

KS2 PE Curriculum– Year 6 Aims The National Curriculum for Physical Education aims to ensure that all pupils <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives Statutory Objectives- <ul style="list-style-type: none"> Pupils should be taught to run, jump, throw, catch in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and as a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to develop flexibility, strength, technique, control and balance *The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*	Year 6 themes					
	Healthy Habits	Arabian Nights	Powerful Planet		Fortress Plymouth	
			Term 3	Term 4	Term 5	Term 6
Pupils should develop fundamentals of movement:						
Invasion skills						
To jump and land with accuracy and control.	✓					
To begin to use footwork.	✓					
To throw with accuracy at a target.	✓					
To catch with control in a stationary position.	✓					
To catch with control on the move.	✓					
To shoot at a target.	✓					
To mark an opponent.	✓					
To keep possession of the ball.	✓					
To bounce the ball with control.	✓					
To run with the ball whilst bouncing.	✓					
To successfully avoid opponents.	✓					
To successfully pass to team mates.	✓					
To be aware of and utilise space.	✓					
To control the ball with a stick.	✓					
To run with the stick whilst still controlling the ball.	✓					

To strike the ball with control.	✓					
To dribble with the ball.	✓					
To change direction with control.	✓					
To demonstrate kicking techniques.	✓					
To run effectively to score runs.	✓					
To run with speed and control.	✓					
To field with awareness.	✓					
Consolidate and improve the quality of their techniques and skills.	✓					
Recognise good performance and parts that need improving.	✓					
Invasion games						
To pass to team mates at appropriate times.		✓				
To choose appropriate skills and actions to use in a game.		✓				
To choose appropriate tactics to cause problems for others.		✓				
To decide on the best position to be in during a game.		✓				
To have developed tactics for the various games they play.		✓				
Attacking						
Maintain possession of a ball.		✓				
To pass forward to support an attack		✓				
Defending						
Maintain possession of a ball		✓				
To defend the space in a game.		✓				
To defend an opponent in a game.		✓				
Cooperative games						
To work together to be successful		✓				
Make up, play and refine their own games.		✓				
Competitive games						
Follow the rules of the game and play fairly		✓				
Lead others and act as a respectful team member		✓				
Use the terms opponent and team mate when playing games.		✓				
Boot camp						
To develop control when running.			✓	✓		
To develop control when jumping.			✓	✓		
To be able to change speed.			✓	✓		
To stop and start with control.			✓	✓		
To develop control when running and jumping using small equipment.			✓	✓		
To demonstrate skipping technique.			✓	✓		
To be able to change speed.			✓	✓		

To stop and start with control.			✓	✓		
To develop control when running and jumping using small equipment.			✓	✓		
To demonstrate skipping technique.			✓	✓		
To set personal challenges.			✓	✓		
To use a stopwatch to time performance.			✓	✓		
To think of ways to get fit and healthy.			✓	✓		
To travel in different ways with speed and control.			✓	✓		
To create their own 'exercise regime'			✓	✓		
To make a choice about the exercise they participate in.			✓	✓		
Athletics						
Sprint over a short distance up to 60 metres.					✓	✓
Run over a longer distance, conserving energy in order to sustain performance.					✓	✓
Use a range of throwing techniques (such as under arm, over arm).					✓	✓
Throw with accuracy to hit a target or cover a distance.					✓	✓
Jump in a number of ways, using a run up where appropriate.					✓	✓
Compete with others and aim to improve personal best performances.					✓	✓
To be able to hurdle with speed and control.					✓	✓
Outdoor and adventurous activities						
Arrive properly equipped for outdoor and adventurous activity.					✓	✓
Understand the need to show accomplishment in managing risks.					✓	✓
Show an ability to both lead and form part of a team.					✓	✓
Support others and seek support if required when the situation dictates.					✓	✓
Show resilience when plans do not work and initiative to try new ways of working.					✓	✓
Use maps, compasses and digital devices to orientate themselves.					✓	✓
Remain aware of changing conditions and change plans if necessary.					✓	✓
Health and Wellbeing						
To know that large working muscles need oxygen to keep going.	✓	✓	✓	✓	✓	✓
To know that faster breathing and increased heart rate provides the muscles with oxygen.	✓	✓	✓	✓	✓	✓
To know that temperature increase because the working muscles produce heat energy.	✓	✓	✓	✓	✓	✓
To know that the body produces moisture in order to cool the body down.	✓	✓	✓	✓	✓	✓
To know that we become flushed when we exercise because the blood vessels widen and get closer to the surface of the skin.	✓	✓	✓	✓	✓	✓
To lead a warm up and explain the reasons why.	✓	✓	✓	✓	✓	✓
To lead a cool down and explain the reasons why.	✓	✓	✓	✓	✓	✓
To be able to explain the social benefits of sport – teamwork, cooperation.	✓	✓	✓	✓	✓	✓

