


PE – Year 6 – Summer 1 –Athletics- MTP

| National Curriculum | Week | NC - Coverage | Skills Taught (Teacher) | Substantive Knowledge | Activity Outline |
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| <p>Key Stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 | <p>1</p> <p>Running - Sprint</p> | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> | <p>I know how to show a confident sprinting technique – including a sprint start and finish.</p> <p>I know how to build up speed quickly when running.</p> <p>I know how to run/accelerate past others with confidence.</p> <p>I know why I must run fast to sprint.</p> | <p>I know that to win a sprint, I must run as quick as I possible can.</p> <p>I know that I need to use my legs and arms to build up more speed.</p> <p>I know that running in a straight line will aid me win a race.</p> | <p>Recap the skills needed for a successful sprint – e.g. using a sprint start and finish, swinging arms when running etc.</p> <p>Children are to be provided with opportunities to practise sprinting – children are to time each other sprinting e.g. organise the class into pairs; one is to sprint, the other is to time. Children are to discuss how they could improve their sprint and complete in a quicker time.</p> <p>Organise sprint races between the class.</p> |
| | <p>2</p> <p>Running - Distance</p> | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> | <p>I know how to run/accelerate past others with confidence.</p> <p>I know why it is important to confidently and independently select the appropriate pace when running</p> | <p>I know that keeping a steady pace will help me run for a long distance.</p> <p>I know that managing me breathing will support my running for distance.</p> | <p>Recap/discuss skills needed for a successful distance run – discussing the importance of using an appropriate pace when running (e.g. not sprinting over far distances).</p> <p>Children are to be provided with the opportunity to practise distance running –</p> |

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| <p>and tennis), and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> 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. | | <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> | <p>– adapting to different parts of the run.</p> <p>I know how to demonstrate endurance and stamina over longer distances.</p> <p>I know why running at different speeds will impact how far I can run.</p> | | <p>timing how long it takes them to run and reflecting on whether their run was successful.</p> <p>Organise distance running races between the class.</p> |
| <p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | <p>3</p> <p>Running – Relay</p> | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> | <p>I know how to run/accelerate past others with confidence.</p> <p>I know why it is important to confidently and independently select the appropriate pace when running – adapting to different parts of the run.</p> <p>I know how to demonstrate endurance and stamina over longer distances.</p> <p>I know how to show a confident sprinting technique – including a sprint start and finish.</p> <p>I know how to build up speed quickly when running.</p> | <p>I know that I must work as team.</p> <p>I know that I must pass the baton during the race.</p> <p>I know that I must stay in my lane.</p> <p>I know that I must sprint during this race.</p> | <p>Discuss relay running and the importance of being ready to switch over when taking part in a relay – passing the baton successfully.</p> <p>Organise the class into smaller teams and allow the children to choose an order they wish to run in.</p> <p>Organise relay races between the class – combining both short and long distances for running; can they choose the appropriate pace for the distance?</p> |
| | <p>4</p> <p>Jumping – Height</p> | <p>Use running, jumping, throwing and catching in isolation and in combination</p> | <p>I know how to jump confidently in a variety of ways for height and distance.</p> | <p>I know that I must use the strength in my legs to jump high.</p> <p>I know that I must use my arms to help me jump high.</p> | <p>Introduce the skills needed for the high jump – e.g. run up successfully, jumping and then landing safely.</p> |

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| | | <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> | <p>I know how to show control when taking off and landing whilst jumping.</p> <p>I know why we measure jump height with confidence and accuracy.</p> | <p>I know that I must land safely on two feet (if possible)</p> | <p>Children are to be provided with the opportunity to practise this jump – measure how high they have been able to jump. Can they improve the height? How would they improve?</p> <p>Who can jump the highest in the class?</p> |
| 5 | Jumping - Distance | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> | <p>I know how to perform with control a triple jump/standing long jump.</p> <p>I know how to measure jump distances with confidence and accuracy.</p> <p>I know why we measure jump distances with confidence and accuracy.</p> | <p>I know that I must use the strength in my legs to jump for distance.</p> <p>I know that I must use my arms to help me jump for distance.</p> <p>I know that I must land safely on two feet (if possible)</p> <p>I know that I must jump at the right angle to get the most distance.</p> | <p>Recap previously learnt skills on how to perform a long jump and triple jump – aim of lesson is to be able to perform these jumps with fluency and ease.</p> <p>Children are to practise these jumps – again measuring the distance that they have jumped. How could they improve?</p> <p>Who can jump the furthest in the class?</p> |
| 6 | Throwing | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> | <p>I know how to perform a heave throw.</p> <p>I know how to accurately measure and record the distance of their throws.</p> | <p>I know I must use my arms to throw an object.</p> <p>I know that I must have a target to throw towards.</p> | <p>Recap ways that children have previously been taught to throw e.g., underarm, overarm, push throw etc.</p> |

