use range of attacking and defending skills and tactics; demonstrate being part of a team; evaluate own performance.</p>				<p><b>Next learning:</b> See unit 6.4</p>			
6.1 Games – Invasion games	6	<ul style="list-style-type: none"> <li>- Apply skills and knowledge to be able to move with the ball.</li> <li>- Apply skills and knowledge to be able to pass and move with the ball.</li> <li>- Apply a variety of attacking skills and techniques in a game.</li> <li>- Apply a variety of defending skills and techniques in a game.</li> <li>- Invent a new game that requires attacking and defending skills.</li> <li>- Apply the skills and techniques I have learnt to play an invasion game and evaluate its success.</li> </ul>	<ul style="list-style-type: none"> <li>- Lead and take part in warm-ups and cool-downs safely and effectively;</li> <li>- Move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction;</li> <li>- Pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy;</li> <li>- Link dribbling and passing skills together with success and fluency;</li> <li>- Use space well to pass and receive a ball;</li> <li>- Follow complicated rules to play a new game successfully;</li> <li>- Create a new game to include certain criteria and explain it to others successfully;</li> <li>- Begin to choose and apply appropriate skills and techniques for attacking and defending in a range of invasion games;</li> <li>- Evaluate their own and others' work, suggesting appropriate improvements.</li> </ul>	- Different physical targets	<p>Continuous throughout.</p> <p>Practical</p>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	PSHCE - teamwork
<p>Previous learning: See unit 6.1</p>				<p><b>Next learning:</b> KS3 - use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>			

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<p><b>6.2 Games – Netball</b></p>	<p>6</p>	<ul style="list-style-type: none"> <li>- Improve and refine catching and throwing in netball.</li> <li>- Use a range of netball passes.</li> <li>- Know how to catch a netball in different ways.</li> <li>- Know how to pivot.</li> <li>- Understand the footwork rule in netball.</li> <li>- Know how to outwit a defender to receive a pass.</li> <li>- Know how to one-on-one mark an opposition player.</li> <li>- Aim for a target.</li> <li>- Play in a netball tournament.</li> <li>- Evaluate own and others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently move to meet the netball to catch it with two hands, bringing it safely into the chest;</li> <li>- Execute the chest pass with control and accuracy;</li> <li>- Execute the shoulder pass with control and power;</li> <li>- Catch a netball with both one and two hands, bringing it safely into the chest;</li> <li>- Execute the bounce pass with control and accuracy;</li> <li>- Execute the overhead pass with control and power;</li> <li>- Effectively use a range of passes in a game situation;</li> <li>- Land with one or two feet with or without the ball;</li> <li>- Use the correct footwork to pivot in a range of situations and scenarios;</li> <li>- Understand the footwork rule and demonstrate their understanding in a game situation;</li> <li>- Move at a range of speeds and in different directions in specific drills to practise this and apply this with success in a game scenario;</li> <li>- Effectively execute the movement skills of dodging and leading to outwit a defender in specific drills to practise these skills;</li> <li>- Apply a range of attacking movement skills they have learnt to outwit a defender with success in a game;</li> <li>- Know how to mark an opposition player who is in possession of the ball (marking the ball) and does this with some success in a game;</li> <li>- Know how to mark an opposition player who is not in possession of the ball (marking the player) and do this with some success in a game;</li> <li>- Perform all or most elements of the shooting technique in isolation and sometimes in a competitive game with success;</li> <li>- Use a range of attacking and defending skills to contribute towards the success of their team;</li> <li>- Understand and demonstrate being part of a team in a range of ways;</li> <li>- Evaluate their own and other's performance, sometimes suggesting appropriate improvements.</li> </ul>	<ul style="list-style-type: none"> <li>- Different physical targets</li> <li>- Learning journal template</li> </ul>	<p>Continuous throughout.</p> <p>Practical</p> <p>Learning journal</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>PSHCE - teamwork</p>
<p><b>Previous learning:</b> Y5 – same objectives</p>				<p><b>Next learning:</b> KS3 - perform dances using advanced dance techniques within a range of dance styles and forms</p>			

