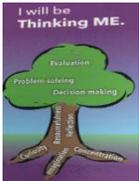
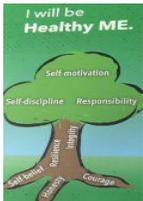
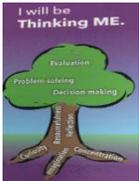
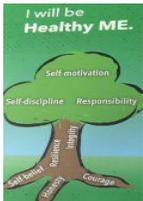
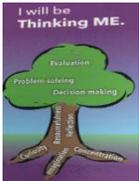
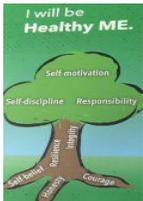




St. Katharine's Primary School PE Progression Pathway Year 6

| Focus | Curriculum Content | Trickbox cards | | | | | | | |
|---|--|---|-------|-------|--|--|---|---|--|
| <p>SEASIDE CURRICULUM </p> <p>Sport and Wellbeing</p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and Personal Development:</p> <p>Head Heart Hands</p> <p>OUR VALUES GRACE INTEGRITY ASPIRATION</p> <p>POWERFUL LEARNING ATTRIBUTES REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPDENDNECE COLLABORATION DECISION MAKING CREATIVITY</p> | <p>'My Personal Best' YST resource cards</p> <table border="1" data-bbox="497 437 1182 1018"> <thead> <tr> <th data-bbox="497 437 734 497">Head</th> <th data-bbox="734 437 965 497">Heart</th> <th data-bbox="965 437 1182 497">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 497 734 1018"> <p>Thinking me: Resourcefulness, Curiosity & Problem solving</p>  </td> <td data-bbox="734 497 965 1018"> <p>Social me: Encouragement Co-operation</p>  </td> <td data-bbox="965 497 1182 1018"> <p>Healthy me: Self- Discipline & Courage</p>  </td> </tr> </tbody> </table> <p>NB – see new PSHE curriculum</p> | Head | Heart | Hands | <p>Thinking me: Resourcefulness, Curiosity & Problem solving</p>  | <p>Social me: Encouragement Co-operation</p>  | <p>Healthy me: Self- Discipline & Courage</p>  | <p>Different Sum</p>  <p>1,2,3 Magic</p>  <p>Great Goals</p>  | |
| Head | Heart | Hands | | | | | | | |
| <p>Thinking me: Resourcefulness, Curiosity & Problem solving</p>  | <p>Social me: Encouragement Co-operation</p>  | <p>Healthy me: Self- Discipline & Courage</p>  | | | | | | | |

| GAMES | Key Outcomes | Skills | Vocabulary |
|--|--|--|---|
| <p style="text-align: center;">INVASION</p> | <ul style="list-style-type: none"> • Show how to keep possession and use other players to make progress towards a goal • Understand and use positional play • Apply skills and techniques appropriate to a range of team games • Show tactical awareness and knowledge of rules and scoring • Adapt the skills learnt into an array of different games and sports and can give feedback to others on how this can be improved both verbally and practically <p>CORE TASK</p> <p>UNIT 4</p> <p>Task 1:</p> <p>Play 4 v4 then 5v5</p> <p>Play on a pitch that is 15m to 20m wide, and 30m to 40m long. Position one goal at each end of the pitch, with a shooting area of about 10m x 10m.</p> <p>At first, play without goalkeepers and only allow players to shoot when they are in the shooting area.</p> <p>Later, allow players to shoot from outside the area and add goalkeepers. Encourage teams to think about how they need to change the way they organise themselves to attack and defend in the different games.</p> | <p>Head:</p> <ul style="list-style-type: none"> • Make the best decision to outwit the opposition • Demonstrate determination by making choices to use other players for the greatest gain for the team • Recognise, find and use space well in games • Communicate effectively in order to understand what needs to be achieved • Critically evaluate how well it has been achieved and finding ways to improve <p>Heart:</p> <ul style="list-style-type: none"> • Reciprocal teaching- children take turns to teach each other a new skills or tactic • Consistently demonstrate confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking • Work collaboratively with other players to aid the team • Respond effectively to others when receiving feedback in order to refine and adapt skills into techniques by demonstrating respect and resilience • Understanding everyone has a right to take part regardless of ability <p>Hands:</p> <ul style="list-style-type: none"> • Keep possession of balls during games situations | <p>Agility, analyse, apply, challenge, competence, competitive, control, consistency, improvement, tactic, technique, strategy, effectiveness, support, create, suggest, evaluate, combination, record, accuracy, technique, investigate, utilise, effectiveness, combination, fair play,</p> |

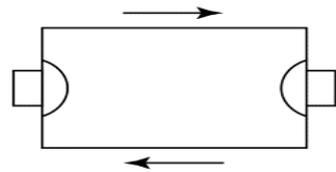


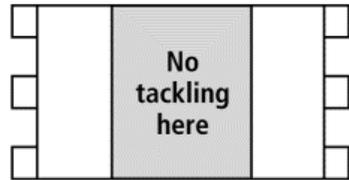
Diagram 1

Task 2

Play 4 v 4 then 5v5 Play on a pitch that is about 30m x 40m, divided into three areas. Position three goals at each end of the pitch. Use football or hockey rules.