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| | | <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> | <p>I know why we measure throw distances with confidence and accuracy.</p> | <p>I know that I must throw the object at an appropriate angle to get the most distance.</p> | <p>Introduce the heave throw technique – children are to practise this technique individually and then with a partner:</p>  <p>Children are to have the opportunity to practise their throwing technique with a range of equipment. In smaller groups, they are to measure the distance that a ball/piece of equipment was thrown. Can they improve how far they threw the ball?</p> <p>Introduce competition – who can throw the ball using the new technique the further? Or the most accurately towards a target?</p> |
| | <p>7 Rotation - Competitive</p> | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> | <p>I know why I should uphold the spirit of fair play and respect in all competitive situations.</p> <p>I know how demonstrate a good level of awareness of space and apply this in a range of situations.</p> | <p>See previous factual knowledge for each event.</p> | <p>Organise the class into smaller teams – mixed ability groupings.</p> <p>Children are to take part in a mixture of competitive races/activities that combine the skills they have developed e.g.:</p> <ul style="list-style-type: none"> • Sprint race • Distance throwing competition • High/long jump competitions |

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| | | They should enjoy communicating, collaborating and competing with each other. | | | Encourage children to recognise their own successes as well as evaluating to develop their own skills further. |
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PE – Year 6 – Summer 2 – Dance – MTP

| National Curriculum | Week | NC - Coverage | Skills Taught (Teacher) | Substantive Knowledge | Activity Outline |
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| <p><u>Key Stage 2</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> | <p>I</p> <p>Exploring Movements</p> | <p>Perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> | <p>To compose original, expressive, creative and imaginative dance phases linked to a theme.</p> <p>To vary speed, direction, level and body rotation within a phase.</p> <p>To create a phase with high energy, slow grace or other themes and maintain throughout a piece.</p> <p>To demonstrate good kinaesthetic awareness.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p> | <p>I know that I need to move my body to explore movement.</p> <p>I know the 3 different ways I can move (speed, level, direction)</p> | <p>James Bond dance – theme tune music to be used</p> <p>Listen to the music piece and allow children time to respond to the music – what type of actions could we use? Can we incorporate different levels? Organise the class into smaller groups so that they can explore different actions together – e.g. one group is to explore actions for 'sneaking' etc.</p> <p>Children are to create their own opening phrase using a variety of levels in response to the theme tune.</p> <p>Children are to show others their opening phrase and reflect on how they could improve their sequence.</p> |

