Year 6 Unit – Fundanmental Movement –ABC		
Declaritve Knowledge –	Gates Golden Goals- Healthy Participation	Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

Recognise when to use effective changes of direction when playing against opposition players.
Use knowledge to apply and suggestions Ideas for when attacking or defending as a team/group.
Use knowledge to compare own performance with previous ones highlighting strengths and areas to improve.

Skill Progression

Procedural Knowledge (knowing'how')

Compete against others demonstrating good awareness when travelling at high speeds
Encourage others to participate at their highest level throughout a game/activity.
Apply a range of skills that could offset defenders.
Adapt movements in response to other children's actions, movements/locations.
Combine SAQ skills when travelling through a range of equipment and demonstrate good body control.
Identify and evaluate others performances when travelling through SAQ equipment.
Demonstrate fast reactions, control and balance when travelling past others.

Key Learning

Children should feel physically confident when moving through equipment, using small spaces during matches while making quick decisions and evading defenders. They will be able to identify, understand and apply a range of skills that could offset defenders.

Vocabulary

Limbs, Coordination, Demonstrate, Motion, Resilience, Maintaining

Misconceptions

Use effective changes of direction, apply a range of skiils & knowledge from previous learning.
Good body control; Use knowledge & previous learning to evaluate.
I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.

Prior Knowledge

Children will recognise and identify when to use effective changes of direction and speed during a match or when faced with defenders, also, they will be able to demonstrate fast reactions, control and balance when travelling past others in a match such as rugby.

Future Learning

Key Stage 3

Year 6 Unit – Tactics and Strategies

Declaritve Knowledge –	Gates Golden Goals- Healthy Participation	Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

- Recognise main aspects of a good performance.
- Identify how to improve a performance.
- Identify areas to improve and create tactics as a group to support team performance.

Skill Progression

Procedural Knowledge (knowing'how')

- Apply strategies for dodging.
- Recognise skills that are important to the game.
- Recognise skills that are transferable to other sports.
- Apply strategies for throwing and staying in the game.

Key Learning

Children will be able to recognise the key aspects of a good performance from the opposition and be able to react with their own strategies, this could be during 3v3 or 4v4 small sided games or during dodgeball. Identify suitable methods to attack and defend whilst adapting to the oppositions decisions.

Vocabulary

•Tactic Strategy Aim Angles Target Disguise Explain Demonstrate Opposition Performance Transferable

Misconceptions

Racing to be first in activities so that they are not applying the skills.
Not transferring skills from of previous learning.

Prior Knowledge

Children will feel confident when creating a plan to defend or attack an area in 3 v 3 or 4 v 4 scenario. Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances and working out what when well and what they need to change to succeed.

Future Learning

KS3- PE curriculum

Year 6 Unit –Send and Recieve

 Cognitive (mental & psychological)  Affective (social & emotional)  Psychomotor (physical)

Knowledge Progression

Know, apply and understand key skills of a good performance and make suggestions for improvement.
Make good decisions to maintain possession
Explain and apply receiving techniques.
Recognise when to travel or when to pass.
Select appropriate speed, weight and distance when passing.
Select the correct pass type to maintain possession in a game/activity.

Skill Progression

Master throwing and catching techniques when travelling.
Show good receiving techniques when competing within a team.
Maintain control of equipment when competing as a team.
Identify space when sending and receiving to help maintain possession as a team.
Effective communication/signals to help maintain child in possession.
Demonstrate high levels of effective communication/signals to help maintain child in possession.

Key Learning

Children can understand and show how to retain possession, and be able to control possession when facing a team with equal amount of players. Children will have built the knowledge of when to send and when to travel with the equipment, whilst performing with accuracy and efficiency.

- Travel quickly and effectively through equipment and clearly demonstrate pace, power and accuracy
- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Recognise when to apply speed to an attack.
- Select the appropriate pass for the distance/obstacles/pressure required
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaboration and competition with others

Vocabulary

Master Performance Heights Distances Speeds Angles Techniques Possession Maintain Collaboration Pace Power

Misconceptions

Precision in throwing- throwing technique
Catching technique
Practise and resilience-results in progress

Prior Knowledge

Children will begin to master different techniques for passing and shooting whilst moving with equipment in a variety of modified games. Children will develop and understanding of how to improve their own performances. Children will show consistency when throwing and catching from a variety of heights angles and distances.