KS2 Dance Aims <i>The National Curriculum for Physical Education aims to ensure that all pupils</i> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives Statutory Objectives- <ul style="list-style-type: none"> Pupils should be taught to develop flexibility, strength, technique, control and balance To perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>*The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*</i>	Year 6 Themes					
	Healthy Habits (Whole class)	Arabian nights (Modern Aladdin (Groups)	Powerful Planet (Disaster Disaster) (Groups)			
Acquiring and developing skills (Stimulating and Exploring Movements)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<i>To respond to a different type of stimuli (street dance- rising stars- Unit 2- dynamic dance, diversity routine on rising stars- pupil material).</i>	✓	✓				
<i>To be able to structure themselves into dance spaces.</i>	✓	✓				
<i>To respond to a stimulus as a starting point.</i>	✓	✓				

To identify and practise the patterns and actions in a street style dance.	✓	✓				
To learn some street dance moves and devise poses.	✓	✓				
To change the speed in their dance.	✓	✓				
To produce movements with repetition.	✓	✓				
To demonstrate simple motifs and movement patterns as a whole class.	✓	✓				
To rehearse and remember a class motif.	✓	✓				
To demonstrate an awareness of the music's rhythm and phrasing when improvising.	✓	✓				
To learn new moves that can be developed into a dance.	✓	✓				
To explore dance patterns and moving to the beat.	✓	✓				
To know how to use expressive movements in dance.	✓	✓				
To work with a partner to create a short dance phrase that can link to the whole class dance.	✓	✓				
To respond imaginatively to stimuli.(Aladdin, how can we modernise the tale).	✓		✓			
To use a stimuli as a starting point for their dance.	✓		✓			
To work in small groups to develop movement.	✓		✓			
To work creatively and imaginatively on their own and within a group.	✓		✓			
To create and structure phrases and sections of dance with a group.	✓		✓			
To demonstrate the ability to transfer ideas into movement.	✓		✓			
To develop these movements into 2 motifs. (16 movements with a link).	✓		✓			
To link movements (motifs) together using appropriate transitional movement.	✓		✓			
To use a high and low movements.	✓		✓			
To respond to a chosen stimulus. (Link with geography- volcanoes, floods etc- chn to act as the natural disaster and their groups to represent people's feelings).				✓		
To explore, improve and plan dances in groups.				✓		
To change and vary their actions, interpretation words into appropriate movements and gestures.				✓		
To perform a group dance by adapting and developing steps, formations and patterning from different styles.				✓		
To show confidence in including personal responses in relation to observation.				✓		
To choose appropriate movement and dynamics to reflect idea.				✓		
To link movements together in a logical sequence.				✓		

To understand how to communicates character moods, ideas and feeling through dance.				✓		
To explore and create movement in response to the stimulus the Jive! (born to hand jive baby...)				✓		
To create a round of 4 motifs with transition. (32 movements- whole piece dance).					✓	✓
To use simple choreographic principles to create motifs and narrative.					✓	✓
To choose and use the appropriate dynamic.					✓	✓
To work with a group, split into partners to show unison and cannon.					✓	✓
To refine, remember and repeat dance phrases.					✓	✓
To develop a motof using speed and action.					✓	✓
Selecting and applying skills, tactics and compositional ideas. (Creating and performing)						
To create a class motif from a stimuli. (+8movements).	✓	✓				
To count a beat of +8 from the music.	✓	✓				
To structure themselves into their dance spaces.	✓	✓				
To create a whole class dance that represents a street dance style.	✓	✓				
To know and perform that basic dance actions with some understanding of mood and feeling in relation to the dance idea.	✓	✓				
To perform and analyse their own and others' performance.	✓	✓				
To work with a group/partner to structure a dance using unison, mirroring and 'follow me leader'.			✓			
To perform with an awareness of both partner and group dances.			✓	✓		
To perform with expression and clarity of shape.			✓			
To perform with clear dynamics and precise footwork.			✓	✓		
To be able to structure themselves as a group into dance spaces.			✓	✓		
To perform with a sense of phrasing, rhythmically and musically.			✓	✓		
To produce group motifs.(A whole dance with 4 motifs).				✓		
To repeat, remember and perform the phrases in a dance.				✓		
To perform with expression to convey a variety of moods and feelings.					✓	✓
To create a dance phrase with a partner that can link into the class dance.					✓	✓
To share and create dance phrases with a partner.					✓	✓
To understand how dance communicates character moods, ideas and feelings.					✓	✓
To perform a dance that reflects moods, ideas and feeling of the Pilgrim Fathers.					✓	✓
To perform a dance with expression.					✓	✓

