Year 6 Physical Education Curriculum

A clear overview of the Year 6 PE curriculum, organised by half term, with unit purpose, success criteria and vocabulary for learning.

Intent

Each unit builds pupils' fundamental movement skills, physical confidence, teamwork, personal development and vocabulary for learning.

Implementation

Learning is organised across the year through practical activities, movement challenges, partner work, games and skill-based tasks.

Impact

Pupils develop control, coordination, balance, teamwork, confidence, fairness and an understanding of how physical activity supports health and wellbeing.

Year 6 Curriculum Map

Half Term	Unit	Intent and Implementation	Vocabulary for Learning
Autumn 1	**Health related exercise**	**UNIT PURPOSE** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Key Success Criteria** Pupils will be able to complete fitness assessments and	**VOCABULARY FOR LEARNING** Cardiovascular System: The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies. Strength: Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

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		participate in circuits that will enhance their fitness. Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits	Flexibility: Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion. Fitness: Physical fitness is a state of health and well-being that means you are able to take part in all your normal daily activities, including sport, with ease. Circuits: Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time. Personal Best: Your personal best means doing something better than you ever have before! A personal best is about improving your own performance, not competing against others
Autumn 2	**Football**	**UNIT PURPOSE** Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Key Success Criteria** Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and	**VOCABULARY FOR LEARNING** Through Ball: Is a pass made to create a shooting opportunity. The attacker in possession of the ball, passes it between opposing defenders, into open space that a team member can run onto. Man-to-Man Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team. Tactics: Tactics are a carefully planned set of actions that are used by a team or an

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		defending tactics, applying these to their games. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.	individual to attain a certain goal. Transition: is defined as the process of recognising and responding after losing or regaining possession. Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack. Referee: is an official who enforces the rules and is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.
Spring 1	**Gymnastics. Matching and mirroring**	**UNIT PURPOSE** The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence **Key Success Criteria** Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus. Pupils will effectively apply life skills such as evaulation and decision making as they identify strengths and	**VOCABULARY FOR LEARNING** Excellent gymnastics: ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds. Flow: This is when a gymnast moves from one action to another without stopping. Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus. Matching: Matching is where pupils perform exactly the same movements at the same time.

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		weaknesses in their sequences and find ways to improve. Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances. Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences	Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other. Unison: Unison is where pupils perform the same movement at exactly the same time as each other. Canon: Canon is where pupils perform the same movement one after the other
Spring 2	**Netball**	**UNIT PURPOSE** Pupils will consistently apply effective attacking and defensive skills and be able to apply these in a variety of game-based scenarios. Pupils will create and apply tactics in games, adapting them as the game situation changes, in order to beat the opposition. Pupils will refine their understanding of the positions and rules of the game **Key Success Criteria** Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently. Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated..	**VOCABULARY FOR LEARNING** Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Transition: is defined as the process of recognising and responding after losing or regaining possession. Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected. Netball Positions: The Goal Keeper (GK) and Goal Defence (GD) can move anywhere in the defending two thirds. The Centre (C), can move anywhere on the court apart from the two semi circles. The Goal Attack (GA) and Goal Shooter (GS), can move anywhere in

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			the two attacking thirds. Marking: When marking the player with the ball we must stand at least 3 steps away. If a defender invades the attackers space or makes contact with the attacker, a free pass is awarded to the attacking team
Summer 1	**Golf**	**UNIT PURPOSE** The unit of work will challenge pupils to refine their skills and understanding of striking the ball accurately, to complete the holes in as few shots as possible. Pupils will be challenged through a variety of competitions and pupils will have to think tactically as they move through the course, playing against their opponent. **Key Success Criteria** Pupils will refine their ability to hit the ball accurately and consistently, avoiding the Hazards by varying the speed and angles of their strikes, to outscore their opponents. Pupils will continue to be challenged to think tactically and make effective decisions, understanding the different problems they face in a variety of gameplay situations. Pupils will continue to be able to manage the games themselves, taking the lead in game situations and consider a variety of tactics as they collaborate during the games..	**VOCABULARY FOR LEARNING** Match Play: Match Play is form of competition where players win a point, each time they score lower (outscore) their opponent on a hole Team Scramble: A Team Scramble is a team format where players play in a team of three or four. All players in the team take their first shot and then decide on the best ball position to play all their next shots from. All players then hit their shots from the same position, until they hit the ball in the hole. Team Better Ball: Team Better Ball is a team format where the lowest score amongst the team members, on each hole, counts as the team score. Team Alternate Shots: Team Alternate Shot, is a team format where players are in teams of two with one ball. They take turns playing shots until the ball is in the hole. Player's

