



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Tag Rugby

Duration: 6 Weeks (Autumn 1)

Prior Learning Required – Year Five Progression Map Objectives:

- Execute skills like passing with accuracy, confidence, control, and increasing speed.
- Participate in competitive games, following the rules.
- Continue to improve different passing techniques, such as fast, slow, high, and low.
- *Begin to grasp the significance of lines in tag rugby for both attack and defence.*
- *Employ simple tactics in games to achieve team success.*
- *Understand defensive duties in tag rugby and the tagging process.*

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| National Curriculum Links | | | | | | | |
| <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | | | |
| Literacy | <ul style="list-style-type: none"> • New vocabulary – Feint (drop the shoulder) | Health and Safety | <ul style="list-style-type: none"> • Children to stay hydrated • Warm up and down before and after the lesson • Appropriate equipment use - using rugby equipment safely and correctly • Children to wear correct clothing and remove jewellery • Children to remember it is non-contact - no diving, no collisions • Safe working area – ensure area is fully expected prior to PE | | | | |
| Numeracy | <ul style="list-style-type: none"> • Distance – standing 1m apart for the rules of the game • Length of time – 30" (activities/challenges), 5" (holding the ball) • Tallying scores up | PHSE | <ul style="list-style-type: none"> • Patience / turn taking / fairness • Respecting others (passing tags back not throwing) • Working and being part of a team • Communication, working in pairs / teams • Reflective practices – Children are to reflect on their performance and set personal goals for improvement. • Perseverance, to improve on skills and perfecting techniques • Supporting their peers and showing good communication skills • Confidence – demonstrating to their peers | | | | |
| Formative Assessment: | | Summative Assessment: | | | | | |
| <p>Observations: Monitor students during activities and games to assess their ability to execute skills like passing, catching, and running with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives such as passing techniques and understanding game rules.</p> <p>Peer Assessment: Encourage students to provide feedback to each other, focusing on specific skills and tactics observed during play.</p> <p>Questioning: Ask open-ended questions to assess understanding of tactics, rules, and strategies.</p> <p>Self-Assessment: Have students reflect on their performance, identifying areas of strength and areas for improvement.</p> | | <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills, such as passing, catching, and running with the ball under pressure.</p> <p>Small-Sided Games: Evaluate students' ability to apply skills and tactics in small-sided games, ensuring they understand and follow the rules.</p> | | | | | |
| Differentiation | | | | | | | |
| <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and tactics, such as advanced passing techniques and strategic plays. Leadership Roles: Encourage them to take on leadership roles, such as team captain, to help organize and lead their peers. Extended Activities: Provide opportunities for them to design their own drills or strategies and test them in practice games.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can provide guidance and support. Modified Equipment: Use larger or lighter balls to make catching and passing easier. Visual Aids: Use diagrams and visual aids to help explain rules and tactics.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as reducing the size of the playing area or using different equipment. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> | | | | | | | |
| Pillars of Progression | | | | | | | |
| <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body | | | | | | | |
| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | | Resources & Equipment | Key Vocabulary | | | | |
| <ul style="list-style-type: none"> • To run and pass at speed. • To dodge and fake passes when running with the ball. • To catch the ball whilst under pressure. • To understand and apply rules – learn and apply the rules of Tag Rugby, including tagging and safe play. • To decide on ways to attack when playing games. • To decide on the best ways to defend in games. | | <ul style="list-style-type: none"> • Tags • Tag belts • Marker spots • Cones • Rugby balls • Bibs | <ul style="list-style-type: none"> • Communicate • Effective • Accuracy • Mark/track • Attack • Defend • Tactics • Feint • Catch • Tag • Dodge • Fake • Attack • Formation | | | | |
| Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | | | | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration </td> <td style="width: 50%; padding: 5px;"> Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation. </td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • <i>Grasp the importance of game rules and participate in full games.</i> • <i>Comprehend the significance of maintaining lines in both attacking and defending</i> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • <i>Apply game rules in small-sided games, such as passing backwards in tag rugby.</i> • <i>Pass and catch the ball while running at different speeds.</i> • <i>Maintain control of the ball when running and passing, ensuring accuracy.</i> • <i>Strategize to score and win, using space effectively while running.</i> • <i>Successfully remove tags in accordance with the rules.</i> • <i>Successfully remove tags according to the rules in tag rugby.</i> • <i>Select and use a range of tactics and strategies for both attacking and defending.</i> </td> </tr> </table> | | | | Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration | Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation. | <ul style="list-style-type: none"> • <i>Grasp the importance of game rules and participate in full games.</i> • <i>Comprehend the significance of maintaining lines in both attacking and defending</i> | <ul style="list-style-type: none"> • <i>Apply game rules in small-sided games, such as passing backwards in tag rugby.</i> • <i>Pass and catch the ball while running at different speeds.</i> • <i>Maintain control of the ball when running and passing, ensuring accuracy.</i> • <i>Strategize to score and win, using space effectively while running.</i> • <i>Successfully remove tags in accordance with the rules.</i> • <i>Successfully remove tags according to the rules in tag rugby.</i> • <i>Select and use a range of tactics and strategies for both attacking and defending.</i> |
| Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration | Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation. | | | | | | |
| <ul style="list-style-type: none"> • <i>Grasp the importance of game rules and participate in full games.</i> • <i>Comprehend the significance of maintaining lines in both attacking and defending</i> | <ul style="list-style-type: none"> • <i>Apply game rules in small-sided games, such as passing backwards in tag rugby.</i> • <i>Pass and catch the ball while running at different speeds.</i> • <i>Maintain control of the ball when running and passing, ensuring accuracy.</i> • <i>Strategize to score and win, using space effectively while running.</i> • <i>Successfully remove tags in accordance with the rules.</i> • <i>Successfully remove tags according to the rules in tag rugby.</i> • <i>Select and use a range of tactics and strategies for both attacking and defending.</i> | | | | | | |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Football

Duration: 6 Weeks (Autumn 1)

Prior Learning Required – Year Five Progression Map Objectives:

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| <ul style="list-style-type: none"> • Defend effectively by marking, covering, and tracking opponents appropriately. • Participate in competitive games, following the rules. • Execute skills like passing with accuracy, confidence, control, and increasing speed. • Begin to apply defending principles in games, communicating well as a team to regain possession. • Defend effectively by marking, covering, and tracking opponents appropriately. • Participate in competitive games, following the rules. | <ul style="list-style-type: none"> • Identify and explain strengths and areas to improve in your own and others' performances. • Recognize the importance of physical fitness. • Select different formations to meet the needs of the game. • Maintain possession when faced with opponents using various tactics. |
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| National Curriculum Links | <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best |
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| Literacy | <ul style="list-style-type: none"> • Acquiring wider vocabulary • Using discussion to learn (team sports) • Listening and following instructions | Health and Safety | <ul style="list-style-type: none"> • Children to stay hydrated • Warm up and down before and after the lesson | <ul style="list-style-type: none"> • Appropriate footwear to be worn by all children |
| Numeracy | <ul style="list-style-type: none"> • Counting with a partner / team • Understanding values, the highest score wins, lowest etc. • Addition-adding team scores • Understanding distance, when being apart from a partner • Understanding the length of time (seconds and minutes) | PHSE | <ul style="list-style-type: none"> • Patience / turn taking / fairness • Communication, working in a team • Perseverance, to improve on skills • Leadership – supporting their peers and showing good communication skills | |