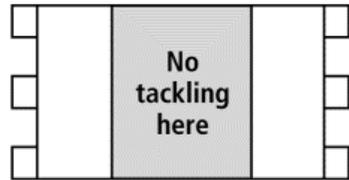
The game is played in a similar way to Task 1. Players are not allowed to tackle in the middle third of the pitch, but may intercept the ball. The middle goal at each end is worth five points, and the outer goals are worth one point. Encourage the children to think about the different ways they can attack and defend.

- Identify and select the correct skills to outwit the opposition
- Defend and attack effectively



(in netball no marking or intercepting in this area)

Diagram 2

| | | | |
|-------------------------------------|--|--|---|
| |  <p>(in netball no marking or intercepting in this area)</p> <p>Diagram 2</p> | | |
| | Key Outcomes | Skills | Vocabulary |
| <p>STRIKING AND FIELDING</p> | <ul style="list-style-type: none"> • Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding • Evaluate strengths and weaknesses in their own and others’ performances and suggest improvements. • come up with some sensible suggestions about how to improve performance <p>CORE TASK</p> <p>UNIT 25</p> <p>Task 2:</p> <p>Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl from either end (three, six or 12 balls each). Set a length for an innings, <i>eg 12 balls, 24 balls</i>. At the end of an innings, the pairs swap roles. Each pair starts with 10 runs, which they add</p> | <p>Head:</p> <ul style="list-style-type: none"> • Make sensible choices to use other players for the greatest gain for the team • Demonstrate self-belief when making decision for themselves and team members i.e. when to run or stay <p>Heart:</p> <ul style="list-style-type: none"> • Work collaboratively and communicate effectively with other players to aid the team • Evaluate own strengths and weaknesses and others’ performances and suggest improvements • Respond effectively to constructive feedback • Personal goal setting and finding own solutions through acquiring a ‘Growth Mind Set’ <p>Hands:</p> <ul style="list-style-type: none"> • Keep possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. • Show precision and accuracy when sending and receiving | <p>Stance, batting point, non-striker, leg-side, offside, home base, pitch, over, innings</p> |

to when batting by running or scoring boundaries. They lose five runs when they are run out, caught or bowled.

Hitler Zone



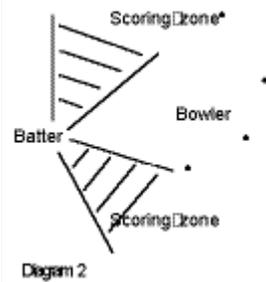
CORE TASK

UNIT 32

Task 3:

Play in pairs or threes on a court that is short and wide. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball.

Play the game with a pair of batters against four to six fielders, who take it in turns to bowl. Players may only run when they hit the ball into marked areas of the field.



- Use running, jumping, throwing and catching in isolation and in combination

| GAMES | Key Outcomes | Skills | Vocabulary |
|--|---|--|--|
| <p style="text-align: center;">NET/WALL</p> | <ul style="list-style-type: none"> • Understand and apply the skills needed to outwit an opponent using speed, height and direction of ball. • use an array of equipment that fits a specific sport or game, and with control, show accuracy sending and receiving <ul style="list-style-type: none"> ▪ hit the object with purpose, varying the speed, height and direction ▪ Show an ability to perform a variety of sending methods (eg: backhand, spike, overhead.) <p>CORE TASK</p> <p>UNIT 26</p> <p>Task 3:</p> <p>Play short tennis doubles and singles, using the basic rules on a full court.</p> <ul style="list-style-type: none"> ▪ play similar games on a table ▪ use throwing and catching, or pushing and stopping, as the skills ▪ play in a smaller or larger court, and use equipment and rules that suit the needs of individual children ▪ play without a net, if appropriate ▪ play the game in half the space by hitting the ball against a wall etc. <p>UNIT 32:</p> | <p>Head:</p> <ul style="list-style-type: none"> • Use an array of different pieces of equipment that fits the sports or game with control • Understand the need for tactics <p>Heart:</p> <ul style="list-style-type: none"> • Work collaboratively with others to use space to outwit opponent(s) • Use the preferred skills with competence and consistency <p>Hands:</p> <ul style="list-style-type: none"> • Able to show object control, e.g. racket • Ability to hit an object into space | <p>Forehand, backhand, volley, overhead, rally, singles, doubles, width, depth, change direction, change speed, defending court, covering court, partner</p> |

