
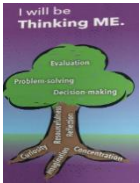


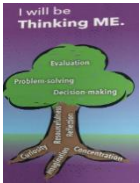


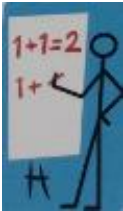


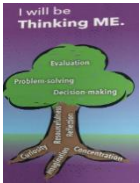








St. Katharine's Primary School PE Progression Pathway Year 6

Focus	Curriculum Content	Trickbox cards							
<p>SEASIDE CURRICULUM </p> <p>Sport and Wellbeing</p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and Personal Development:</p> <p>Head Heart Hands</p> <div data-bbox="159 834 423 979" style="background-color: #333; color: white; padding: 5px; text-align: center;"> <p>OUR VALUES GRACE INTEGRITY ASPIRATION</p> </div> <div data-bbox="125 994 445 1286" style="background-color: #f9c94f; padding: 5px;"> <p>POWERFUL LEARNING ATTRIBUTES</p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION PERSONAL LEARNING</p> </div>	<p style="text-align: center;">'My Personal Best' YST resource cards</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="495 437 730 496">Head</th> <th data-bbox="730 437 965 496">Heart</th> <th data-bbox="965 437 1193 496">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 496 730 1018"> <p>Thinking me: Resourcefulness, Curiosity & Problem solving</p>  </td> <td data-bbox="730 496 965 1018"> <p>Social me: Encouragement Co-operation</p>  </td> <td data-bbox="965 496 1193 1018"> <p>Healthy me: Self- Discipline & Courage</p>  </td> </tr> </tbody> </table> <p style="text-align: center;">NB – see new PSHE curriculum</p>	Head	Heart	Hands	<p>Thinking me: Resourcefulness, Curiosity & Problem solving</p> 	<p>Social me: Encouragement Co-operation</p> 	<p>Healthy me: Self- Discipline & Courage</p> 	<p style="text-align: center;">Different Sum</p>  <p style="text-align: center;">1,2,3 Magic</p>  <p style="text-align: center;">Great Goals</p> 	
Head	Heart	Hands							
<p>Thinking me: Resourcefulness, Curiosity & Problem solving</p> 	<p>Social me: Encouragement Co-operation</p> 	<p>Healthy me: Self- Discipline & Courage</p> 							

GAMES	Key Outcomes	Skills	Vocabulary
<p style="text-align: center;">INVASION</p>	<ul style="list-style-type: none"> • Show how to keep possession and use other players to make progress towards a goal • Understand and use positional play • Apply skills and techniques appropriate to a range of team games • Show tactical awareness and knowledge of rules and scoring • Adapt the skills learnt into an array of different games and sports and can give feedback to others on how this can be improved both verbally and practically <p>Complete PE Curriculum map</p> <p>Term 1,2</p> <p>Example</p> <div style="display: flex; align-items: center;">  <div> <p>Flier Netball 4v4</p> <p>Structure</p> <ul style="list-style-type: none"> • Set up courts with posts at either end. • Split the class into groups of eight and then each group into two teams of four. • Pupils will apply their knowledge of passing and moving to create shooting opportunities. • Award pupils two points for a successful shot. </div> <div style="margin-left: 20px;">  <p style="font-size: small; border: 1px solid blue; border-radius: 50%; padding: 5px; display: inline-block;">Pupils will apply passing and moving skills to create attacks and score points.</p> </div> </div>		

1:

Play 4 v4 then 5v5

Play on a pitch that is 15m to 20m wide, and 30m to 40m long. Position one goal at each end of the pitch, with a shooting area of about 10m x 10m.

At first, play without goalkeepers and only allow players to shoot when they are in the shooting area.

Later, allow players to shoot from outside the area and add goalkeepers. Encourage teams to think about how they need to change the way they organise themselves to attack and defend in the different games.

