

CURRICULUM MAP (Long term plan)

SUBJECT : Physical Education

YEAR GROUP: Year 6

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Netball:</p> <ul style="list-style-type: none"> ● Development of skills. ● Development of rules i.e Offside rule. ● Refinement of different attacking and defending positions and tactics i.e Zig-Zag passing and moving. <p>Football:</p> <ul style="list-style-type: none"> ● Development of rules i.e. offside rule. ● Refinement of different attacking and defending positions and tactics i.e. wide play. <p>Rugby:</p> <ul style="list-style-type: none"> ● Development of the rules i.e modified for touch rugby. ● Refinement of different positions, lines and tactics. <p>Basketball:</p> <ul style="list-style-type: none"> ● Development of skills. 	<p>HRF:</p> <ul style="list-style-type: none"> ● Introduction to the different methods of training and fitness tests . ● Understanding how to perform and record scores. <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Gymnastics:</p> <ul style="list-style-type: none"> ● Refining different types of flight through use of different types of equipment. ● Creation of locomotion, individual and paired balances techniques linked as part of a routine. <p>Develop flexibility, strength, technique, control and balance.</p> <p>Dance:</p> <ul style="list-style-type: none"> ● Development of motif. 	<p>Athletics:</p> <ul style="list-style-type: none"> ● Introduction to basic skills and rules. <p>Recording times and distances for the following:</p> <ul style="list-style-type: none"> - 75m - 150m - 600m - Relay - Shot Put - Javelin - Long Jump <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Hockey:</p> <ul style="list-style-type: none"> ● Development of rules i.e stick rules. ● Refinement of different attacking and defending positions and tactics i.e wide play.

	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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.</p>	<ul style="list-style-type: none"> • Development of choreography, • Development of dance styles: Charleston. <p>Perform dances using a range of movement patterns. Dance is linked to historical events.</p>	<p>Cricket:</p> <ul style="list-style-type: none"> • Refining throwing at different targets. • Refine catching over different agencies. <p>Use running, jumping, throwing and catching in isolation and in combination</p>
<p>Disciplinary knowledge - what skills are practised?</p>	<p>Netball: Passing, Footwork, Movement, Dodging, Marking, Intercepting, Shooting, Positioning.</p> <p>Football: Passing, Receiving a pass, Ball Control, Dribbling, Shooting, Tackling, Defensive Play, Attacking Play.</p> <p>Rugby: Ball Familiarisation and Scoring, Push Passing, Go Forward, Support Play, Attacking Shape, Defensive Shape, Positioning.</p> <p>Basketball: Passing, Dribbling, Shooting, Lay-ups, Stealing, Marking, Attacking Play, Defensive Play.</p>	<p>HRF: Fitness Testing, Continuous Training, Interval Training, Fartlek Training, Circuit Training, SAQ Training, Boxercise, Fitness Testing.</p> <p>Gymnastics: Locomotion, Individual balances, Counter Tension, Partner balances, Rotation, Basic Shapes, Flight, Creating a routine.</p> <p>Dance: Counting a beat, Moving to the beat, Performing in canon, performing in unison, Judging performance, Performance of a routine.</p>	<p>Athletics:</p> <p>Introduction to Shot put, javelin technique, Refining standing long jump using different apparatus i.e. jumping over cones/hurdles, Refining sprint starts, relays, middle distance running using different equipment.</p> <p>Cricket: Throwing, Catching, Ground Fielding, Batting grip/stance & running, Straight drive, Pull Shot, Bowling, Batting in a pair.</p> <p>Hockey: Push Pass, Trapping, Dribbling, Block Tackle, Jab tackle, Slap hit, Attacking Play, Defensive Play.</p>
<p>Key questions (What is learning about?)</p>	<p>Can I...?</p> <ul style="list-style-type: none"> • Know the various teaching points for the skills learnt and apply these in competition • Understand how/when/what the importance is of applying these skills in competitive situations • Be able to perform skills in competitive situations. 	<p>Can I...?</p> <ul style="list-style-type: none"> • Know the various teaching points for the skills learnt and apply these in competition • Understand how/when/what the importance is of applying these skills in competitive situations • Be able to perform skills in competitive situations. 	<p>Can I...?</p> <ul style="list-style-type: none"> • Know the various teaching points for the skills learnt and apply these in competition • Understand how/when/what the importance is of applying these skills in competitive situations • Be able to perform skills in competitive situations.