| | | | |
|------------------|--|---|--|
| | <p>Task 2: Net/wall Game</p> <p>Play in pairs or threes on a court that is short and wide. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball.</p> | | |
| GAMES | Key outcomes | Skills: | Vocabulary |
| ATHLETICS | <ul style="list-style-type: none"> • Demonstrate a variety of more complex jumps, combining the run and the jump (eg: long, triple) • Run effectively, achieving personal bests, in a range of distances • throw accurately and consistently, using the correct technique, in a range of events • Able to run at different speed's depending on different distances <p>CORE TASK</p> <p>UNIT 29</p> <p>Task 1:</p> <p>Measure how far you can run in:</p> | <p>Head:</p> <ul style="list-style-type: none"> • Explain why athletics can help stamina and strength • Understand why exercise is good for fitness, health and wellbeing. • Understands how activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. <p>Heart:</p> <ul style="list-style-type: none"> • Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others • Organise and judge events and challenges with integrity | <p>Pace, run – up, position of feet, stamina, strength and speed, power, suppleness, safety and rules, relay, take over area, time, measure, record, set targets</p> |

- 5 seconds
- 30 seconds
- 2 minutes
- See if you can run faster so that you improve the distance you go, and set your own targets for improvement

Task 2

Measure how long or high you can jump using:

- standing jumps
- jumps with run-ups
- combination jumps, *eg two-footed jump, step, hop*
- See if you can improve on the distance or height you jump, and set your own targets for improvement.

Task 3

Measure how well you can throw:

- for height, *eg bounce the ball and try to clear a barrier*
- for distance
- with run-ups and without
- using different equipment, *eg hoops, large and small balls, quoits, mini-discus, beanbags*

Hands:

- Demonstrate a range of jumps showing power and control and consistency at both take-off and landing
- Can confidently demonstrate how to throw for distance with accuracy
- Demonstrate a 'Growth Mind Set' when running at array of different speeds depending on the distance

| | Key Outcomes: | Skills | Vocabulary |
|-------------------|---|--|--|
| GYMNASTICS | <ul style="list-style-type: none"> • Ensure clarity and fluency, whilst using the apparatus to enhance performance • Consistently demonstrate the inclusion of a range of gymnastics vocabulary • Compose and perform complex sequences for an audience <p>CORE TASK</p> <p>UNIT 28</p> <p>Task 1:</p> <p>Using what you know about composing a sequence, create and perform a sequence on floor and apparatus for an audience. Your sequence should include at least eight to 10 elements, <i>eg start on the floor, move onto apparatus, finish on the floor</i>. It must also include twisting and turning, flight, changes of direction and speed, and contrasting shapes and balances.</p> <p>Task 2</p> <p>Adapt the sequence you created in Task 1 so that it can be performed in a small group of three or four, using the floor and apparatus so that each person starts and finishes in a different place.</p> | <p>Head:</p> <ul style="list-style-type: none"> • Develop own solutions to a task by choosing and applying a range of principles • Use knowledge of composition to make up a sequence • Organise small groups effectively • Arrange apparatus safely to suit the needs of a task <p>Heart:</p> <ul style="list-style-type: none"> • Make simple judgements about their own and others work • Demonstrate resilience and confidence when explaining why an activity is good for their health, fitness and wellbeing • Work as a group to create start and finish positions in a sequence • Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving <p>Hands:</p> <ul style="list-style-type: none"> • Demonstrate accuracy and consistency in movements • Show an array of complex moves effectively • Children work together to create a sequence in which they hold and receive their body weight | <p>Counterbalance, counter-tension, tension, obstacle, straddle over, aesthetic, judgement, towards and away, near and far, to and from, timing, relationships, flight</p> |