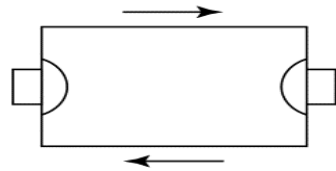
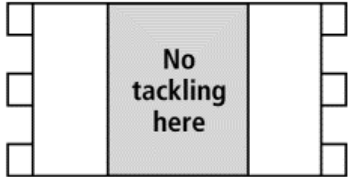


Diagram 1

2:

Play 4 v 4 then 5v5 Play on a pitch that is about 30m x 40m, divided into three areas. Position three goals at each end of the pitch. Use football or hockey rules.

- Identify and select the correct skills to outwit the opposition
- Defend and attack effectively

	<p>The game is played in a similar way to Task 1. Players are not allowed to tackle in the middle third of the pitch, but may intercept the ball. The middle goal at each end is worth five points, and the outer goals are worth one point. Encourage the children to think about the different ways they can attack and defend.</p>  <p>(in netball no marking or intercepting in this area)</p> <p>Diagram 2</p>		
	Key Outcomes	Skills	Vocabulary
<p>STRIKING AND FIELDING</p>	<ul style="list-style-type: none"> • Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding • Evaluate strengths and weaknesses in their own and others’ performances and suggest improvements. • come up with some sensible suggestions about how to improve performance <p>Complete PE Curriculum map</p> <p>Term 4,5</p> <p>Example:</p>	<p>Head:</p> <ul style="list-style-type: none"> • Make sensible choices to use other players for the greatest gain for the team • Demonstrate self-belief when making decision for themselves and team members i.e. when to run or stay <p>Heart:</p> <ul style="list-style-type: none"> • Work collaboratively and communicate effectively with other players to aid the team • Evaluate own strengths and weaknesses and others’ performances and suggest improvements • Respond effectively to constructive feedback • Personal goal setting and finding own solutions through acquiring a ‘Growth Mind Set’ 	<p>Stance, batting point, non-striker, leg-side, offside, home base, pitch, over, innings</p>

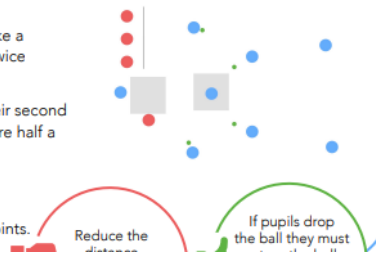


Racing Rounders (fielding)

Pupils (fielders) will keep the batter's score as low as possible.

Structure

- Split the class into teams of eight. Teams take turns to bat and field.
- If the batter hits the ball, they make a decision whether to run once or twice around the bases.
- If the batter misses the ball on their second go they must run but can only score half a rounder.
- Once all the batters have had a turn, swap roles. The winning team is the team with the most points.



1:

Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl from either end (three, six or 12 balls each). Set a length for an innings, *eg 12 balls, 24 balls*. At the end of an innings, the pairs swap roles. Each pair starts with 10 runs, which they add to when batting by running or scoring boundaries. They lose five runs when they are run out, caught or bowled.

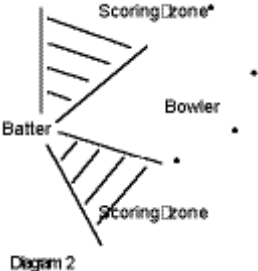
Hitler Zone

Bowler

Diagram 2

Hands:

- Keep possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency.
- Show precision and accuracy when sending and receiving
- Use running, jumping, throwing and catching in isolation and in combination

