

Stone Hill School
Curriculum Plan 2019/20
Physical Education Year 6

Intent:

The structure of our P.E curriculum is divided into three main components.

Performance and skill shows pupils can express themselves through repetitive, simple sequences and movement patterns. They will demonstrate development of control and coordination skills.

Knowledge and analysis enables children to show they are aware of the changes that happen to their bodies when they are active.

Leadership and teamwork shows pupils listening to instructions and stopping and starting with some accuracy. They will work closely in pairs, trios or small groups whilst being able to share and wait their turn.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn 1	1 -3	Team Building	<ul style="list-style-type: none"> To show some communicational skills when working in a pair or small group on a set activity. To understand what SOL means – Stability, Object control and Locomotion. To be able to participate in paired or team games with effective cooperation. 	<p>Literacy – Reading, speaking and listening. Writing down scores and peer/self feedback. Questioning and using key words.</p> <p>Numeracy – Counting and keeping score. Scoring targets at different levels. Timing and problem solving.</p> <p>SMSC – Communicational skills and working with others. Sense of achievements, morals and fair play. Social interaction in a competitive situation.</p>
	3-7	Football	<ul style="list-style-type: none"> To choose and show a range of ways to hit, kick or throw an object. Describe what they did. Plan simple movements. To Know the difference between attacking and defending whilst showing some spatial awareness. To copy and demonstrate some understanding about possession and control skills. To identify areas of practise by self and peer reviewing an activity from the lesson. 	
	8 - 11	Fitness	<ul style="list-style-type: none"> To understand the term fitness and identify fitness testing activities. To demonstrate and name two health and skill related components of fitness. To be able to work in pairs to count or motivate others and communicate positive comments to help others. To show some understanding about pacing and how to apply that technique. To identify what the terms anaerobic and aerobic exercise mean. 	
Autumn 2	12 - 14	Circuit training	<ul style="list-style-type: none"> To show some understanding about why the heart rate changes during exercise. To be able to record and measure resting heart rate to working heart rate. To demonstrate the correct techniques at each station by copying and repeating action of each activity. To be able to read and show an understanding of how to record fitness testing results at each station. To show and apply safety rules and show an understanding of how to use each stations in 	

			a safe way.	
Spring 1		Gymnastics	<ul style="list-style-type: none"> To show some understanding about how our bodies can make shapes. To travel with some confidence and skill, around, under, over and through balancing and climbing equipment. To show some understanding that equipment and tools have to be used and put back away safely. To learn, practise and demonstrate stability, balance and co-ordination stances. 	
		Dance / Movement	<ul style="list-style-type: none"> To show good control and coordination in large and small movements. To experiment a range of ways in which our bodies can move. To move freely and with confidence in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, skipping. Contribute ideas to sequence 2 step movements repeatedly with some form of co-ordination. To be able to link sequenced movement fluently and possibly to music. 	
Spring 2		Striking Games	<ul style="list-style-type: none"> To showing catching and stopping a ball with accuracy. To strike a stationary or bowled ball in an intended direction. To understand the rules of different games and apply different techniques. Begin to understand the importance of warming up. 	
		Team Sports	<ul style="list-style-type: none"> To perform striking and fields skills to the best of their ability. To use striking and fielding skills in a range of different game style situation. To take part in competitive games. To play cooperatively with teammates. 	
Summer 1		Summer Sports e.g (Kwik cricket / rounders)	<ul style="list-style-type: none"> To develop the consistency of throwing and catching skills. <ul style="list-style-type: none"> To develop batting skills in rounders. To develop a range of fielding techniques. To recognise and understand at least 1 rule for every game played. To understand the different roles and responsibilities of each player. 	
Summer 2		Athletics	<ul style="list-style-type: none"> To develop skills and coordination in running for speed. Learn to sustain pace for running longer distances. To learn skills and techniques for a range of 	

			athletic events. <ul style="list-style-type: none">• To take part in an athletic event and out your skills to practise.	
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Intended impact:
Pupils will leave lower school with developed control and coordination skills for their physical performance. They will have gained greater knowledge about the changes their bodies make when being active. Also, pupils will cooperatively work in pairs, trios or small groups to show good team working skills.



