

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<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>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>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</p>

	<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>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>	<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. ● 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>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>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>
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<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,</p> <p>Refining standing long jump using different apparatus i.e. jumping over cones/hurdles,</p> <p>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</p> <p>(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>
<p>Assessment</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 Rugby SOW.docx</p> <p>Year 6 Basketball SOW.docx</p> <p>Year 6 Netball SOW.docx</p> <p>Year 6 Football 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>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Literacy:</p> <ul style="list-style-type: none"> - Use of resource sheets/cards, whiteboards, keywords/terms <p>Numeracy</p>	<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>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

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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 (C) (personal development)	<ul style="list-style-type: none"> ● TAG team ● Sport Education programme - PBA core values ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area 	<ul style="list-style-type: none"> ● TAG team ● Sport Education programme - PBA core values ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area 	<ul style="list-style-type: none"> ● TAG team ● Sport Education programme - PBA core values ● Careers - Talent identification and signposting in TAG booklet ● Careers board to be set up in PE area
Equality and Diversity	<p>Discussion in lessons about the diversity of national teams.</p> <p>Reference to sports athletes or:</p> <p>Football - Marcus Rashford – Forward – Manchester United (Race/Economic status)</p> <p>Year 6 Football SOW.docx</p> <p>Netball- Ama Agbeze – Former England netball captain (Race)</p>	<p>Discussion in lessons about the diversity of national teams i.e. India and Australia</p> <p>Gymnastics- Discussion in lessons about major sporting events and the effect they have on communities both positive and negative i.e. Rio games, the impact of favelas and communities (prosperity vs destruction) Year 6 Gymnastics SOW.docx</p>	<p>Cricket- Discussion in lessons about the diversity of national teams and leagues – IPL attracting players from overseas, does this take away from local talent or improve it?</p> <p>Year 6 Cricket SOW.docx</p> <p>Athletics -Discussion on cross over sports from traditionally strong events i.e. Jamaican bob sled team, why did they not reach a higher</p>



	<p>Year 6 Netball SOW.docx</p> <p>Basketball- Steph Curry – Golden state warriors (Race)</p> <p>Giannis Antetokounmpo- PF/SF/C - Milwaukee Bucks/Greek</p> <p>Year 6 Basketball SOW.docx</p> <p>Rugby- Danny Care – (Low income background)</p> <p>Year 6 Rugby SOW.docx</p>	<p>Dance- Perform dances using a range of movement patterns. Dance is linked to historical events i.e WWI – use of dance to improve the mood in society, break down barriers.</p> <p>Year 6 Dance SOW.docx</p>	<p>placing when they have top sprinting athletes?</p> <p>Year 6 Athletics SOW.docx</p>
<p>Super Curriculum (personal development)</p>	<p>See extra-curricular timetable</p> <p>-TAG Team</p> <p>-Sport Education programme</p>	<p>See extra-curricular timetable</p> <p>-TAG Team</p> <p>-Sport Education programme</p>	<p>See extra-curricular timetable</p> <p>-TAG Team</p> <p>-Sport Education programme</p>

<p>Careers</p>	<p>HT 1 – Professional football player WHERE TO START if you want to go pro</p> <p>HT 2 – Community coach Working in sports: Q&A panel with Max Whittle - BBC Bitesize</p>	<p>HT 1 – Dance Choreographer How to become a dance choreographer: Rachel's story - BBC Bitesize</p> <p>HT 2 – Outdoor instructor (Go Ape. Outward bound) Go Ape Jobs</p>	<p>HT 1 – Olympic Judge What does it take to become an Olympic judge?</p> <p>HT 2 – Cricket groundskeeper Jobs in sport: Working at Wimbledon - BBC Bitesize</p>
<p>Local Community Links</p>	<p>Biggleswade rugby club</p>	<p>Stotfold Football club</p>	<p>Letchworth Cricket Club</p>
<p>British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others</p>	<ul style="list-style-type: none"> • Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various 	<ul style="list-style-type: none"> • Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various 	<ul style="list-style-type: none"> • Sport Education programme – giving learners roles and responsibilities to complete for reward during lesson, whilst showcasing the various

<p>SMSC Character Education</p>	<p>different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law) ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and compass use that will help in 	<p>different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law) ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use newly acquired skills such as map reading and 	<p>different opportunities/careers in sport. Roles include: Captain, equipment manager, warm up manager, press officer, time keeper, lead assessor. (Democracy)</p> <ul style="list-style-type: none"> ● PBA core values (Mutual respect) ● Careers board to be set up in PE area (Careers) ● Following the rules and laws of the games, showing resilience, perseverance, positivity threaded throughout topics, with team points awarded for those showing these traits consistently. (The rule of law) ● Lunch and after school clubs with a focus on teamwork and team chemistry – learning how to work together effectively. (SMSC) ● Use of IPADs to improve self-reflection of skills and performance, students are able to recognise key misconceptions. (SMSC) ● Individual sports allow students to manage emotions, attitude and aptitude through ownership of their performance. (Character education) ● Outdoor life skills that promote communication, problem solving and leadership – students use
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	<p>real world experiences. (SMSC)</p> <ul style="list-style-type: none"> ● TAG Team - providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect and tolerance) 	<p>compass use that will help in real world experiences. (SMSC)</p> <ul style="list-style-type: none"> ● TAG Team - providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect and tolerance) 	<p>newly acquired skills such as map reading and compass use that will help in real world experiences. (SMSC)</p> <ul style="list-style-type: none"> ● TAG Team - providing students the opportunity for sports leadership, working with students within the school and helping to host festivals with other schools and partnerships. The use of rewards to encourage and motivate progression. (Mutual respect and tolerance)
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