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| <p style="text-align: center;">Formative Assessment:</p> <p>Observations: Monitor students during drills and games to assess their ability to execute skills such as passing, dribbling, shooting, and defending with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as ball control, tactical understanding, and teamwork.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific skills and tactics observed during play.</p> <p>Questioning: Ask open-ended questions to gauge understanding of tactics, rules, and strategies.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | <p style="text-align: center;">Summative Assessment:</p> <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as passing, dribbling, shooting, and defending under game conditions.</p> <p>Small-Sided Games: Evaluate students' ability to apply skills and tactics in small-sided games, ensuring they understand and follow the rules.</p> | <p style="text-align: center;">Differentiation For Higher Ability Students:</p> <p>Challenge Tasks: Introduce more complex skills and advanced tactics, such as feints, stepovers, and strategic plays.</p> <p>Leadership Roles: Encourage them to take on leadership roles, such as team captain, to organize and motivate their peers.</p> <p>Extended Activities: Provide opportunities for them to design their own drills or game strategies and test them in practice sessions.</p> <p style="text-align: center;">For Lower Ability Students:</p> <p>Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time.</p> <p>Peer Support: Pair them with more skilled peers who can offer guidance and support.</p> <p>Modified Equipment: Use larger or lighter balls to make dribbling and passing easier.</p> <p>Visual Aids: Use diagrams and visual aids to help explain rules and techniques.</p> <p style="text-align: center;">For SEN and DSP Students:</p> <p>Tailored Instructions: Provide clear, concise instructions and repeat them as necessary.</p> <p>Adapted Activities: Modify activities to suit individual needs, such as reducing the size of the playing area or using different equipment.</p> <p>One-on-One Support: Offer additional one-on-one support from teaching assistants or peers.</p> <p>Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |
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| Pillars of Progression | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body |
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| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
| <ul style="list-style-type: none"> • To pass the ball to keep possession in game situations. • To dribble the ball whilst under pressure. • To apply defending principles in games. • To compete in games. • To apply attacking principles in games. • To understand positions and roles of individuals in team games. | <ul style="list-style-type: none"> • Footballs • Goals • Bibs • Cones • Marker spots | <ul style="list-style-type: none"> • Marking • Tactics • Apply • Consider • Evaluate • Midfield • Possession • Opposition • Patience • Support • Closing down • Cover | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> |
| | | | <ul style="list-style-type: none"> • Understand the positions in a team and the roles they play; develop the ability to recognise and choose different formations to suit the needs of the game. • Learn to evaluate your own success, recognizing areas for improvement and understanding why. • Know how invasion sports can enhance fitness and health. | <ul style="list-style-type: none"> • Select and use a range of tactics and strategies for both attacking and defending. • Employ a variety of tactics to keep possession, applying attacking principles • Maintain control of the ball when running and passing, ensuring accuracy. • Demonstrate good awareness of teammates and opponents, working effectively as a team and adapting games to ensure everyone has a role. • Change speed and direction to evade defenders. • Choose formations and skills that meet the game's needs. • Implement basic attacking and defending principles, adjusting formations to suit the game's needs. |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Gymnastics

Duration: 6 Weeks (Autumn 2)

Prior Learning Required – Year Five Progression Map Objectives:

- *Understand and apply various compositional principles to create your own gymnastic routines.*
- *Recognize and articulate which parts of a performance were consistent, accurate, fluent, and clear, while offering constructive feedback.*
- *Execute movements with precision and rhythmic accuracy.*
- *Fluently explore, improvise, and combine movement ideas.*
- *Create and perform extended sequences with fluency and clarity, selecting appropriate skills for the situation.*
- *Continuously enhance flexibility, strength, control, technique, and balance through practice.*

National Curriculum Links

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| • 2c: Develop flexibility, strength, technique, control, and balance. | | | |
| Literacy | <ul style="list-style-type: none"> • Acquiring wider vocabulary – technical terms for movements • Using discussion to learn • Listening and following instructions | Health and Safety | <ul style="list-style-type: none"> • Children to stay hydrated • Warm up and down before and after the lesson • Bare feet (preferably) for all activities |
| Numeracy | <ul style="list-style-type: none"> • Understanding sequences (part of a routine or movement into a shape) • Addition – recording scores, adding scores together, understanding values of numbers so highest and lowest (winners etc) | PHSE | <ul style="list-style-type: none"> • Mats (advised) to be used for a purpose e.g. jumping off equipment onto a mat, rolls and other gymnastics skills • Imagination- to perform a new sequence designed either individually or in a small group • Self-Assessment / Reflection – how could I / we have improved our performance / sequence |

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| Formative Assessment: | Summative Assessment: | Differentiation |
| <p>Observations: Monitor students during drills and routines to assess their ability to execute skills such as balances, jumps, rolls, and sequences with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as body tension, extension, and precision in movements.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific techniques and routines observed during practice.</p> <p>Questioning: Ask open-ended questions to gauge understanding of gymnastics concepts, safety, and techniques.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as balances, jumps, rolls, and complete sequences.</p> <p>Routine Performance: Evaluate students' ability to perform a planned routine, ensuring they demonstrate control, creativity, and adherence to safety guidelines.</p> <p>Summative Assessment:</p> | <p>For Higher Ability Students:</p> <p>Challenge Tasks: Introduce more complex skills and advanced combinations, such as aerials or more intricate sequences.</p> <p>Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or small groups during practice sessions.</p> <p>Extended Activities: Provide opportunities for them to create and choreograph their own routines, incorporating advanced elements.</p> <p>For Lower Ability Students:</p> <p>Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time.</p> <p>Peer Support: Pair them with more skilled peers who can offer guidance and support.</p> <p>Modified Equipment: Use equipment like mats or lower beams to make skills easier to perform safely.</p> <p>Visual Aids: Use diagrams and visual aids to help explain techniques and movements.</p> <p>For SEN and DSP Students:</p> <p>Tailored Instructions: Provide clear, concise instructions and repeat them as necessary.</p> <p>Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level.</p> <p>One-on-One Support: Offer additional one-on-one support from teaching assistants or peers.</p> <p>Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |

