



**Year 6 PE Progression of Skills, Knowledge & Vocabulary**

<b>Content</b>	<b>Core Tasks</b>	<b>Knowledge and Skills</b>	<b>Key Concepts</b>	<b>Vocabulary</b>	<b>Assessment</b>
<p><b>Invasion games</b>  <b>Unit Title - Football/Basket ball</b></p>	<p>The aim of the game is to beat your opposing team by scoring more goals/baskets. Play the 5 v 5 mini version of football or 3v3 Basketball. The game starts, and restarts after a goal/basket by the team conceding. Players will have clear positional roles e.g. attacking/defending roles within the team and use different techniques for passing, controlling, dribbling and shooting the ball in games. They will apply basic principles of team play to keep possession of the ball</p>	<p>Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space</p>	<p>Develop a wider range of football/Basketball specific skills and use them in small sided invasion games applying attacking and defending tactics in increasingly challenging situations</p>	<p>Dribble, control, space, defend, slalom, accurate, target, attack, goal, pass, rules, shooting accuracy, wing, team formation, attacking, defending, shoot, two-touch, power.</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules</p> <p>Move with a ball in opposed situations and attack and defend in a small sided game</p> <p>Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance</p> <p>Understand and can use principles of exercise activities for warming up and recognise how exercise is good for health</p>
<p><b>Net/Wall Games</b>  <b>Unit Title – Net Games</b></p>	<p>The aim of the game is to score points by throwing a ball into the opponent's court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Use throwing and catching skills. Introduce hitting the ball with a racket after it has bounced. A partner</p>	<p>Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space – perform with control and accuracy</p>	<p>Make up small-sided games, play games in pairs and small groups, develop an understanding of game principles, related to attack and defence, team work.</p>	<p>Send, Receive, Throw, Catch, Control, Bounce, Strike, Hit, Accurate, Space, Transfer of Weight, Rules, Contact Point, Defend, Attack, Court Area.</p>	<p>Control, strike, catch a ball whilst moving and keep possession with some accuracy</p> <p>Accurately pass to someone else and be aware of space and how to use it. I can choose simple tactics for sending and defending</p> <p>Beginning to influence the conditioned games with opponents. I can describe what others do well</p> <p>Talk about why it is important to warm up / cool down and lead a partner through short warm up routines</p>



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	<p>playing with the hitter should feed the ball. Try adapting the rules so that the partner has to catch the ball before feeding it to be hit. More able players will be able to rally without a partner feeding the ball.</p>				
<p><b>Striking and fielding Games</b> <b>Unit Title - Striking and fielding activities – Throwing and Catching</b></p>	<p>The aim of the game is for the batter to hit the ball forward into the field of play and score points by running around a marker as many times as possible before the fielding team return the ball to base. The batter hits the ball off a low/high tee into the field of play. The players field the ball and then pass it to each other. When all fielders have touched the ball and returned the ball to base, the batter stops scoring. Change round after 4 strikes. Play the game in groups of 4.</p>	<p>Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space.</p>	<p>Experience: small-sided and modified competitive net, striking/fielding and invasion games; using simple tactics; applying simple rules and conventions. Develop: making up small-sided games; own game practices; playing games in pairs/small groups.</p>	<p>Send, receive, throw, catch, roll, control, strike, target, accurate, space, rules, contact point, fielding, release point, field of play.</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>Attack and defend in a small sided game.</p> <p>Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.</p> <p>Understand and use principles of exercise activities for warming up and recognise how exercise is good for health.</p>
<p><b>Athletics</b> <b>Unit Title - Decathlon</b></p>	<p>To develop the stamina to keep going (jogging) for 6 minutes; to be able to participate in, officiate, record and evaluate an athletic 'decathlon' event participating in FOUR running events (sprint, over barriers, middle and long distance),</p>	<p>Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination.</p> <p>Improve knowledge of training methods.</p> <p>Select and carry out appropriate warming</p>	<p>Refine and further develop a variety of running, jumping and throwing techniques.</p> <p>Setting performance targets</p> <p>Prepare for and recover from athletic performance.</p> <p>Understand the limits of own performance.</p>	<p>Decathlon, refine, develop, technique, target, monitor progress, prepare for, recover from, limits, rules, conventions, performance, interval, work, rest, sets, gastrocnemius, quadriceps, hamstring, groin, latissimus dorsi, triceps, deltoid/trapezius, gluteus maximus.</p>	<p>Improve and sustain different running technique at different speeds in a variety of athletic events.</p> <p>Demonstrate accuracy and technique in a range of throwing and jumping actions</p> <p>Identify and explain what makes a good athletic performance. Explain how to improve technique in a variety of events.</p> <p>Understand how to work safely, recognise changes in the body, give reasons why PE is good for health.</p>