	<p>For further information see the learning objectives on the SOW</p> <p>Year 6 Netball SOW.docx</p> <p>Year 6 Football SOW.docx</p> <p>Year 6 Rugby SOW.docx</p> <p>Year 6 Basketball SOW.docx</p>	<p>For further information see the learning objectives on the SOW</p> <p>Year 6 Dance SOW.docx</p> <p>Year 6 Gymnastics SOW.docx</p> <p>Year 6 HRF SOW.docx</p>	<p>For further information see the learning objectives on the SOW</p> <p>Year 6 Cricket SOW.docx</p> <p>Year 6 Athletics SOW.docx</p> <p>Year 6 Hockey SOW.docx</p>
Assessment	<ul style="list-style-type: none"> ● Targeted questioning ● Peer assessment ● Self-assessment ● Live mark- verbal/written feedback ● Formative ● Technology <p>For further information see the assessment grid on the SOW</p> <p>Year 6 Rugby SOW.docx</p> <p>Year 6 Basketball SOW.docx</p> <p>Year 6 Netball SOW.docx</p> <p>Year 6 Netball SOW.docx</p>	<ul style="list-style-type: none"> ● Targeted questioning ● Peer assessment ● Self-assessment ● Live mark- verbal/written feedback ● Formative ● Technology <p>For further information see the assessment grid on the SOW</p> <p>Year 6 HRF SOW.docx</p> <p>Year 6 Gymnastics SOW.docx</p> <p>Year 6 Dance SOW.docx</p>	<ul style="list-style-type: none"> ● Targeted questioning ● Peer assessment ● Self-assessment ● Live mark- verbal/written feedback ● Formative ● Technology <p>For further information see the assessment grid on the SOW</p> <p>Year 6 Athletics SOW.docx</p> <p>Year 6 Hockey SOW.docx</p> <p>Year 6 Cricket SOW.docx</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>Literacy:</p> <ul style="list-style-type: none"> - Use of resource sheets/cards, whiteboards, keywords/terms <p>Numeracy</p> <ul style="list-style-type: none"> - Score keeping, timing <p>Oracy Opportunities</p> <ul style="list-style-type: none"> - Coaching roles, Peer assessment, TAG team roles, and Sport Education programme 	<p>Literacy:</p> <ul style="list-style-type: none"> - Use of resource sheets/cards, whiteboards, keywords/terms <p>Numeracy</p> <ul style="list-style-type: none"> - Score keeping, timing <p>Oracy Opportunities</p> <ul style="list-style-type: none"> - Coaching roles, Peer assessment, TAG team roles, and Sport Education programme 	<p>Literacy:</p> <ul style="list-style-type: none"> - Use of resource sheets/cards, whiteboards, keywords/terms <p>Numeracy</p> <ul style="list-style-type: none"> - Score keeping, timing <p>Oracy Opportunities</p> <ul style="list-style-type: none"> - Coaching roles, Peer assessment, TAG team roles, and Sport Education programme
Cross Curricular Opportunities	<p>Basketball - Science - arc and flight of ball - parabola</p> <p>Rugby - Science - Scrum/tackle/ruck forces</p>	<p>HRF - Science - Graph work</p> <p>Forces/effects of exercise on the body/muscular and skeletal system</p>	<p>Athletics - Geography and countries</p> <p>Cricket - Geography and countries - climate and weather</p>
SMSC / Character/Careers/Cultural Capital (personal development)	<ul style="list-style-type: none"> ● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through 	<ul style="list-style-type: none"> ● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through communication, 	<ul style="list-style-type: none"> ● TAG team (sports captains) Coaching opportunities allow students to develop their social skills through

	<p>communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</p> <ul style="list-style-type: none"> ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. 	<p>collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</p> <ul style="list-style-type: none"> ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. ● Lunch and after school clubs with a focus on teamwork and 	<p>communication, collaboration and teamwork. Sports Captains develop their social and moral skills through working with others to improve their performances, helping students who require assistance and recognising how to support them.</p> <ul style="list-style-type: none"> ● Sport captain mentor sessions – allows staff to build a working relationship with sports captains and help guide them towards improvement. ● TAG team CPD – PE staff deliver sports leadership CPD sessions, such as ‘how to coach’. Improves confidence and breaks down barriers for children to stand and deliver coaching sessions to peers. ● Sport Education programme giving learners roles and responsibilities in lesson to complete for reward, whilst showcasing the various different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. ● PBA core values ● Resilience, perseverance, positivity threaded throughout topics, with team points awarded for those
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<p>Equality and Diversity</p>	<p>Discussion in lessons about the diversity of national teams. Reference to sports athletes or : Football- Lionel Messi- Forward-Paris St Germain/Argentina Kylian Mbappe- Forward-Paris St Germain/France Netball- Alice Harvey- Defender Helen Housby- GA Hannah Joseph- Centre Basketball- LeBron James- PF/SF - LA Lakers/American</p>	<p>Discussion in lessons about the diversity of national teams i.e. Hockey teams Discussion in lessons about major sporting events i.e. Olympics, European championships Dance- Perform dances using a range of movement patterns. Dance is linked to historical events i.e. WWII</p>	<p>Cricket- Discussion in lessons about the diversity of national teams. Teaching the different types of catches - English and Australian. Bowling - Asia. Introduction to diverse competitive leagues such as the IPL, students represent teams in sport education such as Kolkata Knight Rider and Chennai Super Kings. Athletics -Discussion on different events being dominated by specific countries based on</p>



	Giannis Antetokounmpo- PF/SF/C - Milwaukee Bucks/Greek Rugby - Beauden Barrett- Fly Half- New Zealand Maro Itoje- Lock- England		climate/demographics/culture i.e. Kenya - long distance, Jamaica - Sprinting.
Super Curriculum (personal development)	PBA Extra-Curricular Autumn 2022.docx <ul style="list-style-type: none">● Tag Team● Sport Education Programme	PBA Extra-Curricular Spring 2023.docx <ul style="list-style-type: none">● Tag Team● Sport Education Programme	PBA Extra-Curricular Summer 2023.docx <ul style="list-style-type: none">● Tag Team● Sport Education Programme