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| | <p>UNIT 33</p> <p>Task 1:</p> <p>With a partner, create and perform a pair sequence on the floor lasting about one minute. Make sure that you use skills and ideas from this unit. Your sequence must:</p> | | |
| | Key Outcomes | Skills | Vocabulary |
| DANCE | <ul style="list-style-type: none"> • Children should perform a range of motifs confidently with an array of appropriate performance skills • Children should develop motifs effectively using an array of choreographic devices including (as a minimum): repetition, addition, canon and direction change to communicate an idea to the audience • Children should watch a variety of their peers’ and professional dance works and in doing so be able to appreciate the performance skills and choreographic devices; they will be able to suggest what each feature communicates and ideas for improvement <p>CORE TASK UNIT 6</p> <p>In pairs or small groups, create and perform a dance. Use a 16 count motif based the characteristics of Phillipe Petite, walking on high wire above the Twin Towers (first unit) and the narrative of The Boy in The Striped Pyjamas (second unit), to inspire your movements and ideas. For example, try to show the ideas of ‘team work’ and ‘aspiration’ to represent Phillipe Petite and ‘playful’ and</p> | <p>Head:</p> <ul style="list-style-type: none"> • Explore more complex ways to use choreographic devices – combining several when possible • Use understanding of choreographic devices and transitions to create a short, well-structured dances/develop more complex motifs • Organise a small group – duet, trio or quartet - effectively • Use a variety of performances spaces and any props/set/other dancers in a safe and sensible manner <p>Heart:</p> <ul style="list-style-type: none"> • Make appropriate comments about their own and others’ dance work(s) • Demonstrate resilience and confidence when explaining why warming up and cooling down in dance is good for their health, fitness and wellbeing • Work as a small group – duet, trio or quartet - to create beginning and ending positions in a dance | <p>Motif</p> <p>Warm up/cool down</p> <p>Accompaniment</p> <p>Performance skills:</p> <ul style="list-style-type: none"> • Extension • Energy • Eye-focus • Emphasis • Expression • Elevation • Fluidity • Dynamics • Timing <p>Choreographic devices:</p> <ul style="list-style-type: none"> • Repetition • Unison & canon/accumulation canon • Question and Answer • Direction • Addition • Transition |

| | | | |
|------------------------|---|---|---|
| | <p>'adventurous' for Bruno in The Boy In The Striped Pyjamas.</p> <p>Take ideas from the video, choosing:</p> <ul style="list-style-type: none"> • movements and actions, <i>eg skipping, hopping, jumping, lifting, supporting, different body shapes, stamping and striking sticks</i> • dance style • structure, <i>eg solo, partner and group work; meeting, parting, over, under, around, follow, unison, canon</i> • patterning, <i>eg circling, weaving, straight lines, facing</i> <p>Make sure you plan a dance framework for one, two, three or four sections, with different forms such as AB, ABA, ABCDAB. You need to choose which sections are danced by individuals, and which in pairs or groups. Try taking on someone else's role in the dance. Try being the choreographer, costume or set designer.</p> | <ul style="list-style-type: none"> • Show an awareness of performance and choreographic skills that have enhanced a dance performance and also suggest appropriate ideas to improve the same dance <p>Hands:</p> <ul style="list-style-type: none"> • Demonstrate an enhanced level of accuracy and control when performing choreographed (by self and others) dance movements and when improvising • Perform a range of linked movements and/or motifs with the use of the 3Es (energy, eye focus and extension), timing, dynamic quality and other appropriate performance skills • Children work together to create a range of contact positions safely including lifts, counter tensions and/or counter balances | <ul style="list-style-type: none"> • Levels – high, medium, low • Contact – lift, counter balance, counter tension • Structure |
| <p>SWIMMING</p> | <p>Key Outcomes:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. <p>Core Task</p> | | |

| | | |
|---|---|--|
| | <p>UNIT 2</p> <p>Task 1 How fast can you swim:</p> <ul style="list-style-type: none"> • 10 metres? • 25 metres? • 50 metres? <p>Task 2 Working as a team of three or four swimmers, how fast can you swim:</p> <ul style="list-style-type: none"> • 100 metres? • 200 metres? • 400 metres? <p>Task 3 How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, <i>eg 5 minutes, 8 minutes, 12 minutes.</i></p> | |
| <p>OUDOOR AND ADVENTUROUS ACTIVITY</p> | <p>Key Outcomes:</p> <ul style="list-style-type: none"> • Take part in activity challenges, using a range of equipment within different settings, both individually and within a team <p>Core Task</p> <p>UNIT 3</p> <p>Task 1: Orienteering activities and journeying Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.</p> <p>Task 2: Physical challenge and problem-solving activities</p> | |

Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:

- one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks
- one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, *eg making a square from a line or rope*
- a blindfolded group following a 'night line' – a line or rope around, over or through a safe course

Task 3: Physical challenge and problem-solving activities

In teams, complete a range of problem-solving adventure games, eg cross an 'electric fence' made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.