

Physical Education – Year Six



Curriculum End Points

Unit: Health and Related Fitness

- Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.
- Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.
- Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.
- Pupils will refine life skills such as self-motivation, resilience and self-discipline as they strive to improve their own performances.

Key Vocabulary

Unit: Health and Related Fitness

Cardiovascular System – The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies.

Flexibility – The elasticity of muscles when stretching and the ability to move joints through a full range of motion.

Fitness – A state of health and well-being that allows a person to take part in all normal daily activities, including sports, with ease.

Circuits – Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.

Fitness Assessment/Test – A fitness test evaluates overall health and physical status and serves as a starting point for designing an appropriate exercise program.

Strength – Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.

Aerobic Capacity – The ability of the heart and lungs to supply oxygen to working muscles during sustained physical activity.

Curriculum End Points

Unit: Football

- Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.
- Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of attacking and defending tactics, applying these to their games.
- Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Unit: Football

Through Ball: Is a pass made to create a shooting opportunity. The attacker in possession of the ball, passes it between opposing defenders, into open space that a team member can run onto.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Referee: is an official who enforces the rules and is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

Man-to-Man Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team

Curriculum End Points

Unit: Gymnastics – Matching and Mirroring

- Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.
- Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.
- Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.
- Pupils will consistently apply integrity and self-discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.

Key Vocabulary

Unit: Gymnastics – Matching and Mirroring

Matching: Matching is where pupils perform exactly the same movements at the same time.

Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other.

Canon: Canon is where pupils perform the same movement one after the other.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Flow: This is when a gymnast moves from one action to another without stopping.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Direction: This refers to when a gymnast changes the course along which they were moving.

Sequence: This is a combination of controlled movements, balances, or actions that have been added (linked) together in a particular order.

Creativity: Creativity is the way a gymnast chooses to execute the sequence using the apparatus and compositional themes.

Curriculum End Points

Unit: Boccia

- Pupils will consistently be able to send the ball accurately, varying the speed and power they apply, based on the position of the 'Jack'.
- Pupils will be able to make effective decisions that they can explain, understanding the need to vary the speed and power they apply.
- Pupils will utilise life skills such as respect and communication as they take responsibility for others and lead their team in an effective way.
- Pupils will apply life skills such as resilience and self-discipline as they adhere to the rules of the game and continue to try and improve their own performance.

Key Vocabulary

Unit: Boccia

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Block: A tactic designed to limit an opponent's ability to score.

Attacker: We are considered an 'attacker' when we send our ball with the purpose of attempting to get it closer to the target (Jack), than our opponents ball.

Defender: We are considered a 'defender' when sending our ball with the purpose of attempting to prevent (block) our opponent from getting their ball closest to the target (Jack).

Jack: The Jack is the target ball used in Boccia (usually a white ball) that pupils try to aim and land their balls as close as possible.

Ramp: Is an assistive device that pupils can use if they are unable to roll, throw or kick their balls.

End: A passage of play that features six balls per pupil, pair or team.

Curriculum End Points

Unit: Outdoor Adventurous Activities – Leadership

- Pupils will apply effective leadership skills to support and guide other pupils/their team in order to play games and complete challenges.
- Pupils will apply their understanding of what makes an effective leader as well as effectively evaluating others leadership efforts and give constructive feedback.
- Pupils will be able to harness life skills such as communication as they ensure there are always clear instructions while motivating and encouraging their team.
- Pupils will utilise and promote life skills such as integrity as they encourage their groups/teams to always try their hardest, even if the challenge is difficult.

Key Vocabulary

Unit: Outdoor Adventurous Activities – Leadership

Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Leadership: Leadership is the ability to guide members of your team towards achieving your goal.

Cooperation: Cooperation is another word used to define teamwork, meaning to work together to achieve a goal or complete a task.

Responsibility: is when you take ownership for the things that you are supposed to do and accept the results or consequences of your actions.