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| Pillars of Progression | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
| <ul style="list-style-type: none"> • To show flexibility and technique when performing gymnastic elements. • To show different combinations and pathways when travelling. • To use space creatively when travelling. • To perform high quality jumps, rolls and group balances. • To show rhythm and creativity when working with others. • To explain why a performance is good and how it can be improved. | <ul style="list-style-type: none"> • Marker spots • Speaker • Apparatus • Benches • Gymnastics mats • Cones | <ul style="list-style-type: none"> • Asymmetrical • Body control • Creativity • Evaluate • Improve • Symmetrical • Observe • Fluency • Flow • Flight | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> |
| | | | <ul style="list-style-type: none"> • <i>Understand how to work effectively as part of a team, recognize successes, and provide constructive feedback.</i> • <i>Understand the key principles of warm-up routines and create short routines based on those principles.</i> | <ul style="list-style-type: none"> • <i>Explore, improvise, and blend movement ideas fluidly and effectively. Utilize skills in diverse ways, performing with confidence, clarity, and a sense of rhythm.</i> • <i>Integrate and execute gymnastic actions, shapes, and balances with enhanced fluency and effectiveness.</i> • <i>Employ various dynamics to utilize space efficiently.</i> • <i>Create your own gymnastic sequences by understanding, selecting, and applying a range of compositional principles, adjusting direction, level, and pathways to enhance the sequence's appearance.</i> |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Netball

Duration: 6 Weeks (Autumn 2)

Prior Learning Required – Year Five Progression Map Objectives:

- Use various skills to keep the ball, considering positioning and space.
- Increase accuracy and confidence in passing and shooting skills.
- Distinguish between attacking and defending skills.
- Understand how to mark and defend your goal.
- Understand muscle function, including contraction and relaxation.
- Identify and explain strengths and areas to improve in your own and others' performances.
- Begin to apply defending principles in games, communicating well as a team to regain possession.
- Improve accuracy and control when passing and catching while moving at speed.

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| National Curriculum Links | | <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
| Literacy | •New vocabulary e.g. Pivot | Health and Safety | •Children to stay hydrated •Warm up and down before and after the lesson | •Children to wear appropriate footwear | |
| Numeracy | •Distance – standing 1m apart for the rules of the game •Length of time – 30" (activities), 4 seconds holding the ball •Counting – adding up passes | PHSE | •Patience / turn taking / fairness •Working and being part of a team •Communication, working in pairs / teams | •Perseverance, to improve on skills •Supporting their peers and showing good communication skill | |
| Assessment | | Summative Assessment: | | Differentiation: | |
| <p>Formative Assessment:</p> <p>Observations: Monitor students during dance rehearsals to assess their ability to execute movements with coordination, expression, and rhythm.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as timing, fluidity, and creativity.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific movements and performance qualities observed during rehearsals.</p> <p>Questioning: Ask open-ended questions to gauge understanding of dance concepts, choreography, and performance techniques.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | | <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as passing, shooting, and defending.</p> <p>Game Performance: Evaluate students' ability to perform in a game setting, ensuring they demonstrate teamwork, strategy, and adherence to game rules.</p> | | <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and advanced combinations, such as feints, interceptions, and dynamic shooting drills. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or small groups during practice sessions. Extended Activities: Provide opportunities for them to create and implement advanced game strategies, incorporating complex plays and tactics.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use equipment like lighter balls or larger hoops to make skills easier to perform successfully. Visual Aids: Use diagrams and visual aids to help explain techniques and game strategies.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> | |
| Pillars of Progression | | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. | | | |
| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
| <ul style="list-style-type: none"> • To pass the ball in a variety of different ways with confidence and control. • To move with purpose when attacking. • To choose when to mark a player and when to cover space. • To apply basic principles for attacking. • To apply basic principles for defending. • Apply basic principles for attacking and defending in game situations. | | <ul style="list-style-type: none"> • Netballs • Netballs posts • Netball bibs • Cones • Marker spots | <ul style="list-style-type: none"> • Position • Evaluate • Direction • Heart rate • Power • Accuracy • Muscles • Technique • Decision making • Opponent • Teamwork • Shoot | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> <ul style="list-style-type: none"> • Design short warm-up routines that follow essential principles, such as raising body temperature and mobilizing joints and muscles. • Provide feedback to individuals, teams, and yourself, highlighting strengths, suggesting improvements, and commenting on techniques and tactics. • Learn to evaluate your own success, recognizing areas for improvement and understanding why. | |
| | | | | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> <ul style="list-style-type: none"> • Apply basic principles for attacking and defending, • Apply defending techniques such as marking, tracking, and covering to gain possession in game situations. • Collaborate effectively as a team. • Utilize various skills to maintain possession of the ball within a team. • Demonstrate good awareness of teammates and opponents, working effectively as a team and adapting games to ensure everyone has a role. • Implement basic attacking and defending principles, adjusting formations to suit the game's needs. | |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Dance

Duration: 6 Weeks (Spring 1)

Prior Learning Required – Year Five Progression Map Objectives:

- *Recognize and describe which aspects of a performance were consistent, accurate, fluent, and clear, and provide feedback.*
- *Understand the importance of effective teamwork.*
- *Explain how their bodies react and feel during different activities and roles.*
- *Apply basic compositional principles when crafting dances, smoothly and effectively combining movements.*
- *Execute a variety of movements accurately, maintaining a sense of rhythm.*
- *Design and organize dance motifs, phrases, and sections, enhancing expressive qualities*