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			alternate taking the initial shot and record their score. Penalty Shot: A penalty shot occurs if a ball lands and stops inside one of the water hazards, the pupil must take the ball out and place it on the ground behind or to the side (the ball cannot be closer to the hole) and play their next shot from there, but adding an extra shot to their score.
Summer 2	**Athletics**	**UNIT PURPOSE** The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams. **Key Success Criteria** Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance. C Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important. S Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.	**VOCABULARY FOR LEARNING** False Start: A false start is where an athlete begins a running race before they are permitted to do so. Events: The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Distance: is defined as the length of space between two points. This might mean how far

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			an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped. Evaluation: means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances.
Autumn 1	**OAA problem solving**	**UNIT PURPOSE** The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics. Key Success Criteria Pupils will apply a refined understanding of passing and moving to score points against another team. C Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges. S Pupils will apply advanced communication skills, taking the lead to ensure everyone in their team understands their role and the tactics to be executed.	**VOCABULARY FOR LEARNING** Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Strategy: is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal. Leadership: Leadership is the ability to guide members of your team towards achieving your goal.

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			Team Member: A team member is an individual within a team who has a specific role and responsibility to perform. Team members need to cooperate and work together to enable their team achieve its goal. Trust: Is the ability to have the confidence to believe in the actions of your team or partner.
Autumn 2	**Tag rugby**	**UNIT PURPOSE** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary Key Success Criteria Pupils will apply a refined understanding of the skills required for both attacking and defending. Pupils will switch fluidly between attack and defence as possession changes. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.	**VOCABULARY FOR LEARNING** Knock On: is an offence committed by the attacking team when the ball carrier or an attacker receiving a pass ‘drops’ the ball forwards towards their opponents try line. Advantage: Advantage: is applied when an infringement occurs. Instead of stopping the game the referee can apply an ‘advantage’ to the non-offending if they have/gain possession and create an attack. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Transition: is defined as the process of recognising and responding after losing or regaining possession. Offside: occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a

Half Term	Unit	Intent and Implementation	Vocabulary for Learning
			defender behind the tagged attacker incepts the first pass, this is know as offside. Formations: A formation describes how the attackers and defenders position themselves on the pitch.
Spring 1	**Gymnastics sequences**	**UNIT PURPOSE** The unit of work will challenge pupils' creativity as they use and apply their understanding of the different themes and concepts, they have learnt throughout KS2. Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus. **Key Success Criteria** Pupils will create and design sequences following the different challenge cards, executed with accuracy and fluidity using a range of apparatus. Pupils will effectively apply life skills such as reflection and decision making as they identify strengths and weaknesses in their sequences and find ways to improve. Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances	**VOCABULARY FOR LEARNING** Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance, which they are able to hold still for at least 4 seconds. Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order. Flow: This is when a gymnast moves from one action to another without stopping. Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus. Direction: This refers to when a gymnast changes the course along which they were moving. Unison: Unison is where pupils perform the same movement at exactly the same time as

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			each other. Canon: Canon is where pupils perform the same movement one after the other. Creativity: Creativity is the way a gymnast chooses to execute the sequence using the apparatus and compositional themes
Spring 2	**Dance**	**UNIT PURPOSE** The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm **Key Success Criteria** Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy. Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances. Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.	**VOCABULARY FOR LEARNING** Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Creativity: refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others Stimulus: stimulus is something that provokes or causes an action or response. Choreography: is a set of sequence steps and movements that have been specifically

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			designed for a dancer or group of dancers to performer. Rhythm: is a repeated pattern of movements or sounds
Summer 1	**Cricket**	**UNIT PURPOSE** Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games **Key Success Criteria** Pupils will consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.	**VOCABULARY FOR LEARNING** Four Runs: The batter scores four runs if the ball crosses the boundary having touched the ground within the playing area first. Six Runs: The batter scores six runs if the ball crosses the boundary in the air not having touched the ground Over: An over consists of six consecutive legal (wides and no-balls do not count) deliveries bowled from one end by a bowler Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected. Boundary: The boundary is the perimeter of the playing area. The batters score four or six runs if the ball crosses the boundary.

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Summer 2	**Tennis**	**UNIT PURPOSE** Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games. Key Success Criteria Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games. Pupils will collaborate effectively with their partner, communicating and supporting each other.	**VOCABULARY FOR LEARNING** Volley: Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net. Doubles: is a match played by four players, two on either side of the court. Serve: Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box. Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court. Outwit: means using your intelligence to trick or out smart your opponent to win a point.