



# Orton Wistow Primary School – Curriculum Plan



**Subject :** PE

**Year :** Year 6

**Term :** Autumn



## Vocabulary

**Define the word and include etymology if useful.**



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Multi Skills:

Running/Stopping - Some children will not naturally run/stop with a space in between their feet. If this is the case you could ask them to run with feet either side of the set point.

Changing Direction & Keeping Balance - To remained balanced when changing direction the children should shuffle their feet with a slight bend at the knee without ever crossing them. Children crossing legs will be slower and risk falling over.

Stopping/Catching - When stopping/catching it is important that the children place their hands close together.

Children will know running and stopping is used to show an awareness of how the body functions/changes during exercise. It shows how agility can improve.

Children will know changing directions and keeping balance is used to develop coordination and identify functions of the body and how they change during exercise.

Children will know stopping and catching is used to display a degree of competency, in isolation and varied environments.

Children will know fair play and working well with others helps in leading a medium sized groups.

Children will know Fielding, defending and attacking tactics help anticipate the direction of play.

Children will know new skills in competitive situations, as an individual or part of a team.

Children will understand how to use simple body functions to run over a set distance and be able to stop.

Children will understand how to use coordination to maintain a balanced position, based on the understanding of which body parts need to be where.

Children will understand how to use hand to eye coordination to throw and catch a ball, whether it be in isolation or a varied environment. Show an understanding on the correct positioning of hands to stop a ball.

Children will understand how to work effectively as a team to collaboratively demonstrate simple tactics in a competitive environment.





Children will understand how to employ the correct tactics to enhance the chances of succession as a team and as an individual.





Children will be able to show agility by coordinating their feet so they are able to perform a basis running motion. Making sure that the knees are bending when stopping.

Children will be able maintain balance when changing from different bodily positions by using coordination. Legs apart, hips slightly down, with the back arched.





Children will be able to stop a ball by placing their hands close together, with their leg positioned behind their hands to stop the balls travelling through. Fingers apart and outstretched hands. When focusing on larger balls, hands closer to the chest to provide a greater support behind them.

Children will be able to deploy simple tactics in a competitive environment.

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
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<p>Gymnastics:</p> <p>1 – 4 Point Balances – Indicates the point of contact with the mat.</p> <p>3 Point – 2 arms and one leg contact.</p> <p>Patch Balance – Trunk of the floor.</p> <p>Extension – Limbs are as straight as possible.</p> <p>Ways of travelling – Activity specific term for moving.</p> <p>Canon &amp; Unison timings – Canon timing refers to where children move one after the other. Unison timing is where everyone moves at the same time.</p> <p>Partner balances - Two pupils placing weight on each other whilst performing a balance.</p> <p>Appartus balances – Performing balances whilst placing weight on appartus.</p>	<p>Children will know that exercises improve various fitness components.</p> <p>Children will know complex and well executed sequences containing a variety of gymnastic components.</p> <p>Children will know that fair play and working well with others helps to lead a medium sized group.</p> <p>Children will know how to develop knowledge of different gymnastic balances.</p> <p>Children will know flexibility is core to showing progression in gymnastics. Through practice and development of different balances and sequences.</p>	<p>Children will understand how to use different body parts to ensure different balances can be held.</p> <p>Children will understand extension needs to be used to create a smooth transition and stronger hold.</p> <p>Children will understand that taking part in fitness related activities has a positive impact on your body and mind. Will be able to feel physical differences in strength.</p> <p>Children will understand which balances transition correctly with one and another. Allowing for the best possible transition during sequences.</p>	<p>Children will be able to hold themselves in a balance showing control (3-4 seconds)</p> <p>Children will be able to hold a balance showing balance and extension (5-6 seconds)</p> <p>Children will be able to create routines containing balances with control and extension AND fluency from one balance to the other</p> <p>Children will be able to show fluency using both balances and a variety of ways of travelling</p> <p>Children will be able to create routines in small groups containing a multitude of different gymnastic factors</p>						