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	THREE jumping events (for distance, for height and combination) and THREE throwing events (using a push, pull or sling action as appropriate)	up and cooling down activities.  Recognise how personal health and wellbeing is promoted through participation in athletic activities. Observe and evaluate a partner's running/throwing/jumping action.	Apply rules and conventions of athletic events.  Evaluate own and others' performance		
<b>Gymnastics Unit Title – Body Symmetry</b>	Create and perform a floor and apparatus sequence of at least 8 gymnastics actions showing a variety of clear symmetrical and asymmetrical shapes. Make sure you practice and refine the sequence to show consistency in the accuracy and quality of movements.	Develop a broad range of skills § Link actions to make sequences of movement.  Understand how to improve and evaluate own success  Develop flexibility, strength, technique, control and balance.	Symmetry and asymmetry – exploring symmetrical and asymmetrical gymnastics actions and actions that show both.  Movement phrases – linking symmetrical and asymmetrical actions into short movement phrases and sequences on the floor and apparatus.  Quality of movement – understanding what influences the quality of performance and improving own and others' sequences accordingly	Symmetry, asymmetry, lead and follow, responsible, group freezes, weight taking, contact, remember, recall, improve, incorporate, add, adapt, extend, perform, movement quality, transition, clear start and finish, levels, variety, pair symmetry, pair asymmetry, safe handling, space, safety.	Create and perform a floor and apparatus sequence of at least 8 gymnastics actions showing a variety of clear symmetrical and asymmetrical shapes. Make sure you practice and refine the sequence to show consistency in the accuracy and quality of movements.
<b>Dance Unit Title – Why Bully Me?</b>	Create and perform a dance composition in small groups based on the idea of 'bullying'. Apply taught choreographic devices to different sections of the dance. Section 1 – Being Bullied Bullying motif, bullied person movement phrase showing ideas of feelings/emotions a person who is being bullied may feel. Section 2 – Bullying	select and link movements together to create movement phrases. Apply choreographic devices of canon, unison, action/reaction, speed, direction, order and levels to develop motifs. Describe performances using dance terminology.	Explore movements that express and communicate the dance idea/theme. Link sections of the dance together using a dance framework as an individual and in groups.	Dance composition, motif, movement phrase, motif development, canon, unison, order, dynamics, choreographic device, contrasting, level, speed, direction, dance framework, core task.	Perform and create motifs in a variety of dance styles with accuracy and consistency. Select and use a wide range of compositional skills to demonstrate ideas and translate into performance. Suggest ways to improve quality of performance showing sound knowledge and understanding. Lead my own and others to warm up safely.



	<p>Images Linked freeze frame images exploring different forms of bullying. Transitions showing changes in speed, direction and level. Section 3 – Bullying in Action Contrasting movement phrases using action/reaction between the people who are bullying and the person who is being bullied. Section 4 – Lasting Effects Development of bullying motif using canon/unison and selected choreographic principles to show the lasting effects bullying can have.</p>				
<b>Swimming - Advanced</b>	<p>The aim for advanced swimmers is to achieve and enhance an effective front crawl, backstroke and breaststroke, developing the swimmer so that they are able to swim longer distances and be safe in deeper water. The swimmers should be able to identify good technique in their peers and areas for development, which will help with their understanding of their own ability. The swimmer should</p>	<p>use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations.</p>	<p>buoyancy, floating, streamlined, submerging, front crawl, backstroke, breaststroke, safe entry, personal survival</p>	<p>breaststroke, streamlined, pull, breathe, kick, glide control, surface dive front crawl, dolphin, breathing in and out, regular breathing pattern, slow, controlled, feet first sculling, straddle entry, front crawl, treading water,</p>	<p><b>Stroke Development</b></p> <p>Understand the importance of streamlined body position.</p> <p>Swim 1 stroke with a controlled and efficient technique.</p> <p>Swim 2 stroke with a controlled and efficient technique.</p> <p>Swim 3 stroke with a controlled and efficient technique.</p> <p>Swim at least 25 metres using front crawl, breast stroke and back stroke.</p> <p><b>Confidence and skill development</b></p> <p>Tread water.</p>



	<p>continue to further develop an understanding and be able to apply skills and tactics to their swimming. All swimmers should be aware of the dangers of open water and techniques for staying safe should they fall into water, including being comfortable with water on their faces and floating on their backs to gain control of their breathing. Advanced swimmers should be comfortable performing survival techniques such as sculling and treading water</p>				<p>Perform a sculling action.</p> <p>Demonstrate surface dives.</p> <p>Demonstrate a range of safe entry techniques.</p> <p>To identify areas of good technique and areas of improvement.</p>
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