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| **Subject: Curriculum Key Knowledge(K) & Skills(S) \*NC – National Curriculum** | | | |
| **Focus** |  | **Year 6** | **Key Stage 3** |
| Invasion Games | **NC** | **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** | **Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]** |
| **K** | Knowledge, principles and rules of a variety of modified invasion type games   * End Ball * Kwik Sticks * Tag Rugby * Mini-Football * High 5 Netball | Knowledge, principles and rules of more traditional type invasion games   * Football * Rugby * Hockey * Netball * Basketball |
| **S** | Choose, combine and perform skills more fluently with greater speed and control, adapting them to meet the needs of the situation in a variety of invasion games.  The pupils will be taught to use skills in ways that will help them to outwit the opposition, choosing and applying a range of tactics and strategies for defence and attack. | In games activities, pupils select and apply their skills so that they can carry out tactics with the intention of outwitting their opponent(s). The main intention is to invade the opponents' territory and to outwit them enabling the scoring of goals or points. They will learn how to improve the consistency, quality and use of skills in the games played and will be taught to improve, develop and adapt their skills applying more specific techniques in the activities undertaken. |
| Net Games | **K** | Knowledge, principles and rules of a variety of modified net games   * Table Tennis * Short Tennis | Knowledge, principles and rules of more traditional type net games   * Table Tennis (Singles and Doubles) * Tennis |
| **S** | In this unit the pupils will develop the range and quality of their skills when playing games using rackets or paddles. They also learn specific tactics and skills for games such as short tennis and table tennis. They will be encouraged to think about how they use skills, strategies and tactics to outwit the opposition. In net/wall games, players achieve this by sending a ball (or other implement) towards a court or target area which their opponent is defending. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. | In this unit the pupils will focus on developing and using basic hitting strategies and techniques and investigate similarities/differences in different game situations. They will be taught more advanced shots such as top spin, back spin to build up a greater repertoire of skills to select from. They will be taught how to use their knowledge, skill and understanding to develop effective play enabling them to respond to changing situations in games. The pupils will be given opportunities to select and apply their skills so that they can carry out tactics with the intention of outwitting their opponent(s). They will be given opportunities to score and officiate net games. |
| Striking and Field Games | **K** | Knowledge, principles and rules of a variety of modified striking and field games   * ScatterBall * Kwik Cricket * Softball | Knowledge, principles and rules of more traditional type striking and field games   * Cricket * Rounders * Softball |
| **S** | In this unit pupils develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter.  In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored. | In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. They will work on improving the quality of their skills with the intention of outwitting opponents. Pupils will learn about the importance of shot selection aiming to hit the ball to specific parts of the field of play to score runs. They will be encouraged and taught to bowl with increasing accuracy and to be aware of the field placement. The pupils will be taught how to field effectively and understand the importance of returning the ball to an appropriate stumps position. Throughout any games they will be encouraged to read the game well, selecting appropriate tactics and team strategies to outwit the opposition. They will be taught how to accurately umpire games. |
| Sports Hall Athletics  Outdoor Athletics | **NC** | **Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]** | **Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best** |
| **K** | In these units the pupils focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. As in all athletic activities, pupils think about how to achieve the greatest possible speed, height, distance or accuracy.  They will learn and know the rules associated with each athletics event and work as part of a team to organise and judge events. | Knowledge, principles and rules of traditional athletics events:   * Sprints (100m, 200m) * Middle Distance (800m, 1500m) * Throwing (Shot, Discus, Javelin) * Jumping (Long Jump, Triple Jump, High Jump) |
| **S** | |  | | --- | | The pupils will learn how to develop the consistency of their actions in a number of events and to increase the number of techniques they use. They will be taught good sprinting technique and how to sustain their pace over longer distances. They will be taught how to throw with greater control, accuracy and efficiency and how to perform a range of jumps focussing on power, control and consistency at both take-off and landing. | |  | | The pupils will be taught a range of running, jumping and throwing skills focussing on control, accuracy, power and sound technique. They will carry out investigations into aspects of technique and use the information to become more technically proficient. In all athletic activity, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy. |
| Dance | **NC** | **Perform dances using a range of movement patterns** | **Perform dances using advanced dance techniques within a range of dance styles and forms** |
| **K** | In this unit the pupils focus on popular dance styles of different eras. They explore a range of dances, using step and gesture patterns, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. They learn more about both dance style and music. The pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. | In this unit pupils explore the different types of dance and focus specifically on developing their knowledge and understanding of composition. They develop their understanding of communicating the choreographic intention as performers and choreographers. As the pupils’ work, they develop an awareness of the historical and cultural origins of different dances. |