									
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<p>Tag Rugby (Competitive Games) –</p> <p>Running with the ball – Should hold the ball with two hands in front of the chest. Allows for maximum control, can pass both left and right quickly.</p> <p>Process of elimination – Instantly move forward when receiving the ball. Can I score a try? Can I pass to someone who can?</p> <p>Lateral passing – Hold hands out to the side of the body to catch. Move arms laterally across the body to the floor. Fingers pointed to the chest of target.</p> <p>Timing of pass – When attempting to break through a defensive wall. Attacks will be more successful if passes are realised close to the defender (making space).</p> <p>Defending as a pair (sensing danger) – Keep together in a horizontal line. This line will move sideways to stop attacks. There shouldn't be gaps to exploit.</p> <p>Miss Pass/Loop – Missing a player out from the line. Running behind teammates.</p> <p>Decoy – Draws the eye of the defender to allow for team mates to run through.</p>	<p>Children will know fielding, defending and attacking tactics help anticipate the direction of play.</p> <p>Children will know throwing techniques to ensure success in a variety of activities (Distance, accuracy, control)</p> <p>Children will know in competitive situations, as an individual or as part of a team. You need to utilise new skills.</p> <p>Children will know fair play and working well with others helps leading medium sized groups.</p>	<p>Children will understand how to use attacking and defensive tactics to better the opposition. Use of horizontal positioning to reduce the risk of gaps being exploited in the team. Moving forward when receiving the ball, allowing the team to constantly make progress up the pitch.</p> <p>Children will understand different styles of passing to best suit the situation. Drawing the defender in by keeping the ball closer to the ground, to allow for greater space for a team mate to run into.</p> <p>Children will understand how moving as a team to stop an attacking phase of play by the opposition and constantly checking whether someone is in a better position to receive the ball and ultimately score a try. Working as part of a team is crucial to demonstrating the correct tactics to win the game.</p> <p>Children will understand how to use miss and loop passes to change the attack and create confusion within the opposition.</p> <p>Children will understand how to use a decoy to create greater space and allow for more movement for team mates.</p>	<p>Children will be able to carry the ball successfully when running and pass the ball with some success when stationary.</p> <p>Children will be able to change direction successfully &amp; pass the ball w/ success.</p> <p>Children will be able to change direction at speed; pupils will be able to pass effectively in varied environments.</p>						



			
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<p>Dance:</p> <p>Stimulus – Refers to the underlying inspiration of all of the dance movements within the routine.</p> <p>Canon Timing – Refers to when the children move one after the other.</p> <p>Gesture – A gesture is defined as a movement of a body part to express a theme or opinion. (Without traveling at this stage)</p> <p>Working as a team – Develop the ability for children to work on their own.</p> <p>Canon &amp; Unison timing – Canon timing refers to where children move one after the other. To create Unison timing, everyone moves at the same time.</p> <p>Group gestures – The group merges, ceasing to be dancing as individuals and turning into a unit.</p>	<p>Children will know creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.</p> <p>Children will know how fair play, working well with others helps them lead a medium sized group.</p> <p>Children will know new skills in competitive situations, individually or part of a team.</p>	<p>Children will understand how to travel from one place to another whilst listening to music, using the fundamental movements of the body.</p> <p>Children will understand how to use stimulus to explain and display the inspiration of the dance movements within a set routine. Demonstrating the right sequences to match.</p> <p>Children will understand how to use canon timing effectively to show the fundamental movements of the body, understanding the timings of each child's movement.</p> <p>Children will understand how to appropriately use a gesture within a dance sequence, using the correct bodily function and movement.</p> <p>Children will understand how to work effectively as a team. Understanding that working as part of a team can better the development of skills and social skills.</p>	<p>Children will be able to use fundamental body movements, move from inside to outside of a circle, to the support of music.</p> <p>Children will be able to use upper and lower body functions to change direction and move from one place to another.</p> <p>Children will be able to use display inspiration for dance movements within the routine.</p> <p>Children will be able to express a theme or opinion through a gesture using body part movements.</p> <p>Children will be able to work cooperatively as a team, giving effective feedback and support to peers.</p>







