



## PE Long Term Plan Hadrian Y6






Y6 PE	
National Curriculum Objectives KS2	Key Links
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● use running, jumping, throwing and catching in isolation and in combination.</li><li>● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li><li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li><li>● perform dances using a range of movement patterns.</li><li>● take part in outdoor and adventurous activity challenges both individually and within a team.</li><li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>	<p><a href="#">Home - Association for Physical Education - Association For Physical Education   P.E. (afpe.org.uk)</a></p> <p><a href="#">National PE Curriculum - Association for Physical Education - Association For Physical Education   P.E. (afpe.org.uk)</a></p> <p>Google Shared PE Drive - <a href="#">PE - Google Drive</a></p> <p>Twinkl Move - <a href="#">PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</a></p> <p>YST - <a href="#">Youth Sport Trust - Youth Sport Trust</a></p> <p>School Games - <a href="#">Your School Games - Your School Games</a></p>

**Swimming and water safety**


All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:



- 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.



Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Invasion Games: Netball	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• To think ahead and create a plan of attack or defence.</li> <li>• To apply knowledge of skills for attacking and defending.</li> <li>• To work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>• To follow and create complicated rules to play a game successfully.</li> <li>• To communicate plans to others during a game.</li> <li>• To lead others during a game.</li> <li>• To throw and catch accurately and successfully under pressure in a game.</li> <li>• To show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>• To choose and make the best pass in a game situation and link a range of skills together with fluency, e.g., passing and receiving the ball on the move.</li> <li>• To keep and win back possession</li> </ul>	Attacking Defending Running Passing Dribbling Moving Space Movement Throwing Catching Scoring possession




			<p>of the ball effectively and in a variety of ways in a team game.</p> <ul style="list-style-type: none"> <li>• To demonstrate a good awareness of space.</li> </ul>	
<p>Progression</p> 	<p>By the end of Year 6 children should be able to complete the following:</p> <ul style="list-style-type: none"> <li>• Think ahead and create a plan of attack or defence.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>• Follow and create complicated rules to play a game successfully.</li> <li>• Communicate plans to others during a game.</li> <li>• Lead others during a game.</li> <li>• Throw and catch accurately and successfully under pressure in a game.</li> <li>• Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</li> <li>• Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>• Keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> <li>• Demonstrate a good awareness of space.</li> </ul>			
<p>Teacher Subject Knowledge</p> 	<p><a href="#">Primary-PE-model.pdf (afpe.org.uk)</a></p> <p><a href="#">National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</a></p> <p><a href="#">PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</a></p> <p><a href="#">Youth Sport Trust - Youth Sport Trust</a></p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			


Autumn 2	Dance	<ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>• To compose individual, partner and group dances that reflect the chosen dance style.</li> <li>• To use dramatic expression in dance movements and motifs.</li> <li>• To perform with confidence, using a range of movement patterns.</li> <li>• To demonstrate strong and controlled movements throughout a dance sequence.</li> <li>• To combine flexibility, techniques and movements to create a fluent sequence.</li> <li>• To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</li> <li>• To show a change of pace and timing in their movements.</li> <li>• To move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence.</li> <li>• To dance with fluency and control, linking all movements and ensuring that transitions flow.</li> <li>• To demonstrate consistent precision when performing dance sequences.</li> <li>• To modify some elements of a sequence as a result of self and peer evaluation.</li> <li>• To use complex dance vocabulary to compare and</li> </ul>	<p>Dance Perform Sequence Unison Canon Mirroring Improvise Range Actions Control Music Counting Rhythm Expression Transition</p>
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			improve work.	
<p>Progression</p> 	<p>By the end of Year 6 children should be able to complete the following:</p> <ul style="list-style-type: none"> <li>● Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>● Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>● Use dramatic expression in dance movements and motifs.</li> <li>● Perform with confidence, using a range of movement patterns.</li> <li>● Demonstrate strong and controlled movements throughout a dance sequence.</li> <li>● Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>● Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</li> <li>● Show a change of pace and timing in their movements.</li> <li>● Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence.</li> <li>● Dance with fluency and control, linking all movements and ensuring that transitions flow.</li> <li>● Demonstrate consistent precision when performing dance sequences.</li> <li>● Modify some elements of a sequence as a result of self and peer evaluation.</li> <li>● Use complex dance vocabulary to compare and improve work.</li> </ul>			
<p>Teacher Subject Knowledge</p> 	<p><a href="http://afpe.org.uk">Primary-PE-model.pdf (afpe.org.uk)</a></p> <p><a href="http://publishing.service.gov.uk">National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</a></p> <p><a href="http://twinkl.co.uk">PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</a></p> <p><a href="http://youthsporttrust.org">Youth Sport Trust - Youth Sport Trust</a></p>			



