|  |
| --- |
| **Stakesby PE – Y6 – Autumn Term** **Catching & Throwing, Agility & Coordination, Shooting for Targets, Balance, Spatial Awareness** |

|  |
| --- |
| **National Curriculum PoS – PE KS2** |
|  Pupils should be taught to:* use running, jumping, throwing and catching in isolation and in combination
* 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
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* perform dances using a range of movement patterns
* take part in outdoor and adventurous activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 |
| **Swimming** 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.
 |

|  |
| --- |
| **Key things to do** |
| **Catching & Throwing** | **Agility & Coordination** |
| * Can children use the underarm, shoulder and over arm throw to accurately hit a target while stationary and while moving? Can they select which is the most appropriate for the distance needed and modify where needed?
* Can children catch, pivot and throw in quick and fluid succession?
* Can children catch and throw a range of balls while standing still, with increasing speed? (from large to small, including those which are not spherical – e.g a rugby ball) Can they catch and throw balls/ foam javelin while moving?
* Can children identify the best target for a quick pass under pressure?
* Can children throw a foam javelin in a straight line using a shoulder throw? Can children measure, track and build on personal best distances? Can they use wind direction, when outside, to assess the best direction to throw in to ensure the furthest distance?
 | * Can children hop on either foot on command? Can they sustain this at varying speeds and for an increased amount of time?
* Can children jump either side of a raised line, increasing in speed and maintaining a still upper torso?
* Can children jump into hoops in a series at increasing speed and with varying heights?
* Can children jump over hurdles in a series, increasing in height?
* Can children run and jump in succession, using hurdles of increasing heights? Can they do this between ducking under hurdles/bars?
* Can children use an agility ladder with one foot in each square? Two feet? Two feet at the same time? With increasing speed?
* Can children identify where they need to bend/duck in order to access a space? E.g. through a crawl net? Through a tunnel? Can they transition from running, the crawling, to running without stopping?
* Can children run through a series of cones/poles, changing direction with their bodies? Can they do this whilst balancing a rubber hoop on their head? Or with a beanbag on their head? Can they increase speed? Can they do this while carrying a baton or ball? Can they do this in a competitive setting?
 |
| **Shooting for Targets** | **Balance & Spatial Awareness** |
| * Can children throw objects, such as beanbags and balls of various sizes into targets (such as hoops) which decrease in size and increase in distance? Can they account for the roll of a ball and varying weights of beanbags? Can they articulate to a friend how to adjust their throws according to the object’s weight?
* Can children use the inside of their foot to dribble a ball around a series of cones at increasing speed and under pressure? Into a net? Both in succession? Against a target? Against targets which increase in difficulty/decrease in size?
* Can children use the inside of their foot to pass a ball to each other at speed and as they move around? Can they navigate an object before doing it?
* Can pupils use the appropriate shot to score in a basketball net? Can they use the backboard to help them? Can they do this at increasing distances from the net? Can they dribble to the dee before shooting? Can they do this under pressure and in a competitive setting?
 | * Can children balance on the spot on either leg, raising their second leg into a straight position? Can they do this for increasing periods of time?
* Can children form balances using any given part of their body, keeping toes and fingers pointed? Can they transition from once balance to another using a fluid movement? Can they coordinate a series of movements to music that reflect the tempo and feeling?
* Can children balance along a bench? A skipping rope laid on the floor? Can they keep between two lines of decreasing distance in width?
* Can they jump from a height and land without travelling? Can they add in a star jump, tuck jump, pencil jump etc before landing?
* Can pupils balance on their own? With a partner? Can they articulate where to lean their weight in order to balance?
* Can children hold a position on a mat? Can children follow/ form a sequence of balances, using appropriate methods to move between balances such as forwards rolls, dive forwards rolls, backwards rolls, 360 degree roles etc?
* Can children compete at local events, with time and presentation pressures?
* Can pupils use a vault safely, ensuring a spring is used to travel over the vault / box?
 |
| **Recording and Setting Targets** | **Swimming** |
| * Can pupils identify a SMART target which pushes them?
* Can pupils record how many jumps, passes, catches etc they and a partner can do within a minute?
* Can pupils time a run for themselves or a partner, using minutes, seconds and milliseconds?
* Can pupils identify what and where they/a partner need to improve and practise in order to achieve a target?
* Can pupils construct a series of activities/challenges to measure and improve fitness?
* Can pupils track their/others’ achievements independently?
 | * Can pupils swim 25m unaided, using the front crawl stroke?
* Can pupils enter the water safely and confidently, with an understanding of depth?
* Can pupils tread water?
* Can pupils use the correct arm and leg movements to form breaststroke, backstroke and butterfly stroke in addition to front crawl?
* Can pupils hold their breath underwater for a time of up to 3-5 seconds?
* Can pupils swim to the bottom of the pool to retrieve an object?
* Can pupils compete at local events in the strokes of front crawl, breaststroke, backstroke and butterfly?
 |

|  |
| --- |
| **Key Vocabulary** |
| **From Year 5**length, static balance, dynamic balance, 360 degree roll, pivot, chasis step, choreograph, stag jump, split leap**New Vocabulary**Milliseconds, construct, compose, expression, precise, dive forwards roll, straddle, round off, butterfly, tread water, medicine ball |