

Pudsey Bolton Royd Primary School PE Long-Term Plan

Year 6

<i>Autumn 1: Gymnastics Unit 1</i>	<i>Autumn 1: Football</i>	<i>Autumn 2: OAA</i>	<i>Autumn 2: Netball</i>
Enquiry Questions			
Why do unison and canon work well in a sequence?	What is the role of the covering defender?	What are the traits or characteristics of good leadership and teamwork?	Why are rebounds so important as the attacker and as the defender?
Outcomes			
Children to deliver warm up activity from the previous lesson. Create a 6 element sequence including canon, unison, dismount (differentiated) and a piece of equipment.	To work cooperatively to implement attacking and defending strategies. Use close control to keep possession of the ball. Demonstrate the previous skills learnt in games.	Problem solve as part of a team. Refine and adapt ideas. Follow task instructions.	Make choices about which pass to use. Explain why you have used the pass you have. Play competitive games as part of a team.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Demonstrate accuracy, consistency and clarity of movement. Arrange apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus.	Choose and implement a range of strategies to attack and defend. Perform a wider range of complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.	Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas and amendments to games.	Work as a team to improve group tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills.
Knowledge and/or Skills Covered			
Preparing for vaulting. Dismounting. Including equipment. Flight using unison and canon. Introduction of music (ready for unit 2).	Set up someone to shoot. Deny space. Attacking set play. Attack in pairs. Covering defender.	Follow and orientate a map. Identify objects in a scavenger hunt. Pyramid balances. Tie a reef knot. Game design.	A double bounce. Marking the pass or shot. Organisation around the D. Attempt rebounds as attacker and defender. Knocking the ball away.
National Curriculum Attainment Targets			
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.	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	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,	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,

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<p>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: develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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. Pupils should be taught to: take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>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. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Important Vocabulary			
asymmetry symmetry half lever box splits bridge broad jump splits dish arch bounce competency complex stimuli mirror match unison canon	counterattack feint fair play tackle covering supporting strategy set up assist deny set play defender power distance perform consistent tactics gameplay blocking	decipher orientate maps diagrams scale symbols orienteering compass challenges designs instructions extend reef knot	blocking free metre organisation rebounds prone thirds area offside transition principle STEP agility turnover support observe analyse

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<u>Spring 1: Gymnastics Unit 2</u>	<u>Spring 1: Tag Rugby</u>	<u>Spring 2: Dance Unit 1</u>	<u>Spring 2: Hockey</u>
Enquiry Questions			
Why is it a challenge to adapt your sequence to fit into a timescale?	Why does quickly changing your speed and direction help your defending?	If you were going to perform as a small group rather than a pair, what compositional ideas could you use to extend your phrase?	What strategies did your team use to defend?
Outcomes			
In groups of 3 or 4, create a sequence and perform it to music. It must include elements taught in units 1 and 2, can include apparatus and must be only 1 minute long.	To work as a team to implement attacking and defending strategies. Observe and analyse peers, offering suggestions to improve an individual or team's performance.	Work as a pair to compose and perform a street dance performance.	Work cooperatively in a game to implement attacking and defending strategies and simple set plays.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.	Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.	Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language and terminology.	Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.
Knowledge and/or Skills Covered			
Choose appropriate elements. Perform to music. Devise sequence using criteria. Group patterns. Timing.	Support player with the ball. Set play for attacking. Take the distance not the time. Spaces not faces principle. Transition from attack to defence.	Use tension and extension to control body. Explore space and relationships in dance. Identify appropriate dynamics and group formations for a Hakka. Perform some basic street dance skills. Compose a street dance performance.	Shooting from close range. Long corners. Goal side marking. Channel opposition players. Apply the self-pass rule.
National Curriculum Attainment Targets			
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Important Vocabulary			
asymmetry symmetry half lever box splits bridge broad jump splits dish arch bounce competency complex stimuli mirror match unison canon	transition principle STEP agility turnover support observe analyse	motif phrase stillness street dance Hakka composition collaborate stag leap rebound expression	power distance perform consistent fair play tackle covering supporting

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<i>Summer 1: Rounders</i>	<i>Summer 1: Athletics</i>	<i>Summer 2: Cricket</i>	<i>Summer 2: Tennis</i>
Enquiry Questions			
What is the need to change our field for certain batters?	What are the three phases of the triple jump?	What are the reasons for working in pairs to receive the long ball?	What tactics did you try to implement as a pair?
Outcomes			
To be able to adhere to rounders rules and use a range of defensive and attacking tactics in a game.	To record and relay results across a range of track and field events.	To apply known cricket rules to a new game format, use attacking and defending tactics and attempt a variety of bowls to get a player out.	Work as a pair to develop tactics when playing against another pair. Compete and identify ways to improve your game.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Apply rounders rules consistently. Play small sided games using standard rounders pitch layout. use a range of tactics for attacking and defending in the role of bowler, batter and fielder.	Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.	Apply with cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.	Develop backhand shots. Introduce the lob. Begin to use full tennis scoring systems. Continuing developing doubles play and tactics to improve.
Knowledge and/or Skills Covered			
Attempt attacking bowling. Catching a high ball to get players out. Using the faster ball to deceive batters. Working as pairs to field a long ball. Employ base running tactics.	Power in the sprint start. Standing triple jump. Heave throw. Parlauuf running. Scissor jump.	Demonstrate urgency in acquiring runs. Tracking and catching a high ball. Using the short ball to tempt players to hit high. Work as pairs to field long balls. Attempt an on drive.	Defend points against opposition using teamwork. Describe why and when to use a backhand shot. Demonstrate a lob shot in isolated situations. Score a tennis game using full tennis rules. Work as a pair to develop tactics against other pairs.
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Important Vocabulary			
shot defensive offensive predict place select tactics stance tracking	optimum trajectory safety rules targets record set take over pass strength judge sprint shuttle STEP	innings pick up urgency acquire high ball tracking short delivery long balls on drive off drive slip short leg cover innings retires	lob shot offensive play positioning footwork listening skill dispute peers attacking defensive improvement