	<p>Example:</p> <p>Play in pairs or threes on a court that is short and wide. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball.</p> <p>Play the game with a pair of batters against four to six fielders, who take it in turns to bowl. Players may only run when they hit the ball into marked areas of the field.</p>  <p>Diagram 2</p>		
<p>GAMES</p>	<p>Key Outcomes</p>	<p>Skills</p>	<p>Vocabulary</p>
<p>NET/WALL</p>	<ul style="list-style-type: none"> • Understand and apply the skills needed to outwit an opponent using speed, height and direction of ball. • use an array of equipment that fits a specific sport or game, and with control, show accuracy sending and receiving <ul style="list-style-type: none"> ▪ hit the object with purpose, varying the speed, height and direction ▪ Show an ability to perform a variety of sending methods (eg: backhand, spike, overhead.) 	<p>Head:</p> <ul style="list-style-type: none"> • Use an array of different pieces of equipment that fits the sports or game with control • Understand the need for tactics <p>Heart:</p> <ul style="list-style-type: none"> • Work collaboratively with others to use space to outwit opponent(s) • Use the preferred skills with competence and consistency <p>Hands:</p> <ul style="list-style-type: none"> • Able to show object control, e.g. racket • Ability to hit an object into space 	<p>Forehand, backhand, volley, overhead, rally, singles, doubles, width, depth, change direction, change speed, defending court, covering court, partner</p>

Complete PE Curriculum map

Term 6

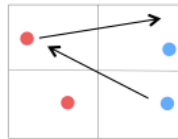
Example



2v2 Doubles

Structure

- Structure mini courts, using cones as a net. Split the class so there are four pupils per court, pupils play with a partner.
- Each pair stand on opposite sides of the court.
- Pupils take turns serving. If the serve lands 'in' diagonally, into the opposite box on their opponents side of the court, pupils play out the point.
- The first pair to score five points wins the game.



Pupils will collaborate with their partner to hit the ball and land it on the inside of their opponents court.



1:

Play short tennis doubles and singles, using the basic rules on a full court.

- play similar games on a table
- use throwing and catching, or pushing and stopping, as the skills
- play in a smaller or larger court, and use equipment and rules that suit the needs of individual children
- play without a net, if appropriate
- play the game in half the space by hitting the ball against a wall etc.

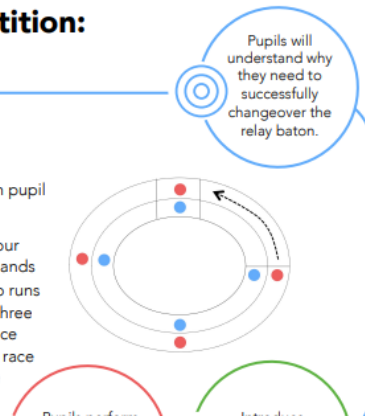
	<p>UNIT 32:</p> <p>2: Net/wall Game</p> <p>Play in pairs or threes on a court that is short and wide. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball.</p>		
GAMES	Key outcomes	Skills:	Vocabulary
ATHLETICS	<ul style="list-style-type: none"> • Demonstrate a variety of more complex jumps, combining the run and the jump (eg: long, triple) • Run effectively, achieving personal bests, in a range of distances • throw accurately and consistently, using the correct technique, in a range of events • Able to run at different speed's depending on different distances <p>Complete PE Curriculum map</p> <p>Term 3</p> <p>Example</p>	<p>Head:</p> <ul style="list-style-type: none"> • Explain why athletics can help stamina and strength • Understand why exercise is good for fitness, health and wellbeing. • Understands how activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. <p>Heart:</p> <ul style="list-style-type: none"> • Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others 	<p>Pace, run – up, position of feet, stamina, strength and speed, power, suppleness, safety and rules, relay, take over area, time, measure, record, set targets</p>



Relay Competition: Curved Track

Structure

- Mark out a circular running track.
- Split the class into teams of four, each pupil starts an equal distance apart.
- Pupil one starts with the baton. On your command, 'Go,' pupil one runs and hands over the baton to pupil two, pupil two runs and hands over to pupil three, pupil three runs and hands over to pupil four. Once pupil four runs past the finish line the race stops. The team that finishes the race first are the winners.