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| National Curriculum Links | | <ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. | |
| Literacy | <ul style="list-style-type: none"> • Reading Instructions: Following written and verbal instructions for dance routines. • Storytelling through Dance: Using dance to tell stories or convey emotions, enhancing narrative skills. • Vocabulary Development: Learning dance-specific vocabulary and terminology. • Reflective Writing: Writing reflections on dance experiences, including what was learned and how it felt. | Health and Safety | <ul style="list-style-type: none"> • Children to stay hydrated • Warm up and down before and after the lesson • Children to have comfortable clothing • Children to have bare feet for all activities • Safe space – area free from obstacles and hazards |
| Numeracy | <ul style="list-style-type: none"> • Counting Beats: Students learn to count beats in music and match movements to specific counts. • Measuring Space: Understanding and using space in dance routines, including spatial awareness and distance. • Timing and Rhythm: Practicing timing and rhythm through dance sequences. • Patterns and Sequences: Creating and recognizing patterns and sequences in dance routines. | PHSE | <ul style="list-style-type: none"> • Teamwork and Cooperation: Working together in groups to create and perform dance routines. • Self-Expression: Encouraging students to express their emotions and personalities through dance. • Confidence Building: Boosting self-esteem and confidence through performance and practice. • Respect and Empathy: Learning to respect and support fellow dancers, fostering empathy and understanding. |
| Formative Assessment: | | Summative Assessment: | Differentiation |
| <p>Observations: Monitor students during dance rehearsals to assess their ability to execute movements with coordination, expression, and rhythm.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as timing, fluidity, and creativity.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific movements and performance qualities observed during rehearsals.</p> <p>Questioning: Ask open-ended questions to gauge understanding of dance concepts, choreography, and performance techniques.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | | <p>Performance: Conduct a final assessment where students perform a choreographed routine, demonstrating key skills such as coordination, expression, and rhythm.</p> <p>Choreography Creation: Evaluate students' ability to create and perform their own short dance sequences, incorporating elements of timing, space, and dynamics.</p> | <p>For Higher Ability Students: Challenge Tasks: Introduce more complex dance moves and combinations, such as leaps, turns, and intricate sequences. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or choreographing small group routines. Extended Activities: Provide opportunities for them to design their own choreography and explore different dance styles.</p> <p>For Lower Ability Students: Simplified Tasks: Break down dance moves into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Choreography: Simplify choreography to make movements easier to perform while still being part of the group performance. Visual Aids: Use diagrams and visual aids to help explain movements and sequences.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different music tempos or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |
| Pillars of Progression | | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. | |
| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | | Resources & Equipment | Key Vocabulary |
| <ul style="list-style-type: none"> • To move in a way that reflects the music. • To show ideas through dance. • To combine movements fluently. • To apply basic compositional principles when creating dances. • To share ideas in groups to create a routine. • To perform with rhythm and confidence | | <ul style="list-style-type: none"> • Music & music player • Cones • Marker spots | <ul style="list-style-type: none"> • Imaginative • Emotive • Expressive • Rehearse • Choreography • Pace • Question & Answer • Confidence • Experiment • Formation • Intensity |
| | | | |
| | | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> | |
| | | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> | |
| | | <ul style="list-style-type: none"> • <i>Collaborate in small groups to create routines that incorporate various elements.</i> • <i>Use creativity to develop dances set to music and enhance expressive qualities.</i> | |
| | | <ul style="list-style-type: none"> • <i>Move in synchronization with the music.</i> • <i>Execute dances in both canon and unison, with precision and confidence.</i> • <i>Practice and refine movement ideas inspired by different stimuli.</i> • <i>Improvise and integrate movement ideas seamlessly and fluidly.</i> • <i>Perform movements for an audience, maintaining rhythm and confidence.</i> | |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Quick sticks

Duration: 6 Weeks (Spring 1)

| Prior Learning Required – Year Five Progression Map Objectives: | |
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| <ul style="list-style-type: none"> • Participate in competitive games, following the rules. • Work effectively as part of a team. • Execute skills like passing with accuracy, confidence, control, and increasing speed • Decide when to pass or dribble to keep possession of the ball. • Use various skills to keep the ball, considering positioning and space. • Use attacking skills to keep possession of the ball. | <ul style="list-style-type: none"> • Learn to evaluate and recognize success. • Identify ways to move the ball towards the opponent's goal, deciding when to pass, dribble, or carry the ball. • Observe and assess the success of a game, identifying areas for improvement and suggesting helpful practices. • Distinguish between attacking and defending skills. • Identify and explain strengths and areas to improve in your own and others' performances. • Begin to apply defending principles in games, communicating well as a team to regain possession. |

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| National Curriculum Links | <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
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| Literacy | <ul style="list-style-type: none"> • New vocabulary e.g. Push or Slap pass. | Health and Safety | <ul style="list-style-type: none"> • Children to stay hydrated • Warm up and down before and after the lesson • Children to keep sticks below waist height • Advised to wear gum shield and shin pads • Children to wear appropriate footwear |
| Numeracy | <ul style="list-style-type: none"> • Distance – standing 1m apart for the rules of the game • Length of time – 30" (activities), How many in a certain time, using a stopwatch and understanding time. • Counting – adding up passes & subtraction in warm ups | PHSE | <ul style="list-style-type: none"> • Patience / turn taking / fairness • Working and being part of a team • Communication, working in pairs / teams • Perseverance, to improve on skills and scores • Supporting their peers and showing good communication skills • Intuition – setting up their own courses and activities for others |

| Formative Assessment: | Summative Assessment: | Differentiation: |
|--|---|---|
| <p>Observations: Monitor students during drills and routines to assess their ability to execute skills such as dribbling, passing, shooting, and defending with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as stick handling, passing accuracy, and defensive positioning.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific techniques and strategies observed during practice.</p> <p>Questioning: Ask open-ended questions to gauge understanding of hockey concepts, game rules, and techniques.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as dribbling, passing, shooting, and defending.</p> <p>Game Performance: Evaluate students' ability to perform in a game setting, ensuring they demonstrate teamwork, strategy, and adherence to game rules.</p> | <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and advanced combinations, such as reverse stick skills, drag flicks, and advanced defensive techniques. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or small groups during practice sessions. Extended Activities: Provide opportunities for them to create and implement advanced game strategies, incorporating complex plays and tactics.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use equipment like lighter sticks or larger goals to make skills easier to perform successfully. Visual Aids: Use diagrams and visual aids to help explain techniques and game strategies.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |

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| Pillars of Progression | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • To pass the ball to keep possession in game situations. • To dribble the ball whilst under pressure. • To apply defending principles in games. • Step 4: To compete in games. • To apply attacking principles in games. • To understand positions and roles of individuals in team games. | <ul style="list-style-type: none"> • Hockey sticks • Hockey balls • Cones • Bibs • Marker spots | <ul style="list-style-type: none"> • Dribbling • Close down • Cover • Track • Block • Slap Pass • Decision Making • Possession • Principles • Evaluate • Discuss • Explore | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> <ul style="list-style-type: none"> • Evaluate parts of your own performance and others', providing constructive feedback. • Understand the role of physical activity in maintaining a healthy lifestyle. • Understand muscle function, including contraction and relaxation. • Adapt games and activities to ensure everyone has a role to play. • Design short warm-up routines that follow essential principles, such as raising body temperature and mobilizing joints and muscles. | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> <ul style="list-style-type: none"> • Develop control while executing skills at speed. • Apply the attacking and defending principles in game situations. • Utilize various skills to maintain possession of the ball within a team. • Change speed and direction to evade defenders. • Change speed and direction to evade defenders. • Choose formations and skills that meet the game's needs. • Collaborate effectively as a team. |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Orienteering

Duration: 6 Weeks (Spring 2)

Prior Learning Required – Year Five Progression Map Objectives:

- *Understand the techniques required for navigating to and from control points.*
- *Identify successful actions and adapt plans for future challenges.*
- *Accurately orientate oneself and map out locations, keeping track of position with growing precision.*
- *Collaborate within a team, building trust and valuing each member.*
- *Enhance communication skills and use them to achieve success.*
- *Create a map using symbols and a legend, and begin to understand scale.*
- *Participate in orienteering events, solving problems alongside team members.*

| National Curriculum Links | | • 2e: Take part in outdoor and adventurous activity challenges both individually and within a team. | |
|--|---|--|---|
| Literacy | <ul style="list-style-type: none"> • Working on Anagrams • Map reading • Following written directions and routes Vocabulary development – control point/landmarks | Health and Safety | <ul style="list-style-type: none"> • Make sure the areas of the school are secure for orienteering activities and purpose |
| Numeracy | <ul style="list-style-type: none"> • Working out math equations • Distance calculation • Spatial awareness – understanding coordinates • Scale understanding | PHSE | <ul style="list-style-type: none"> • Patience / turn taking / fairness • Working and being part of a team • Communication, working in pairs / teams • Perseverance, to improve on skills and scores |
| Geography | <ul style="list-style-type: none"> • Map reading • Map writing / plotting • Directions; North, South, East & West | | <ul style="list-style-type: none"> • Supporting their peers and showing good communication skills • Using all senses to communicate to succeed • Design / imagination – making up their own obstacle course |
| Formative Assessment: | | Summative Assessment: | |
| <p>Observations: Monitor students during activities to assess their ability to work collaboratively, solve problems, and navigate courses.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as map reading, orienteering, and teamwork.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific skills and techniques observed during activities.</p> <p>Questioning: Ask open-ended questions to gauge understanding of safety procedures, navigation, and teamwork strategies.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | | <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills, such as map reading, compass use, and problem-solving in a team setting.</p> <p>Orienteering Challenge: Organize an orienteering challenge to evaluate students' ability to navigate and work together to complete the course.</p> | |
| | | Differentiation | |
| | | <p>For Higher Ability Students: Challenge Tasks: Introduce more complex navigation tasks, such as multi-stage orienteering courses and advanced problem-solving challenges. Leadership Roles: Encourage them to take on leadership roles, such as team leader, to help organize and motivate their peers. Extended Activities: Provide opportunities for them to design their own navigation courses or challenges and test them with their peers.</p> <p>For Lower Ability Students: Simplified Tasks: Break down navigation and problem-solving tasks into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use simpler maps or equipment to make navigation easier. Visual Aids: Use diagrams and visual aids to help explain navigation techniques and safety procedures.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> | |
| Pillars of Progression | | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. | |
| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | | Resources & Equipment | Key Vocabulary |
| <ul style="list-style-type: none"> • To show confidence in group activities. • To plan effectively. • To understand a complex map. • To scale a map effectively. • To choose successful approaches to tasks. • To complete an adapted control event. | | <ul style="list-style-type: none"> • Hoops • Hurdles • Cones • Clipboards, Ruler, pencils Measuring tape • Beanbags • Benches • Appendix resources from planning • Blindfolds • Compasses | <ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering • Control Plotting • Communication • Problem Solving |
| | | | |
| | | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> | |
| | | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> | |
| | | <ul style="list-style-type: none"> • <i>Understand key elements and concepts of scaling confidently.</i> • <i>Identify successful actions and adapt plans for future challenges.</i> • <i>Plan strategies to complete tasks, selecting appropriate skills and approaches for the challenge.</i> | |
| | | <ul style="list-style-type: none"> • <i>Gain confidence while participating in team activities.</i> • <i>Successfully participate in orienteering events, like picture and control orienteering.</i> • <i>Confidently use a map to orient yourself and design a route to the controls, drawing on previous knowledge.</i> • <i>Enhance map reading and map building abilities.</i> • <i>Improve physical fitness and understand its importance in orienteering.</i> | |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Target Games – Tri Golf

Duration: 6 Weeks (Spring 2)

Prior Learning Required – Year Five Progression Map Objectives:

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| <ul style="list-style-type: none"> • <i>Develop an understanding of strategies for improving performance in games.</i> • <i>Understand muscle function.</i> • <i>Grasp the techniques required to chip at varying heights.</i> • <i>Demonstrate strong teamwork.</i> • <i>Apply suitable skills and tactics in game situations.</i> | <ul style="list-style-type: none"> • <i>Apply putting and chipping techniques in competitive games (golf).</i> • <i>Show control and precision to make accurate shots.</i> • <i>Begin developing the driving technique (golf).</i> • <i>Enhance accuracy and distance when practicing the driving technique and participate in driving games (golf).</i> |
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| National Curriculum Links | | • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Literacy | <ul style="list-style-type: none"> • New Vocabulary – Putt, Chip • Communication – discussing tactics and game plans with their team | Health and Safety | <ul style="list-style-type: none"> • Warm ups and cooldowns – Ensuring proper warm-up and cool-down exercises to prevent injuries. • Safe playing area – ensure area is clear of hazards • Hydration – children remain hydrated |
| Numeracy | <ul style="list-style-type: none"> • Scoring – keeping track of scores and calculating total points • Time management – pacing their play within the given time limits | PHSE | <ul style="list-style-type: none"> • Teamwork – working cooperatively with peers during team challenges and games • Resilience – Developing a growth mindset and learning from mistakes |
| Formative Assessment: | | Summative Assessment: | |
| <p>Observations: Monitor students during drills and routines to assess their ability to execute skills such as putting, chipping, and driving with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as grip, stance, swing mechanics, and precision in shots.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific techniques and strategies observed during practice.</p> <p>Questioning: Ask open-ended questions to gauge understanding of golf concepts, course etiquette, and techniques.</p> | | <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as putting, chipping, and driving.</p> <p>Course Performance: Evaluate students' ability to perform in a simulated course setting, ensuring they demonstrate control, strategy, and adherence to golf etiquette</p> | |
| | | Differentiation: | |
| | | <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and advanced combinations, such as varied lies, bunker shots, and advanced putting techniques. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or small groups during practice sessions. Extended Activities: Provide opportunities for them to design and navigate more challenging course layouts, incorporating advanced elements.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use equipment like shorter clubs or larger cups to make skills easier to perform successfully. Visual Aids: Use diagrams and visual aids to help explain techniques and course strategies.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> | |
| Pillars of Progression | | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body | |
| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | | Resources & Equipment | Key Vocabulary |
| <ul style="list-style-type: none"> • To successfully hit the target when putting and chipping. • To develop the drive technique. • To develop the techniques of the different shots on more difficult courses. • To compete against others applying skills learnt. • To discuss, watch and evaluate the professional game. • To apply the correct techniques when competing | | <ul style="list-style-type: none"> • Golf putters • Golf chippers • Cones • Golf balls • Golf balls • Cones • Marker spots • Bibs | <ul style="list-style-type: none"> • Drive • Swing • Green • Par • Ability • Perform • Imitate • Evaluate • Lean • Power • Bunker |
| | | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
| | | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> | |
| | | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> | |
| | | <ul style="list-style-type: none"> • <i>Explain how physical activity contributes to a healthy lifestyle.</i> • <i>Evaluate a performance and provide constructive feedback.</i> • <i>Familiarize yourself with golf terminology and the basic concepts of the game.</i> • <i>Compare and assess other performances.</i> | |
| | | <ul style="list-style-type: none"> • <i>Compete with others in modified games.</i> • <i>Apply appropriate tactics in games, discussing and implementing strategies to win.</i> • <i>Develop precise techniques for putting, chipping for height, and driving for distance (golf).</i> | |