| **S** | The pupils experience creating solo, partner and group dances by choosing, combining and adapting step and action patterns, and using compositional principles *eg group design and formations, contact work (lean, push, pull, lift), relationships (unison, canon, mirror, action and reaction)*. The children are given the opportunity to choose material for dance phrases and whole dances, and to give reasons for their choices. The pupils learn about the pulse, rhythm and phrasing in the music, and about how their dance ideas link to the music. The pupils learn how to use appropriate language to describe, interpret and evaluate their own and others' work | The pupils practise, repeat and develop specific choreography and techniques that could be used in their dances. They are taught motifs and learn how to adapt and vary these, using specific choreographic devices. The pupils are given the opportunity to develop their skills of improvisation and perform a range of actions with clarity and control. They make use of principles of movement when performing individual and preferred actions and phrases. The pupils use appropriate dance terminology to describe, analyse, interpret and evaluate dances. They identify and discuss aspects of composition, recognise and describe characteristics of different dances and apply knowledge gained after evaluation of specific dance structures, to improve their own work. |
| Gymnastics | **NC** | * **Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]** | **Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best** |
| **K** | In this unit the pupils use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. They use their knowledge of compositional principles, *eg how to use variations in speed, level and direction, how to combine and link actions* to develop sequences that show an awareness of high quality performance. | In this unit the pupils focus on relationships between performers and timing in partner sequences and small group sequences. They have opportunities to use music with their sequence, and to choose their own apparatus and design a simple layout. Within their sequences, pupils use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. |
| **S** | The pupils learn to develop more variety in the way they perform skills and actions. They work to extend the range of actions, shapes and balances they use while maintaining fluency and clarity. The pupils perform fluently and with control, even when performing more difficult combinations.  The pupils learn how to plan a sequence, and to adapt it to a limited number of mats and other apparatus to complete the task. The pupils will learn how to evaluate their own and others' work and to suggest ways of making improvements.   |  | | --- | |  | |  | | The pupils practise performing actions and balances. They explore ways of linking movements showing control, accuracy and timing, with a partner and in a group situation. They learn how to initiate movement and to improve control by transferring their weight and investigate ways of supporting each other’s’ weight. The pupils investigate more complex actions and balances and explore ways of performing these actions alongside a partner, eg slowly, fast, synchronised, in canon, in the same direction, in different direction.  The pupils learn how to use appropriate terminology when describing a performance. They learn to select criteria for judging quality in skill and composition and can identify aspects of the work that can be improved. |
| Outdoor Education | **NC** | **Take part in outdoor and adventurous activity challenges both individually and within a team** | **Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group** |
| **K** | To understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing. Knowledge, awareness and application of safety principles associated with each activity. | To understand the principles used to prepare for outdoor activities. Knowledge of techniques and skills required for each activity, giving them time to practise and raise their safety awareness. |
| **S** | In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations. | During this unit, pupils will focus on developing and using new skills and techniques as they move from familiar activities and environments into less familiar ones. In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. They need to analyse, plan and carry out tasks safely, as they move from familiar activities and environments into unfamiliar and changing circumstances, often leading and managing themselves. |
| COOPERATION | **NC** | **Opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect** | |
|  |  | Enjoy communicating and collaborating with each other and within a team | Work in a team, building on trust and developing skills either individually or as a group. Appreciation of the range of skills needed within a team. |
| Competition | **NC** | **A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport.** | |
|  |  | Engage in competitive physical activities (both against self and against others) and enjoy competing with each other. Begin to access the wide range of intra and inter competitive opportunities available. | Overcome opponents in direct competition through team and individual games. Continue to take part in a wider range of competitive sports and activities both inside and outside school through community links or sports clubs. |
| Participation and Preparation For Life. | **NC** | **It should provide opportunities for pupils to be physically active for sustained periods of time and become physically confident in a way which supports their health and fitness.** | |
|  | Access a broad range of opportunities. Develop the confidence and interest to get involved in exercise, sports and activities both in and out of school and in later life. | Get involved in a range of activities that develops personal fitness and promotes fitness and an active, healthy lifestyle. |