1 :

Measure how far you can run in:

- 5 seconds
- 30 seconds
- 2 minutes
- See if you can run faster so that you improve the distance you go, and set your own targets for improvement

2:

Measure how long or high you can jump using:

- standing jumps
- jumps with run-ups

- Organise and judge events and challenges with integrity

Hands:

- Demonstrate a range of jumps showing power and control and consistency at both take-off and landing
- Can confidently demonstrate how to throw for distance with accuracy
- Demonstrate a 'Growth Mind Set' when running at array of different speeds depending on the distance

	<ul style="list-style-type: none"> • combination jumps, <i>eg two-footed jump, step, hop</i> • See if you can improve on the distance or height you jump, and set your own targets for improvement. <p>3:</p> <p>Measure how well you can throw:</p> <ul style="list-style-type: none"> • for height, <i>eg bounce the ball and try to clear a barrier</i> • for distance • with run-ups and without • using different equipment, <i>eg hoops, large and small balls, quoits, mini-discus, beanbags</i> 		
	Key Outcomes:	Skills	Vocabulary
GYMNASTICS	<p>The main KS2 National Curriculum aims covered in the Gymnastic units are:</p> <ul style="list-style-type: none"> • Create complex sequences involving a full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • Confidently demonstrate controlled placement of body parts in actions, shapes and balances • Confidently and appropriately use equipment to vault and implement this into sequences 	<p>Head:</p> <ul style="list-style-type: none"> • Develop own solutions to a task by choosing and applying a range of principles • Use knowledge of composition to make up a sequence • Organise small groups effectively • Arrange apparatus safely to suit the needs of a task <p>Heart:</p>	<p>Counterbalance, counter-tension, tension, obstacle, straddle over, aesthetic, judgement, towards and away, near and far, to and from, timing,</p>

- Showing precisions and control, consistently apply skills and techniques
- Develop strength, technique and flexibility throughout performances

Complete PE Curriculum map

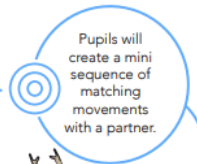
Term 1-6



Creating a matching mini sequence

Structure

- In pairs, pupils select three matching movements to apply to a mini sequence.
- The sequence should flow and include at least one movement in canon and one movement in unison.
- Can pupils identify the excellent aspects of the sequence when questioned.



Pupils will create a mini sequence of matching movements with a partner.

Example 1:

Using what you know about composing a sequence, create and perform a sequence on floor and apparatus for an audience. Your sequence should include at least eight to 10 elements, *eg start on the floor, move onto apparatus, finish on the floor*. It must also include twisting and turning, flight, changes of direction and speed, and contrasting shapes and balances.

2:

Adapt the sequence you created in Task 1 so that it can be performed in a small group of three or four, using the

- Make simple judgements about their own and others work
- Demonstrate resilience and confidence when explaining why an activity is good for their health, fitness and wellbeing
- Work as a group to create start and finish positions in a sequence
- Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving

Hands:

- Demonstrate accuracy and consistency in movements
- Show an array of complex moves effectively
- Children work together to create a sequence in which they hold and receive their body weight

relationships, flight

	<p>floor and apparatus so that each person starts and finishes in a different place.</p> <p>UNIT 33</p> <p>Task 1:</p> <p>With a partner, create and perform a pair sequence on the floor lasting about one minute. Make sure that you use skills and ideas from this unit. Your sequence must:</p>		
<p>SWIMMING</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. <p>Task 1</p> <p>How fast can you swim:</p> <ul style="list-style-type: none"> • 10 metres? • 25 metres? • 50 metres? <p>Task 2</p> <p>Working as a team of three or four swimmers, how fast can you swim:</p> <ul style="list-style-type: none"> • 100 metres? • 200 metres? • 400 metres? <p>Task 3</p> <p>How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, <i>eg 5 minutes, 8 minutes, 12 minutes.</i></p>		

<p>OUDOOR AND ADVENTUROUS ACTIVITY</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> • Take part in activity challenges, using a range of equipment within different settings, both individually and within a team <p>Task 1: Orienteering activities and journeying</p> <p>Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.</p> <p>Task 2: Physical challenge and problem-solving activities</p> <p>Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:</p> <ul style="list-style-type: none"> • one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks • one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, <i>eg making a square from a line or rope</i> • a blindfolded group following a 'night line' – a line or rope around, over or through a safe course <p>Task 3: Physical challenge and problem-solving activities</p> <p>In teams, complete a range of problem-solving adventure games, eg cross an 'electric fence' made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.</p>	