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|  | **Developing Skills** | **Application of Skills** | **Evaluation of Performance** |
| **Gymnastics** | **Year 6 children** will use their knowledge of compositional principles Eg. Varying speed, level.  **TRAVELLING** – focus on developing quality travel actions with hands and feet and feet.  **SHAPE** – explore a range of symmetrical and asymmetrical actions.  **BALANCING** – focus on developing balances using counter and counter tension balances with a partner which are mirrored and matched.  **JUMPING** – perform shapes with jumps in the air with turning.  **ROLLING** – incorporate a variety of rolls from KS1.  **APPARATUS** – Incorporate combination of actions and perform these with a variation in level, speed and direction. Choose their own apparatus and design a simple plan. | Create sequences to include 6 elements, 3 balances, using a travel, jump and a roll to link these balances.  Work cooperatively in groups of 4 – 6 to create paired and group balances within a sequence emphasising extension, clear body shape and changes in direction showing an awareness of their audience. | Identify aspects of their own and others’ performances that need improvement and suggest how to improve them, eg. Which aspects were performed consistently, accurately, fluently and clearly.  Each group to record and observe each other using an ipad. Use criteria to make judgements and suggest improvements. |
| **Dance** | Perform dances fluently with control and can perform to an accompaniment expressively and sensitively.  Use simpler choreographic principles to create motifs.  Explore, improvise and combine movement ideas fluently.  Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. | Work creatively and imaginatively to include a wide range of dynamics ie. Different levels, speed, heavy, light, sharp, soft.  Compose solo, paired and group motifs and combine into a full performance. | Identify aspects of their own and others’ performances that need improvement and suggest how to improve them, eg. Which aspects were performed consistently, accurately, fluently and clearly.  Each group to record and observe each other using an ipad. Use criteria to make judgements and suggest improvement. |
| **Invasion Games** | The children should have mastered FMS from KS1 and continue to develop a broader range of sport specific skills and perform them with consistency, accuracy, confidence, control and speed.  Running, dodging and feinting. Chest pass, bounce pass, swing pass, shoulder pass and shooting. catching a small ball. Push, sling and pull, heave throws, hop, step and jump, running for long and short distances (athletics) Bowling underarm/ overarm, overarm throw, striking a bowled ball and field a ball and throw back. Hold a racket correctly, use forehand, backhand, volley strokes and underhand serve. | Collaborate as a team and apply attacking and defending skills through modified versions of 4v4 or 5v5 invasion games.  Apply the FMS taught and apply to net and wall and striking and fielding activities.  Perform attacking tactics: Use a range of passes, get away from a defender to receive a pass, send the ball deep to support players.  Perform defending tactics: close down space, intercept a pass. | Identify aspects of their own and others’ performances that need improvement and suggest how to improve them, eg. Which aspects were performed consistently, accurately, fluently and clearly.  Explain how to keep possession and describe how they and others have achieved it.  Identify what they can do best and what they find difficult.  Explain tactics and skills that they are confident with and use well in games. |
| **OAA** | Set a map using a compass, practise and refine orientating the set map, set a direction of travel from the map using a compass. Follow instructions in order to complete an orienteering course. | Take part in more complex and competitive orienteering events. Take on more demanding leadership roles and learn to take initiative more often. | Children describe and comment on how they worked well as a member of a team.  Discuss how they would improve their performance next time.  . |