<p>Cross Curricular</p>  <p>Links</p>	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene          PSHE - importance of a healthy lifestyle, mental health and wellbeing.          English - speaking and listening - evaluating performances (self &amp; peer).</p>			
<p>Spring 1</p>	<p>Gymnastics</p>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• To create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>• To demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>• To confidently use equipment to vault and incorporate this into sequences.</li> <li>• To apply skills and techniques consistently, showing precision and control.</li> <li>• To develop strength, technique and flexibility throughout performances.</li> <li>• To begin to record their peers' performances, and evaluate these.</li> </ul>	<p>Agility          Coordination          Travel          Speed          Direction          Movement          Stretch          Jump          Equipment          Control          Shapes          Perform</p>
<p><b>Progression</b></p> 	<p>By the end of Year 6 children should be able to complete the following:</p> <ul style="list-style-type: none"> <li>• Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>• Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Confidently use equipment to vault and incorporate this into sequences.</li> <li>• Apply skills and techniques consistently, showing precision and control.</li> <li>• Develop strength, technique and flexibility throughout performances.</li> <li>• Begin to record their peers' performances, and evaluate these.</li> </ul>			
<p>Teacher Subject Knowledge</p> 	<p><a href="#">Primary-PE-model.pdf (afpe.org.uk)</a></p> <p><a href="#">National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</a></p> <p><a href="#">PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</a></p> <p><a href="#">Youth Sport Trust - Youth Sport Trust</a></p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>English - speaking and listening - evaluating performances (self &amp; peer).</p>			
<p>Spring 2</p>	<p>OAA (Outdoor Adventure)</p>	<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• To orientate themselves with confidence and accuracy around an orienteering course when under pressure.</li> <li>• To design an orienteering course that is clear to follow and offers challenges to others.</li> <li>• To use navigation equipment (maps, compasses) to improve the trail.</li> <li>• To communicate effectively and clearly with others and as part of a team.</li> <li>• To complete orienteering activities both as a part of a team</li> </ul>	<p>Orienteer Confidence Symbol Key Equipment Communicate Teamwork Locate navigate</p>

			<ul style="list-style-type: none"> <li>and independently.</li> <li>To use a range of map styles and make an informed decision on the most effective.</li> <li>To choose the best equipment for an outdoor activity.</li> </ul>	
<p>Progression</p> 	<p>By the end of Year 6 children should be able to complete the following:</p> <ul style="list-style-type: none"> <li>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</li> <li>Design an orienteering course that is clear to follow and offers challenges to others.</li> <li>Use navigation equipment (maps, compasses) to improve the trail.</li> <li>Communicate effectively and clearly with others and as part of a team.</li> <li>Complete orienteering activities both as a part of a team and independently.</li> <li>Use a range of map styles and make an informed decision on the most effective.</li> <li>Choose the best equipment for an outdoor activity.</li> </ul>			
<p>Teacher Subject Knowledge</p> 	<p><a href="#">Primary-PE-model.pdf (afpe.org.uk)</a></p> <p><a href="#">National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</a></p> <p><a href="#">PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</a></p> <p><a href="#">Youth Sport Trust - Youth Sport Trust</a></p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>Geography - the environment and map reading.</p>			

<p>Summer 1</p>	<p>Health &amp; Fitness</p>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of warming up and cooling down.</li> <li>• To carry out warm-ups and cool-downs safely and effectively.</li> <li>• To understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. To develop strength, technique and flexibility throughout performances.</li> <li>• To perform a range of exercises and stretches with safe and effective technique</li> <li>• To perform a range of mobility/ pulse raising exercises with safe and effective technique</li> <li>• To perform a range of CV exercise with safe and effective technique</li> <li>• To identify how to increase/ decrease the intensity of a range of CV exercises</li> <li>• To perform a range of resistance exercises with safe and effective technique</li> <li>• To identify how to increase/ decrease the intensity of a range of resistance exercises</li> <li>• To perform a range of stretches with safe and effective technique.</li> </ul>	<p>Strength Technique Flexibility Resistance Safety Exercise Perform</p>
<p>Progression</p> 	<p>By the end of Year 6 children should be able to complete the following:</p> <ul style="list-style-type: none"> <li>• Know and understand the reasons for warming up and cooling down.</li> <li>• Explain some safety principles when preparing for and during exercise.</li> <li>• Develop strength, technique and flexibility.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Perform a range of exercises and stretches with safe and effective techniques.</li> <li>• Perform a range of resistance exercises with safe and effective technique.</li> <li>• Use Self and peer assessment to evaluate, describe and suggest improvements.</li> <li>• Describe the effects of exercise on the body showing understanding of the principles of respiration temperature fatigue and recovery.</li> <li>• Modify activities to ensure safety.</li> </ul>			
<p>Teacher Subject Knowledge</p> 	<p><a href="#">Primary-PE-model.pdf (afpe.org.uk)</a></p> <p><a href="#">National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</a></p> <p><a href="#">PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</a></p> <p><a href="#">Youth Sport Trust - Youth Sport Trust</a></p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			
<p>Summer 2</p>	<p>Striking &amp; Fielding: Cricket</p>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• To hit a bowled ball over longer distances.</li> <li>• To use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li>• To throw and catch accurately and successfully under pressure in a game.</li> <li>• To demonstrate a good awareness of space.</li> <li>• To think ahead and create a plan of attack or defence.</li> <li>• To apply knowledge of skills for attacking and defending.</li> </ul>	<p>Running, throwing Catching Strike Field Different Backhand Strokes Awareness Skills Competitive Tactics Bat &amp; ball</p>

			<ul style="list-style-type: none"> <li>• To work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>• To follow and create complicated rules to play a game successfully.</li> <li>• To communicate plans to others during a game.</li> <li>• To lead others during a game.</li> </ul>	Stumps Bails
<p>Progression</p> 	<p>By the end of Year 6 children should be able to complete the following:</p> <ul style="list-style-type: none"> <li>• Hit a bowled ball over longer distances.</li> <li>• Use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li>• Throw and catch accurately and successfully under pressure in a game.</li> <li>• Demonstrate a good awareness of space.</li> <li>• Think ahead and create a plan of attack or defence.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>• Follow and create complicated rules to play a game successfully.</li> <li>• Communicate plans to others during a game.</li> <li>• Lead others during a game.</li> </ul>			
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<p>Cross Curricular Links</p>	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			



Key texts



AFPE - **'Safe Practice: in Physical Education, School Sport and Physical Activity'**

Players and Skills by Clive Gifford – **Developing Tactics – Year 5/6**

Dream to Win Series/Sporting Heroes by Rory Apps – **Year 5/6**