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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. | <p>2 Partner Work</p> | <p>Perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> | <p>To compose original, expressive, creative and imaginative dance phases linked to a theme.</p> <p>To vary speed, direction, level and body rotation within a phase.</p> <p>To create a phrase with high energy, slow grace or other themes and maintain throughout a piece.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p> <p>To demonstrate good kinaesthetic awareness.</p> | <p>I know I must communication with my partner.</p> <p>I know that I need to move my body to explore movement.</p> <p>I know the 3 different ways I can move (speed, level, direction)</p> | <p>James Bond dance – theme tune music to be used</p> <p>Introduce the idea of JB having to avoid obstacles – how could we move in different ways to overcome these obstacles? How could we show expression when doing this?</p> <p>Organise the class into pairs – children are to work together to create a phrase of movements (in response to stimuli) to show an obstacle scene. They are to create a phrase of eight movements.</p> <p>Children are to show others their phrases – can others figure out what obstacles they are overcoming through watching their phrase? e.g. mud, laser beams etc.</p> <p>Children are to reflect and improve techniques throughout in order to produce their best performance.</p> <p>Encourage children to be mindful of counting their steps and movements.</p> |
| <p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres | <p>3 Group Work</p> | <p>Perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> | <p>To compose original, expressive, creative and imaginative dance phases linked to a theme.</p> <p>To vary speed, direction, level and body rotation within a phase.</p> <p>To create a phrase with high energy, slow grace or other themes and maintain throughout a piece.</p> <p>To demonstrate good kinaesthetic awareness.</p> | <p>I know I must communication with my group.</p> <p>I know that I need to move my body to explore movement.</p> <p>I know the 3 different ways I can move (speed, level, direction)</p> <p>I know that my group will have different abilities and I will need to adapt the performance to aid their ability.</p> | <p>James Bond dance – theme tune music to be used</p> <p>Recap learning so far – partner work. Organise the class so that two sets of partners have now formed a group of four.</p> <p>Introduce the idea of a 'fight' scene (non-contact). Children are to work together in their groups to create scene of eight movements.</p> |

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| <ul style="list-style-type: none"> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. | | <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p> | <p>I know why I select different speeds, directions, levels and body rotations.</p> | | <p>Children are to perform their phrase to others. Again, reflecting on their work and discussing how they could improve further.</p> |
| | <p>4 Prop Work</p> | <p>Perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p> | <p>To confidently incorporate props to support conveying a dance idea.</p> <p>To compose original, expressive, creative and imaginative dance phases linked to a theme.</p> <p>To vary speed, direction, level and body rotation within a phase.</p> <p>To create a phase with high energy, slow grace or other themes and maintain throughout a piece.</p> <p>To demonstrate good kinaesthetic awareness.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p> <p>I know how to use a prop effectively within a routine.</p> | <p>I know what a prop is.</p> | <p>James Bond dance – theme tune music to be used</p> <p>Recap the dance so far and organise the class back into the groups of four from the previous lesson. Give the children time to recap/remember their phrase from last week.</p> <p>Incorporate props into their phrases. Can they incorporate the props effectively? Think about ways they can smoothly incorporate the introduction of the props. Children are to continuously practise, reflecting and improving their sequences/phrases throughout.</p> |

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| | | | | | Props should help reflect the idea that is being conveyed. |
| 5 Practise | <p>Perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> | <p>To compose original, expressive, creative and imaginative dance phases linked to a theme.</p> <p>To vary speed, direction, level and body rotation within a phase.</p> <p>To create a phrase with high energy, slow grace or other themes and maintain throughout a piece.</p> <p>To demonstrate good kinaesthetic awareness.</p> <p>To perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> | See knowledge from previous lessons. | James Bond dance – theme tune music to be used | Work together as a class, to put the entire dance together (individual moves, partner work, group work and prop work) – ensure transition is smooth and children are confident with the moves. This lesson is used to build children’s confidence to perform the lesson with accuracy and control. |
| 6 Perform | <p>Perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to improve in different physical activities</p> | <p>To perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>To offer a detailed and effective evaluation of personal performances and activities with an aim of improving performance further – self and others.</p> <p>I know why effective feedback can support others’ performances.</p> | <p>I know that a performance is to an audience.</p> <p>I know that I must apply previously learnt skills within my dance.</p> | James Bond dance – theme tune music to be used | Split the class into two halves – children are to perform the whole dance to the rest of the class. The other half are to create their own criteria to use to evaluate the performance they are watching – e.g. are they using levels? Are they showing expression? Are they using props? Are their movements strong and clear? – Children are to evaluate after each performance. |

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| | | and sports and learn how to evaluate and recognise their own success | To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. | | Each group should also evaluate their own dance. If possible, film dances for groups to watch back. |
| | 7 Improve | Perform dances using a range of movement patterns Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. | I know how to listen to feedback. I know how to use feedback to help improve my performance. | James Bond dance – theme tune music to be used Children are to be given opportunity to reflect on the dance they performed the previous week. What were the outcomes of evaluation? Pick one section of the dance to focus on – children are to be given time to reflect and improve that section of the dance before taking part in a whole class performance. |