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<p><b>6.3</b> Dance – Electricity</p>	<p>6</p>	<ul style="list-style-type: none"> <li>– Respond to stimuli, improvising freely using a range of controlled movements.</li> <li>– Perform a variety of dance techniques with accuracy and consistency.</li> <li>– Work with a group to create appropriate dance movements.</li> <li>– Represent objects and actions through a dance phrase.</li> <li>– Select and use a range of movements to create a dance phrase that demonstrates my ideas.</li> <li>– Suggest and make improvements to my group’s dance phrase, based on peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate a range of dance techniques, such as isolation, tempo, repetition etc;</li> <li>- Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group;</li> <li>- Create movements in response to different sounds;</li> <li>- Respond and react accordingly to their partner’s/group member’s dance movements;</li> <li>- Clearly create movements to represent an idea;</li> <li>- Assess their own and other’s performances and begin to suggest improvements.</li> </ul>	<p>- Different physical targets</p>	<p>Continuous throughout.  Practical</p>	<p>To perform dances using a range of movement patterns.</p>	<p>Science – electricity</p>
<p><b>Previous learning:</b> Y5 – same outcomes</p>				<p><b>Next learning:</b> KS3 - develop their technique and improve their performance in physical activities</p>			
<p><b>6.4</b> Swimming</p>	<p>6</p>	<ul style="list-style-type: none"> <li>- Green 25m unaided: Swim unaided for 25m using recognised arm &amp; leg actions; competently, confidently &amp; consistently.</li> <li>- Green stroke development: Swim for 10m on 3 of the following strokes (without buoyancy aids) – front paddle, back paddle, basic breaststroke, butterfly leg kick.</li> <li>- Green water safety: Jump in from poolside, submerge &amp; rise to the surface (1.5m minimum depth).</li> <li>- Green water safety: Float on front or back without aids for 20 seconds in deep water, then swim back to the wall.</li> <li>- Green water safety: Tread water in deep water without using buoyancy aids for 30 seconds.</li> <li>- Green water safety: Perform a shout &amp; signal rescue unaided for 30 seconds.</li> <li>- Green water safety: Exit the water safely without using steps in deep water (1.2m minimum depth).</li> </ul>	<ul style="list-style-type: none"> <li>- Enter and exit water safely without steps in deep water.</li> <li>- Swim unaided for 25m.</li> <li>- Use 3 strokes with aids: front paddle, back paddle, basic breaststroke, butterfly leg kick for a 10m swim unaided.</li> <li>- Perform a shout &amp; signal rescue without aids.</li> <li>- Float on front or back and tread in deep water for 30 seconds.</li> </ul>	<p>- Different swimming levels</p>	<p>Continuous throughout.  Practical</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p>PSCHE - safety</p>
<p><b>Previous learning:</b> Y5 – practise and refine existing running, jumping and throwing skills; use effective technique for sprinting including sprint start; sustain running pace over longer distances; practise jumping for height; learn fling throw technique; use variety of throwing techniques.</p>				<p><b>Next learning:</b> KS3 - develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p>			

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<p>6.5 Athletics</p>	<p>5</p>	<ul style="list-style-type: none"> <li>- Practise and refine fundamental movement skills needed for athletics.</li> <li>- Work as a team to competitively perform a sprint relay.</li> <li>- Control running pace over a range of distances.</li> <li>- Refine my hurdling technique.</li> <li>- Practise and refine jumping techniques.</li> <li>- Throw for distance using a heave throw technique.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate an improvement in reaction speed through repetition;</li> <li>- Execute the underarm throw with accuracy and success in isolation and sometimes in a game situation;</li> <li>- Understand what an effective springing technique involves and work hard to improve theirs;</li> <li>- Work well with team members to pass and receive the baton using the learned technique;</li> <li>- Demonstrate some endurance and stamina to be able to run for longer distances;</li> <li>- Run at an appropriate pace to suit the activity, including speeding up at the end;</li> <li>- Mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern;</li> <li>- Demonstrate increasing coordination, speed and rhythm when hurdling;</li> <li>- Demonstrate an effective technique for the three different jumps and gain good height and distance with them.</li> <li>- Lead jumping activities effectively;</li> <li>- Demonstrate an effective technique for the overhead heave throw technique and gain good distance with it;</li> <li>- Effectively use different throwing techniques for distance and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>- Different physical targets</li> <li>- Learning journal template</li> </ul>	<p>Continuous throughout.</p> <p>Practical</p> <p>Learning journal</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop flexibility, strength, technique, control and balance.</p>	<p>PSHCE - teamwork</p>
<p><b>Previous learning:</b> Y5 – same outcomes</p>				<p><b>Next learning:</b> KS3 - take part in outdoor and adventurous activities which present 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</p>			
<p>6.6 OAA – Canoeing, High Ropes, Wall Climbing, Kayaking</p>	<p>6-7</p>	<p>Shadwell Basin’s OAA scheme</p>	<ul style="list-style-type: none"> <li>- Select appropriate equipment for outdoor and adventurous activity.</li> <li>- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>- Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>- Empathise with others and offer support without being asked.</li> <li>- Seek support from the team and the experts if in any doubt.</li> <li>- Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>- Use a range of devices in order to orientate themselves including maps, compasses and digital devices.</li> <li>- Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>	<ul style="list-style-type: none"> <li>- Different physical targets</li> <li>- Learning journal template</li> </ul>	<p>Continuous throughout.</p> <p>Practical</p> <p>Learning journal</p>	<p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>N/A</p>

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