Physical Education Medium Term plan

Year 6



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| Year Group: 6 | Unit: Athletics | Duration: 6 Weeks (Summer 1) |
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| Prior Learning Required – Year Five Progression Map Objectives: | |
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| <ul style="list-style-type: none"> Choose the appropriate speed to run at for the distance to be covered. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilize joints and muscles. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. | <ul style="list-style-type: none"> Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. Execute running, jumping, catching, and throwing both individually and in combination. Perform these skills with precision and control. Engage in communication, collaboration, and competition with peers, working efficiently within a team. Exhibit various throwing techniques, such as pushing, pulling, and slinging, utilizing different equipment. |

| National Curriculum Links | | <ul style="list-style-type: none"> 2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
|---------------------------|---|--|--|
| Literacy | <ul style="list-style-type: none"> Communication – Discussing strategies, techniques and feedback with peers and coaches | Health and Safety | <ul style="list-style-type: none"> Warm – up and cool-downs – Ensuring proper warm ups and cool downs exercises to prevent injuries Appropriate equipment use - using athletic equipment safely and correctly Safe playing area – ensuring that the track and field are clear of hazards Hydration – Children to remain hydrated Supervision – Providing correct supervision and clear instructions at all times. |
| Numeracy | <ul style="list-style-type: none"> Timings and management – Recording and interpreting times for running, distance for jumping and throwing. Scoring – calculating points Angles and trajectories – understanding the impact of angles in a javelin throw and long jump. | PHSE | <ul style="list-style-type: none"> Goal setting – Setting personal targets and working towards achieving them Resilience – developing perseverance and the ability to bounce back from setbacks Confidence building – gaining self esteem through personal achievements and improvements. •Teamwork and cooperation |

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| <p>Formative Assessment:</p> <p>Observations: Monitor students during drills and events to assess their ability to execute skills such as running, jumping, and throwing with proper technique.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as form, power, and coordination.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific skills and techniques observed during practice.</p> <p>Questioning: Ask open-ended questions to gauge understanding of techniques, safety, and strategies.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | <p>Summative Assessment:</p> <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills, such as running various distances, performing different jumps, and executing throwing techniques.</p> <p>Mini-Competitions: Organize mini-competitions to evaluate students' ability to apply skills and tactics in a competitive setting.</p> | <p>Differentiation</p> <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and techniques, such as advanced jumping or throwing techniques, and strategic pacing in running events. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or helping organize mini-competitions. Extended Activities: Provide opportunities for them to design their own training plans or strategies and test them in practice sessions.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use equipment like lighter weights or lower hurdles to make skills easier to perform. Visual Aids: Use diagrams and visual aids to help explain techniques and movements.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |
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| Pillars of Progression | <ul style="list-style-type: none"> Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
|--|---|--|---|--|
| <ul style="list-style-type: none"> To use a run up when jumping. To use the correct combination of jumps to complete the triple jump. To run with control and purpose over varied distances. To throw an object by overarm, underarm, pulling, pushing and slinging. To use a run up when throwing. To practise to improve throwing distance | <ul style="list-style-type: none"> Balls Hoops Bibs Quoits Measuring tape Cones Marker spots Beanbags Athletics throwing equipment | <ul style="list-style-type: none"> Evaluate Feedback Power Cooperate Fling Olympics Run Up Compare | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> <ul style="list-style-type: none"> Understand appropriate pace judgement for the running distance to be covered. Understand the appropriate throwing and jumping technique to achieve maximum distance and height. Share and discuss athletic techniques with others. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Be able to describe the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles. | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> <ul style="list-style-type: none"> Choose and execute skills suitable for the situation, combining and performing each with control and speed. Collaborate efficiently as a team member. Execute running, jumping, and throwing both individually and in combination, applying the proper techniques to achieve personal bests. |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Tennis

Duration: 6 Weeks (Summer 1)

Prior Learning Required – Year Five Progression Map Objectives:

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| <ul style="list-style-type: none"> Hit the ball with intention and purpose. Execute shots on both forehand and backhand sides. Direct the ball towards the opponent's court or target area. Utilize various racket skills and movements during competitive or cooperative rallies. Demonstrate learned skills during competition, including serving, returning serves, and maintaining shot accuracy while moving quickly. Exhibit fast-paced movements, smoothly changing direction and speed. Understand tactics in net games, such as aiming for open spaces to outplay an opponent, and utilize these tactics to try to win games. Identify open spaces and comprehend the strategy of hitting into gaps. Observe and evaluate the effectiveness of game strategies. Explain why a performance is effective and identify areas that could be improved, along with the reasons why. | <ul style="list-style-type: none"> Engage in competitive games, with modifications as needed. Use effective footwork to ensure proper technique when hitting the ball. Maintain a good ready position and demonstrate proper court positioning. Show awareness of others in game situations. Apply basic attacking and defending principles, identifying spaces and using the tactic of hitting into gaps. Create short warm-up routines based on fundamental principles, like raising body temperature and mobilizing joints and muscles. Understand how muscles function, such as contracting to create movement and relaxing to elongate. Develop an understanding of how to enhance performance in various physical activities and sports. Recognize aspects of a performance that could be improved and explain how to make those improvements. |
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National Curriculum Links • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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| Literacy | •Communication – Discussing strategies, techniques and feedback with peers and coaches •New vocabulary e.g. Baseline, rallies | Health and Safety | •Warm – up and cool-downs – Ensuring proper warm ups and cool downs exercises to prevent injuries •Appropriate equipment use - using tennis equipment safely and correctly •correct footwear and clothing, jewellery removed. | •Safe playing area – ensuring that the area is clear of hazards •Hydration – Children to remain hydrated •Supervision – Providing correct supervision and clear instructions at all times. |
| Numercy | •Distance – standing 1m apart for the rules of the game •Length of time – 1min challenge, how many points per activity •Counting – adding up passes (rallies) | PHSE | • Goal setting – Setting personal targets and working towards achieving them •Resilience – developing perseverance and the ability to bounce back from setbacks •Patience / turn taking / fairness •Working and being part of a team | •Confidence building – gaining self-esteem through personal achievements and improvements. •Teamwork and cooperation •Communication, working in pairs / teams •Perseverance, to improve on skills and scores •Supporting their peers and showing good communication skills |

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| <p>Formative Assessment:</p> <p>Observations: Monitor students during drills and routines to assess their ability to execute skills such as serving, volleys, groundstrokes, and footwork with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as serve accuracy, rally consistency, and strategic play.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific techniques and strategies observed during practice.</p> <p>Questioning: Ask open-ended questions to gauge understanding of tennis concepts, match rules, and techniques.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | <p>Summative Assessment:</p> <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as serving, volleys, and groundstrokes.</p> <p>Match Performance: Evaluate students' ability to perform in a match setting, ensuring they demonstrate strategy, sportsmanship, and adherence to match rules.</p> | <p>Differentiation:</p> <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and advanced combinations, such as spin serves, drop shots, and advanced rally techniques. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or small groups during practice sessions. Extended Activities: Provide opportunities for them to create and implement advanced match strategies, incorporating complex plays and tactics.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use equipment like softer balls or lower nets to make skills easier to perform successfully. Visual Aids: Use diagrams and visual aids to help explain techniques and match strategies.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |
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Pillars of Progression • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics.
• Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.