Space: Is the area in which a game or an activity takes place.

Task: Is the type of game or activity that pupils are taking part in.

Equipment: are the necessary items that are used to play a game or activity.

People: refers to the pupils taking part in a activity or game.

Curriculum End Points

Unit: Dance – Titanic

- Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements and balances with accurate expression and emotion.
- Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.
- Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.
- Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

Key Vocabulary

Unit: Dance – Titanic

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Motif: is a series of movements that are repeated.

Rhythm: is a repeated pattern of movements or sounds.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Curriculum End Points

Unit: Basketball

- Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.
- Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of attacking and defending tactics, applying these to their games.
- Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Unit: Basketball

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

High Press: A high press is a tactic applied by the defending team that defends high up the court and inside the opposition's half in an attempt to regain possession quickly.

Backcourt Violation: A foul is called when the team in possession of the ball cross into the opposition's half of the court and then, pass or dribble the ball back into their half of the court. When a team commits a backcourt violation possession changes.

Man-to-Man Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.

Curriculum End Points

Unit: Netball

- Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently.
- Pupils will demonstrate resourcefulness and problem-solving skills by creating, applying and then adapting a range of attacking and defending tactics.
- Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Unit: Netball

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected.

Netball Positions: The Goal Keeper (GK) and Goal Defence (GD) can move anywhere in the defending two thirds. The Centre (C), can move anywhere on the court apart from the two semi circles. The Goal Attack (GA) and Goal Shooter (GS), can move anywhere in the two attacking thirds.

Marking: When marking the player with the ball we must stand at least 3 steps away. If a defender invades the attacker's space or makes contact with the attacker, a free pass is awarded to the attacking team

Curriculum End Points

Unit: Tennis

- Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points.
- Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of tactics, applying these to their games.
- Pupils will collaborate effectively with their partner, communicating and supporting each other.
- Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Unit: Tennis

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

Outwit: means using your intelligence to trick or out smart your opponent to win a point.

Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.

Volley: Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net.

Doubles: is a match played by four players, two on either side of the court. **Serve:** Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.

Curriculum End Points

Unit: Hockey

- Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession.
- Pupils will demonstrate create a range of attacking and defending tactics, applying these to their games and adapting when applicable.
- Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Unit: Hockey

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Attack: The aim of the game for the attackers is to score a goal. When a team are in possession of the ball they need to work together and apply their understanding of passing, moving and dribbling to create a shooting opportunity.

Defending: The aim of the game for the defenders is to prevent the attackers from scoring. When a team does not have possession they need to work together and apply their understanding of tackling, blocking and marking to gain back possession

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

Free Hit: A free hit is awarded when a foul occurs or the ball hits a player's foot. The free hit is taken from where the violation took place.

Curriculum End Points

Unit: Athletics

- Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.
- Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.
- Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.
- Pupils will constantly apply life skills such as responsibility and self-discipline by applying their best effort every time and leading others by example.

Key Vocabulary

Unit: Athletics

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Evaluation: means for an athlete to review their own or team's performance, making judgements on their own or team's strengths and weaknesses in order to improve their own or team's performances

False Start: A false start is where an athlete begins a running race before they are permitted to do so.

Events: The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events.

Curriculum End Points

Unit: Cricket

- Pupils will consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.
- Pupils will demonstrate resourcefulness and problem-solving skills by creating a range of tactics, applying these into their games.
- Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.

Key Vocabulary

Unit: Cricket

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected.

Boundary: The boundary is the perimeter of the playing area. The batters score four or six runs if the ball crosses the boundary.

Four Runs: The batter scores four runs if the ball crosses the boundary having touched the ground within the playing area first.

Six Runs: The batter scores six runs if the ball crosses the boundary in the air not having touched the ground.

Over: An over consists of six consecutive legal (wides and no-balls do not count) deliveries bowled from one end by a bowler.