- Travel quickly and effectively through equipment and clearly demonstrate pace, power and accuracy

- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Recognise when to apply speed to an attack.
- Select the appropriate pass for the distance/obstacles/pressure required
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaboration and competition with others

Future Learning

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal bes

Year 6 Unit – Attacking & Defending



Cognitive (mental & psychological)



Affective (social & emotional)



Psychomotor (physical)

Knowledge Progression

Make quick decisions whilst competing against others
Identify areas for improvement from your owns teams performance and make suggestions for development
Demonstrate resilience when participating in activities

Skill Progression

Travel with control of equipment when travelling at speed or competing against others
Create and apply strategies suitable for attacking and defending
Defend an area 2 v 2, 3 v 3
Attack an area 2 v 2, 3 v 3
Attack with speed and control
Exploit space when attacking
Recognise when to tackle or when to defend a space
Demonstrate an awareness of others and space to attack

Key Learning

- Compete against others, individually and as a group
- **Create tactics and strategies when competing against others**
- Evaluate own team performance
- **Receive in open spaces when attacking**
- **Apply transferable skills in a variety of competitions/games/events**

- **Attack with speed and purpose**
- **Identify areas of a good/bad performance and make suggestions for improvement**
- **Show determination and resilience when competing against self and others**
- Demonstrate a climate of joy, freedom, respect and celebration
- Show enjoyment in achieving tasks set out
- **Know and explain key skills of a good performance**

Vocabulary

Increase Change of speed Change direction Target Receive Distance Angles Travel Dribble Vary Movement Intercept Variety Control

Misconceptions

I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.
Stereotypical attitudes towards- typically male or female sports. Such as gymnastics or football.

Prior Knowledge

- Compete against others, individually and as a group
- Create tactics and strategies when competing against others
- Evaluate own team performance
- Receive in open spaces when attacking
- Apply transferable skills in a variety of competitions/games/events
- Attack with speed and purpose
- Identify areas of a good/bad performance and make suggestions for improvement
- Show determination and resilience when competing against self and others
- Demonstrate a climate of joy, freedom, respect and celebration
- Show enjoyment in achieving tasks set out

  Know and explain key skills of a good performance

Future Learning

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

Anchor questions

Year 6 - Unit – Orienteering-Outdoor Adventure Activities.

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Create a simple map using scale and birdseye view

- Evaluate other children's decisions when pinpointing locations on a map
- Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course
- Explain the differences between similar looking orienteering symbols
- Work effectively as a team to complete an orienteering course

Skill Progression

- Pinpoint locations using lining up techniques
- Create a simple trail on a orienteering map

Key Learning

Children will be asked to evaluate other children's decisions when pinpointing locations on a map, by using different techniques that have been learnt. Children can explain the importance of symbols, fractions and travelling speeds when completing an orienteering course and work effectively as a group to complete tasks set out.

END OF YEAR EXPECTATIONS: Evaluate other children's decisions when pinpointing locations on a map
Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course

Vocabulary

- **Route Apply Communication Control points Orienteering Course Identify Pinpoint Locations symbols**

Misconceptions

Using maps-north always top Teamwork –cooperation, listening to each other

Prior Knowledge

Children will be able to use previously learnt techniques such as lining up and thumbing to pinpoint locations on a map and create their own trails for others to follow. Children will be able to draw birds eye view maps and drawings by learning scale ratio's.

END OF YEAR EXPECTATIONS
Create a simple trail on a orienteering map
Pinpoint locations using lining up techniques
Create a simple map using scale and Birdseye view

Future Learning

KS3
Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Suggested Activities

Year – 6 - Unit – Athletics

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Compete against others in a variety of events/games
- Compare their own performances with previous ones
- Develop an understanding of how to improve and evaluate own performance

- Demonstrate resilience when participating in activities

Skill Progression

- Apply an awareness of time, speed and distance
- Select appropriate speed when travelling at a variety of distances
- Apply running techniques to improve performance
- Apply throwing techniques to improve performance
- Throw with coordination, force, distance, control and accuracy
- Take off, jump and land demonstrating control and balance
- Compete in a relay race, maintaining speed throughout change over
- Apply throwing techniques to develop power and accuracy
- Create and develop tactics and strategies for when competing as an individual and as a team when competing in a variety of athletic events.

Key Learning

Children will master all the actions needed when competing in mini Olympics and team challenges. Children will use evaluation methods to suggest areas for improving their running, jumping and throwing abilities. Competition and challenges will be completed with a competitive element and a positive encouraging environment.

END OF YEAR 6 EXPECTATIONS

Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best

Vocabulary

- Coordination evaluate Skills Apply Technique Awareness Improve Accuracy PerformanceResilience Collaboration

Misconceptions

Running technique Throwing and Catching technique TO master skills not race against each other

Prior Knowledge

Children will show an awareness of time and distance when competing against others. Children will start to look at the physiology of running techniques and be able to explain the importance of breathing techniques and the effects it can have on the body.

END OF YEAR 5 EXPECTATIONS Demonstrate an awareness of speed and distance when competing against others.

Explain the importance of breathing techniques and the effect it can have on the body

Future Learning

KS3

- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics)
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣
- take part in competitive sports and activities outside school through community links or sports clubs

Activities

KeyPE Sports Plsnning