# Orton Wistow Primary School – Curriculum Plan







**Subject :** PE

**Year :** Year 6





**Term :** Spring





									
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Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
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<p>High Five Netball (Competitive Games):</p> <p>Footwork – Pupils can take one step when holding the ball. Whichever foot lands first, can be used as a pivot.</p> <p>The Chest Pass – Hold the ball against the chest. Hands each side of the ball. Step into pass.</p> <p>The overhead pass – Hold the ball in two hands above the head, release ball at 45 degrees.</p> <p>The bounce pass – Push ball into the floor, step into pass.</p> <p>Shooting – Have three seconds to take the shot. Aim for the back of the hoop.</p>	<p>Children will know how to demonstrate fair play, work well with others and lead a medium sized group.</p> <p>Children will know how to field, defend and attack tactically anticipating the direction of play.</p> <p>Children will know how to utilise skills in competitive situations, as an individual and as part of a team.</p>			<p>Children will understand that footwork is used to ensure that the correct techniques can be used.</p> <p>Children will understand that different types of passes can be used within a netball game.</p>			<p>Children will be able to show correct footwork in simple tasks.</p> <p>Children will be able to show correct footwork in a task with some variables, whilst throwing and catching with moderate success.</p> <p>Children will be able to show correct footwork in a conditioned environment.</p> <p>Children will be able to throw and catch effectively.</p>		



									
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<p>Health Related Exercise:</p> <p>Taking the pulse – The radial pulse is felt on the wrist, just under the thumb. Use two fingers to find the pulse correctly.</p> <p>The Heart – When starting an exercise, your heart beats faster. This is how muscles need more fuel (Oxygen)</p> <p>Speed Test – The ability to move any muscle group fast. Speed bounce jumping side to side.</p> <p>Heart and Lungs Test – The muscles need more oxygen for power. It's the job of the heart and lungs to provide this. Continuous running.</p> <p>Muscle Test – How well our muscles can do the same movement over and over again. Squats in a minute.</p> <p>Catching test – Putting your arms and legs in the right position. Focusing on coordination. Throwing an catching with a partner.</p>	<p>Children will know the correct way to measure a pulse.</p> <p>Children will know exercise makes your heart beat faster, creating a greater urge of oxygen in the body.</p> <p>Children will know the speed test focuses on groups of muscles all moving at the same time.</p> <p>Children will know to perform at an optimum level in different types of throwing, running and jumping they must utilise knowledge of techniques.</p> <p>Children will know that there is a relationship between the body and exercise to improve various fitness components.</p>			<p>Children will understand taking the pulse shows an awareness of how the body changes/functions during exercise.</p> <p>Children will understand making your heart beat faster through exercise, the body is working harder to provide oxygen for the muscles to function.</p> <p>Children will understand how making your muscles to move fast at the same time will benefit their agility.</p> <p>Children will understand how the heart and lungs function, allowing oxygen to go to the active muscles during exercise.</p> <p>Children will understand that demonstrating different types of techniques will improve performance.</p> <p>Children will understand that there is a direct link between performing exercise and improving fitness levels.</p>			<p>Children will be able to measure their own pulse by placing two finger on their wrist, just under the thumb.</p> <p>Children will be able to follow instructions and cooperate effectively in the lesson.</p> <p>Children will be able to participate in all four tests independently, counting their scores effectively.</p> <p>Children will be able to identify how the food and drink we consume affects the body.</p> <p>Children will be able to exercise at different intensities.</p>		



									
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<p>Handball:</p> <p>Passing – Throw with one arm, stand side on, point to target with non-throwing arm, throw behind head.</p> <p>Shooting – Throw with one arm, stand side on. Quickly step forwards when throwing the ball, jump to add more power.</p> <p>Defending as a team – Players to stand compact in front of the ball. Players do not chase the ball. Arms up when the opposition approach the ball.</p>	<p>Children will know how to demonstrate fair play, work well with others and lead a medium sized group.</p> <p>Children will know how to field, defend and attack tactically y anticipating the direction of play.</p> <p>Children will know how to utilise skills in competitive situations, as an individual and as part of a team.</p>	<p>Children will understand that fair play and working well with others is essential to working well cooperatively in a team.</p> <p>Children will understand how to use fundamental movements to successful pass and shoot.</p> <p>Children will understand how to engage in a competitive environment.</p> <p>Children will understand how to develop the ability to catch and throw effectively.</p> <p>Children will understand how coordination is used to support the fundamental movements.</p>	<p>Children will be able to throw and catch to a target consistently in isolation. (Medium ball – completes 5 out of 5 at 4m)</p> <p>Children will be able to throw and catch to a target consistently in isolation. (Small ball – completes 5 out of 5 at 6m)</p> <p>Children will be able to throw and catch consistently in a conditioned game scenario.</p>						

