

Year 6's Physical Education Journey

Cognitive:	Social	Health and Fitness
Can understand ways to judge performance	Cooperate well with others and give helpful feedback	can link actions together so that they flow.
Can use awareness to space and make good decisions	Help organise roles and responsibilities	I can perform a range of skills fluently and accurately.

Dance (spring 2)— Children will learn to compose dances by using, adapting and developing steps, formations and patterning from different dance styles and to perform dances expressively, using a range of performance skills (dance)

Golf (sum 2)— to transfer skills to handle clubs and strike with consistency and accuracy. Play in a variety of modified golf games.

Rounders (sum 2)—to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.

Fundamental Movement—Unit 5—physical (sum 1)—Children will work together in pairs to create counter balances, fluidly moving be-

Summer Term

Hockey (spring 2)—to develop the range and consistency of their skills, especially in specific striking and fielding game.

Fundamental Movement—Unit 1—Cognitive (aut 2)—Children will learn and practise fluidity and control while moving in and around space.

Athletics (sum 1)—to develop the consistency of their actions in a number of events.

Spring Term

Netball (spring 1)— focus on co-ordination, lateral movement and spacial awareness.

Gymnastics (spring 1)—Children will learn to develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles continuing from basic movement sequencing.

Tag Rugby (aut 2)—Choose and implement a range of tactics to attack and defend. Combine and perform more complex skills at speed. With the aim to observe, analyse and recognise good individual team performance.

Autumn Term

Handball (aut 1)—Handling balls, focussing on fluidity, direction and space.

Fundamental Movement—Unit 3—Social (aut 1)—Children will continue to develop their ball skills and work on handling it with both hands fluidly and in different directions.