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| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
| <ul style="list-style-type: none"> To know and describe the correct grip and stance when holding a racket. To adopt a good ready position & move with purpose. To play shots overhead and on the forehand and backhand side of the body. To hit the ball accurately and with control whilst moving at a quick pace. To employ tactics in games. To participate in games following the rules and scoring correctly. | <ul style="list-style-type: none"> Tennis rackets Tennis balls Cones Marker spots | <ul style="list-style-type: none"> Strategy Defence Attack Height Travel Positioning On Court React Singles Service Backswing Overhead Selection Respond Evaluate | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> <ul style="list-style-type: none"> Describe the proper techniques for forehand, backhand, and overhead clear. Explain how your body responds and feels during various activities and roles. Assess your own success and areas for improvement, as well as those of others. Design short warm-up routines following key principles, such as raising body temperature and mobilizing joints and muscles. Identify aspects of a performance that could be improved and explain the improvements needed. Continuously evaluate and recognize your own achievements. | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> <ul style="list-style-type: none"> Experiment with the racket, trying different skills. Play shots at varying heights, directions, and speeds, and improve hitting the ball/shuttle while moving. Utilize different skills and tactics to win games. Enhance shot consistency, aiming to win competitions. Sustain rallies by regularly playing consistent shots. Use tactical serves to outwit opponents. Demonstrate fast-paced movements, including the chasse step and lunge, while increasing shuttle accuracy (badminton). Hit the ball with intention, adjusting speed, height, and direction. Aim the ball towards the opponent's court or target area. Perform forehand and backhand shots with control and confidence. Apply attacking principles effectively. Maintain a purposeful ready position and good court positioning. Participate in competitive games, making adjustments as needed. Apply basic defending principles. Apply basic attacking principles. |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Cricket

Duration: 6 Weeks (Summer 2)

Prior Learning Required – Year Five Progression Map Objectives:

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| <ul style="list-style-type: none"> • <i>Observe and evaluate the effectiveness of games and identify strong performances.</i> • <i>Understand the role of physical activity in promoting a healthy lifestyle and explain how your body responds during physical activity.</i> • <i>Create short warm-up routines based on fundamental principles, such as raising body temperature and mobilizing joints and muscles.</i> • <i>Select skills and tactics appropriate to the situation, like outsmarting opponents while fielding.</i> • <i>Explain the qualities that make a performance effective.</i> | <ul style="list-style-type: none"> • <i>Demonstrate strong awareness of others in game situations.</i> • <i>Modify games and activities to ensure everyone has a role.</i> • <i>Develop control and technique while performing skills at speed.</i> • <i>Hit the ball with intent, adjusting speed, height, and direction, and strategize to score more runs.</i> • <i>Collaborate effectively as part of a team, communicating well with teammates.</i> • <i>Start to bowl at varying speeds.</i> |
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| National Curriculum Links | <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
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| Literacy | <ul style="list-style-type: none"> • Communication – Discussing strategies, techniques and feedback with peers and coaches | Health and Safety | <ul style="list-style-type: none"> • Warm – up and cool-downs – Ensuring proper warm ups and cool downs exercises to prevent injuries • Appropriate equipment use - using cricket equipment safely and correctly Children are wearing the correct clothing and footwear – jewellery removed | <ul style="list-style-type: none"> • Safe playing area – ensuring that the field are clear of hazards • Hydration – Children to remain hydrated • Supervision – Providing correct supervision and clear instructions at all times. |
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| Numeracy | <ul style="list-style-type: none"> • Scoring in game play | PHSE | <ul style="list-style-type: none"> • Patience / turn taking / fairness • Working and being part of a team • Communication, working in pairs / teams | <ul style="list-style-type: none"> • Perseverance, to improve on skills and scores • Supporting their peers and showing good communication skills |
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| <p style="text-align: center;">Formative Assessment:</p> <p>Observations: Monitor students during drills and routines to assess their ability to execute skills such as batting, bowling, and fielding with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as batting technique, bowling accuracy, and fielding positions.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific techniques and strategies observed during practice.</p> <p>Questioning: Ask open-ended questions to gauge understanding of cricket concepts, game rules, and techniques.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | <p style="text-align: center;">Summative Assessment:</p> <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as batting, bowling, and fielding.</p> <p>Match Performance: Evaluate students' ability to perform in a match setting, ensuring they demonstrate teamwork, strategy, and adherence to game rules.</p> | <p style="text-align: center;">Differentiation:</p> <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and advanced combinations, such as spin bowling, reverse swing, and advanced batting techniques. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or small groups during practice sessions. Extended Activities: Provide opportunities for them to create and implement advanced match strategies, incorporating complex plays and tactics.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use equipment like softer balls or lighter bats to make skills easier to perform successfully. Visual Aids: Use diagrams and visual aids to help explain techniques and game strategies.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |
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Pillars of Progression • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.

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| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
| <ul style="list-style-type: none"> • To retrieve, catch, intercept, and stop a ball when fielding. • To play shots that allow the ball to be hit to different areas of the field into spaces. • To bowl overarm. • To use skills and tactics to outwit opponents when fielding. • To use skills and tactics to outwit opponents when batting. • To participate in competitive games | <ul style="list-style-type: none"> • Cones • Balls • Bats • Marker spots • Wickets | <ul style="list-style-type: none"> • Wicket Keeper • Crease • Outfield • Fast bowl • Technique • Quality • Run up • Tournament • Awareness • Bowling • Tactics • Straight drive • Block • Bowled out | Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration | Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation. |
| | | | <ul style="list-style-type: none"> • <i>Learn to evaluate your own successes and identify areas for improvement.</i> • <i>Develop an understanding of ways to enhance performance in various physical activities and sports.</i> • <i>Create short warm-up routines that follow basic principles, such as raising body temperature and mobilizing joints and muscles.</i> | <ul style="list-style-type: none"> • <i>Execute skills, including retrieving, intercepting, and stopping a ball, with precision, confidence, and control.</i> • <i>Bowl using an overarm technique, gradually varying speed and length of delivery.</i> • <i>Apply skills and tactics to outsmart opponents in fielding, bowling, and batting.</i> • <i>Collaborate as a team to cover areas effectively, making it difficult for the batter to score runs.</i> • <i>Employ tactics that involve coordinated efforts between bowlers and fielders.</i> • <i>Perform skills with precision, confidence, and control.</i> • <i>Engage in competitive games, with modifications as needed.</i> • <i>Retrieve, intercept, and stop a ball effectively when fielding.</i> |



Physical Education Medium Term plan

Year 6



Year Group: 6

Unit: Handball

Duration: 6 Weeks (Summer 2)

Prior Learning Required – Year Five Progression Map Objectives:

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| <ul style="list-style-type: none"> • <i>Select different formations to meet the needs of the game.</i> • <i>Identify ways to move the ball towards the opponent's goal, deciding when to pass, dribble, or carry the ball.</i> • <i>Distinguish between attacking and defending skills.</i> • <i>Understand how to mark and defend your goal.</i> • <i>Execute skills like passing with accuracy, confidence, control, and increasing speed.</i> • <i>Collaborate effectively as a team to maintain possession when facing opponents.</i> • <i>Use attacking skills to keep possession of the ball.</i> • <i>Improve accuracy and control when passing and catching while moving at speed.</i> | <ul style="list-style-type: none"> • <i>Begin to apply defending principles in games, communicating well as a team to regain possession.</i> • <i>Defend effectively by marking, covering, and tracking opponents appropriately.</i> • <i>Participate in competitive games, following the rules.</i> • <i>Refine techniques for key skills, such as passing.</i> • <i>Maintain possession when faced with opponents using various tactics.</i> • <i>Change speed and direction to evade defenders.</i> • <i>Use different tactics, including space and positioning, to retain possession.</i> • <i>Increase accuracy and confidence in passing and shooting skills.</i> |
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National Curriculum Links • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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| Literacy | <ul style="list-style-type: none"> • Communication – Discussing strategies, techniques and feedback with peers and coaches • New vocabulary e.g. Pivot, semi-circle | Health and Safety | <ul style="list-style-type: none"> • Warm – up and cool-downs – Ensuring proper warm ups and cool downs exercises to prevent injuries • Appropriate equipment use - using athletic equipment safely and correctly |
| Numeracy | <ul style="list-style-type: none"> • Distance – standing 1m apart for the rules of the game • Length of time – 5" while holding the ball, (small sided games • activities) • Counting – 3 steps when moving when holding the ball | PHSE | <ul style="list-style-type: none"> • Goal setting – Setting personal targets and working towards achieving them • Resilience – developing perseverance and the ability to bounce back from setbacks • Supporting their peers and showing good communication skills • Intuition – setting up their own courses and activities for other |
| | | | <ul style="list-style-type: none"> • Safe playing area – ensuring that the track and field are clear of hazards • Hydration – Children to remain hydrated • Supervision – Providing correct supervision and clear instructions at all times. |
| | | | <ul style="list-style-type: none"> • Confidence building – gaining self-esteem through personal achievements and improvements. • Patience / turn taking / fairness • Working and being part of a team • Communication, working in pairs / teams • Perseverance, to improve on skills and scores |

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| <p style="text-align: center;">Formative Assessment:</p> <p>Observations: Monitor students during drills and routines to assess their ability to execute skills such as dribbling, passing, shooting, and defending with accuracy and control.</p> <p>Checklists: Use skill checklists to track individual progress on key objectives, such as dribbling accuracy, shooting technique, and defensive positioning.</p> <p>Peer Assessment: Encourage students to provide constructive feedback to each other, focusing on specific techniques and strategies observed during practice.</p> <p>Questioning: Ask open-ended questions to gauge understanding of handball concepts, game rules, and techniques.</p> <p>Self-Assessment: Have students reflect on their performance, identifying strengths and areas for improvement.</p> | <p style="text-align: center;">Summative Assessment:</p> <p>Skills Demonstration: Conduct a final assessment where students demonstrate key skills such as dribbling, passing, shooting, and defending.</p> <p>Game Performance: Evaluate students' ability to perform in a game setting, ensuring they demonstrate teamwork, strategy, and adherence to game rules.</p> | <p style="text-align: center;">Differentiation:</p> <p>For Higher Ability Students: Challenge Tasks: Introduce more complex skills and advanced combinations, such as feints, fast breaks, and advanced defensive techniques. Leadership Roles: Encourage them to take on leadership roles, such as leading warm-ups or small groups during practice sessions. Extended Activities: Provide opportunities for them to create and implement advanced game strategies, incorporating complex plays and tactics.</p> <p>For Lower Ability Students: Simplified Tasks: Break down skills into smaller, more manageable steps and provide additional practice time. Peer Support: Pair them with more skilled peers who can offer guidance and support. Modified Equipment: Use equipment like lighter balls or smaller goals to make skills easier to perform successfully. Visual Aids: Use diagrams and visual aids to help explain techniques and game strategies.</p> <p>For SEN and DSP Students: Tailored Instructions: Provide clear, concise instructions and repeat them as necessary. Adapted Activities: Modify activities to suit individual needs, such as using different equipment or adjusting the difficulty level. One-on-One Support: Offer additional one-on-one support from teaching assistants or peers. Sensory Breaks: Allow for sensory breaks if needed to help students manage their sensory processing needs.</p> |
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Pillars of Progression • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.

| Key Unit Objectives (Key skills addressed to achieve success throughout the unit) | Resources & Equipment | Key Vocabulary | Progression Map Links (Ensure pupils progress & move forward throughout their primary school years) | |
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| <ul style="list-style-type: none"> • To pass/ send a ball whilst moving at speed. • To shoot whilst under pressure. • To pass and shoot the ball over different distances whilst moving at speed. • To decide on ways to attack during games. • To decide on ways to defend during games. • To play handball games against others. | <ul style="list-style-type: none"> • Handballs or similar size balls • Bibs • Cones • Marker spots | <ul style="list-style-type: none"> • Block • Distance • Fitness • Improve • Perform • Evaluate • Feedback • Health • Recover • Assist • Overhead | <p>Declarative Knowledge: (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration</p> <ul style="list-style-type: none"> • <i>Design short warm-up routines that follow essential principles, such as raising body temperature and mobilizing joints and muscle</i> • <i>Recognize different defensive techniques.</i> • <i>Understand various attacking strategies for team play.</i> • <i>Know how invasion sports can enhance fitness and health.</i> • <i>Provide feedback to individuals, teams, and yourself, highlighting strengths, suggesting improvements, and commenting on techniques and tactics.</i> • <i>Grasp the importance of game rules and participate in full games.</i> • <i>Understand the positions in a team and the roles they play; develop the ability to recognize and choose different formations to suit the needs of the game.</i> | <p>Procedural Knowledge: (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.</p> <ul style="list-style-type: none"> • <i>Implement basic attacking and defending principles, adjusting formations to suit the game's needs.</i> • <i>Develop control while executing skills at speed.</i> • <i>Demonstrate good awareness of teammates and opponents, working effectively as a team and adapting games to ensure everyone has a role.</i> • <i>Apply defending techniques such as marking, tracking, and covering to gain possession in game situations.</i> • <i>Select and use a range of tactics and strategies for both attacking and defending.</i> • <i>Utilize various skills to maintain possession of the ball within a team.</i> • <i>Change speed and direction to evade defenders.</i> • <i>Choose formations and skills that meet the game's needs.</i> • <i>Collaborate effectively as a team.</i> • <i>Employ a variety of tactics to keep possession, applying attacking principles.</i> • <i>Increase accuracy and confidence in passing and shooting skills.</i> |