									
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<p>Football (Competitive Games):</p> <p>Dribbling – Using body movements to keep a ball in close control, using your feet.</p> <p>Stopping – Using parts of the foot to stop a ball.</p> <p>Passing – Using the foot to move a ball from one person to another.</p> <p>Shooting – Striking a ball using the foot at a target.</p> <p>Muscle Memory - For children to be able to develop a skill, they must be allowed the opportunity to practice it continuously.</p>	<p>Children will know how to demonstrate fair play, working well with other and leading a medium sized group effectively.</p> <p>Children will know how to use tactics based on defending and attacking, dictates the direction of play.</p> <p>Children will know that competing in competitive situations allows for new skills to be utilised.</p> <p>Children will know dribbling is used to display an awareness of the development of the fundamentals of movement.</p> <p>Children will know stopping/passing the ball requires coordinating the body.</p> <p>Children will know the techniques used to strike a ball correctly. Using lower body positioning.</p>			<p>Children will understand how to dribble using the correct parts of the foot. Understanding how to place body parts in the correct position to move successfully with the ball.</p> <p>Children will understand how to stop/pass the ball with the correct areas of the foot. Understanding that each part has a different effect on the ball and the way it is used.</p> <p>Children will understand how to coordinate the body to ensure that striking the ball is completed correctly, using different parts of the foot.</p> <p>Children will know which part of the foot is most effective to make a pass consistently.</p>			<p>Children will be able to use teaching points to shoot effectively.</p> <p>Children will be able to use knowledge of different techniques to suggest improvements to a peer.</p> <p>Children will be able to follow instructions and select the correct teaching points when given more than once option (Heel or laces)</p> <p>Children will be able to use knowledge and understanding of teaching points to support peers.</p>		





## Orton Wistow Primary School – Curriculum Plan



Subject : PE

Year : Year 6

Term : Summer

**Vocabulary****Define the word and include etymology if useful.****Knowledge**

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

**Understanding**

What children will understand

Learning	Teaching	Assessment
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**Skills**

What children will be able to do

Learning	Teaching	Assessment
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Athletics:

Sprinting – Start low, slice through the air with hands. Move arms 'Hip to lip, not across the zip' Keep head facing forwards always.

Triple jump – Hop, step, jump. Bend knees at each point of contact.

Hurdles – One foot at a time. Aim to take the same amount of steps between the hurdles.

Bull nosed javelin – Stand side on, weight on the rear leg. Release javelin at 45 degrees. Keep the throwing elbow high, draw the hand 'fast and last'

Middle distance running – Will not be able to run at full pace, need to save energy.

Shotput – Stand side on, push the shotput into the neck. Bend knees with

Children will know the relationship between the body and exercise to improve various fitness components.

Children will know how to utilise new skills in competitive situations, as an individual or part of a team.

Children will know the technique to perform at an optimum level in different types of throw, jump and run.

Children will understand the importance of bending knees on impact of landing.

Children will understand that you must conserve your energy when running middle distance events. This is to ensure that you are able to run for the whole time.

Children will understand the correct techniques to use when focusing on different areas of athletics.

Children will understand the need to draw on their knowledge of how the skill should be executed. They will then need to be able to identify any faults and think on their feet on how to correct them.

Children will be able to follow instructions and select the correct teachings points when given the options.





Children will be able to hurdle effectively.





Children will be able to watch other and provide support and suggestions.





Children will be able to determine the difference between long jump and triple jump. Being able to complete both.