To perform imaginatively in character.					✓	✓
To perform a group and partnered dance to the class.					✓	✓
Type of Dance						
To perform a whole class dance using street dance moves.	✓					
To work in partners to create movement.	✓					
To work in a small groups to develop movement.		✓	✓			
To perform a group dance to the class.		✓	✓		✓	✓
To produce group motifs.		✓	✓	✓	✓	✓
To structure a dance with a partner.				✓	✓	✓
To perform a partner dance to the class.				✓	✓	✓
Evaluating and improving performance.						
To observe themselves and others dancing.	✓	✓				
To observe each other in dance and describe what they can see.	✓	✓				
To demonstrate descriptive language when talking about dance.	✓	✓				
To interpret and comment upon other's work.			✓			
To observe each other in partners and say what they like and can improve in their dance.						
To recognise and talk about the movements used and the expressive qualities of the dance.			✓			
To describe and evaluate some of the compositional features of dances performed with a partner and in a group.			✓			
To evaluate their own work.	✓	✓	✓			
To describe, interpret and evaluate their own and others dances, taking into account of character and narrative.			✓			
To observe others dancing and comment constructively on compositional work using appropriate language.				✓		
To understand how a dance is formed and performed.				✓	✓	✓
To evaluate. Refine and develop their own and others work.				✓	✓	✓ 1
Knowledge and understanding of fitness and health.						
To know and describe what you need to do to warm up and cool down for dance.	✓	✓				
To understand the importance of warming up and cooling down.	✓	✓				
To be able to keep up activity over a period of time and know they need to warm up and cool down for dance.			✓			
To lead appropriate 'warming up' exercises.			✓	✓	✓	✓
To lead appropriate 'cooling down' exercises.				✓	✓	✓

YEAR 6 GYMNASTICS

Unit 1	Unit 2	Unit 3	Unit 4
Matching and Mirroring and contrasting	Synchronisation and canon	Holes and Barriers	Counter balance and counter tension
<i>Use a variety of spatial relationships with partner- follow my leader, side by side, face to face, back to back, meeting and parting</i>	<i>Understand the terms synchronisation and canon</i>	<i>Make clear balanced shapes for partner to travel over/under</i>	<i>Understand what counter balance/counter tension is</i>
<i>Sequence with partner of travel, roll, jump and balance</i>	<i>Travel with partner showing variations in level, speed and direction</i>	<i>Sequence where partners take in turn to hold balance and travel over/under partner</i>	<i>Pushing and pulling in 2s, 3s to create a balance showing variety in shape, levels, body parts used</i>
<i>Match and Mirror movements with partner- showing different shapes</i>	<i>Join together a series of movements then synchronise with partner</i>	<i>Understand safety points of travelling over moving partner or making contact with them</i>	<i>Move into and link balances</i>
<i>Sequence linking 4 balances with travel, turn and jump – showing change of speed, level and direction</i>	<i>Produce a sequence of canon movements with partner</i>	<i>Use matching/contrasting shapes to pass over/under partner</i>	<i>Link balances with movements showing variety in shape, level, speed and direction</i>
<i>Join movements together into a sequence linking matching, mirroring and contrasting movements</i>	<i>Link 3 balances using canon and synchronisation</i>	<i>Sequence in 2s –showing variety of direction, level and shape</i>	

At every stage use ideas on/over/under/in and out of simple apparatus

For detailed lesson plans, music for the warm ups and how to teach specific skills refer to Val Sabin Primary Gymnastics 7-11 Years