Children will be able to sprint as fast as they can, using the teaching points.



									
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<p>the weight over the back leg (toe, knee, chin in line) Explode up and push at 45 degrees.</p> <p>OAA:</p> <p>Start and Finish – The triangle marks where a child should start and the two circles (one inside the other) marks where the children should finish.</p> <p>Thumbing the map – Placing thumb on the map so it is facing the same way.</p> <p>Compass – Make sure that the compass is flat at all times.</p> <p>Punching a card – When you are in an orienteering race you must punch your card.</p>	<p>Children will know to display fair play, working well with others and leading a group of a medium size.</p> <p>Children will know how to utilise new skills in competitive situations, as an individual or part of a team.</p>			<p>Children will understand that the key will help them find where they are on the map.</p> <p>Children will understand that the start and finish symbols, allows them to visually see where they need to go and ultimately finish, giving them clear direction.</p> <p>Children will understand that using your thumb will allow you to face the correct way.</p> <p>Children will understand each mark is different on their card. This will tell them if they have gone the right way.</p>			<p>Children will be able to list the different points on a compass.</p> <p>Children will be able to describe what a 'key' is on a map.</p> <p>Children will be able to use the key to help them find where they are on a map.</p> <p>Children will be able to move their thumb and map to display where they are.</p> <p>Children will be able to read a map and place their thumb in the correct place with guidance.</p>		

									
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<p>Rounders:</p> <p>Stopping the ball – Hands close together, fingers apart and outstretched, soft hands.</p> <p>Long barrier – Lower left leg parallel and close to floor, right foot touching left knee so there is no gap. Hands out in front to stop the ball.</p> <p>Short barrier – Place foot behind aiming to stop the ball. If missed by hand, the ball will hit the foot.</p>	<p>Children will know how to display fair play, working well with others and leading a medium sized group.</p> <p>Children will know fielding, defending and attacking by anticipating the direction of play.</p> <p>Children will know how to utilise new skills in competitive situations, as an individual or part of a team.</p>	<p>Children will understand that the long barrier is used to ensure that there are no gaps. Making sure the ball doesn't go through the body.</p> <p>Children will understand when it is appropriate to use the different types of barrier.</p> <p>Children will understand the basic rules of rounders.</p> <p>Children will understand how to deploy tactics both in their fielding and batting to ensure that they win in a competitive environment.</p>	<p>Children will be able to use coordination and ability to field and strike effectively.</p> <p>Children will be able to show a clear understanding of the rules of rounders.</p> <p>Children will be able to use knowledge and understanding to use the skills with success.</p> <p>Children will be able to use knowledge and understanding to suggest ways their peers can improve.</p> <p>Children will be able to show a use of tactics within their game to benefit their team.</p>						

									
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<p>Parkour:</p> <p>Precision jump – A jump from a set point to a set point. Bend knees, face target, swing arms, keep feet level for balance throughout. Bend knees on landing.</p> <p>Leap of faith – Involves jumping any obstacle that might get in your way.</p> <p>The freeze – Simply have to hold yourself in any position for 3 seconds.</p>	<p>Children will know the relationship between the body and exercise to improve various fitness components.</p> <p>Children will know the moves in a fluent and expressive manner.</p> <p>Children will know how to utilise new skills in competitive situations, as an individual or part of a team.</p> <p>Children know that parkour is 'urban gymnastics'.</p> <p>Children will know the safety procedures to perform parkour successfully.</p>			<p>Children will understand why bending the knees on landing, minimises the impact on the joints.</p> <p>Children will understand that all areas used should be sufficiently checked and mats placed on any potential falling areas.</p> <p>Children will understand the different ways in which you can move over an object.</p>			<p>Children will be able to precision jump onto apparatus over a small distance (0.3-04m)</p> <p>Children will be able to precision jump over a medium distance (0.75-1m)</p> <p>Children will be able to incorporate a freeze into their 'jams' showing proficiency in more than one skill.</p>		

									
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				<p>Children will understand that they need to move quickly in and out of this position.</p>			<p>Children will be able to maintain balance when moving.</p>		