

LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 6

Subject: PE

Unit Curriculum Strand 	Autumn: Tag Rugby (1) / Dance (2)	Spring: Netball (3) / Gymnastics (4)	Summer: Rounders (5) / Athletics (6)
Key Skills	<p>Children can...</p> <ul style="list-style-type: none"> Demonstrate all round safe practice, including handling equipment and the safety of self and others. (1-6) Show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. (1,3,5) Explain some important safety principles when preparing for exercise and describe the effects of exercise on the body showing an understanding of respiration, temperature, fatigue and recovery. (revisited) Children show responsibility and can contribute ideas and lead warm ups specific to the activity being undertaken. (1-6) Pupils consistently demonstrate the sporting spirit values in a range of game situations. (1,3,5) (revisited). Follow more complex instructions, work co-operatively with each other and in a team and be able to communicate effectively. (1-6) (revisited) Throw (overarm and underarm) and catch with increasing accuracy and control. (1,3,5,6) (revisited) Run at fast, medium and slow speeds and apply this within different situations. (1,3,5,6) (revisited) <p>Children know...</p> <ul style="list-style-type: none"> The impact which regular practise of key skills has on performance. (1-6) (revisited) 		
Flexibility Strength Technique Control Balance	<p>Children can...</p> <ul style="list-style-type: none"> Perform own longer, more complex sequences in time to music (beats and bars also covered in music curriculum - Charanga scheme). (2) (revisited) Understand counterbalance and be able to demonstrate this. (4) Develop strength, technique and flexibility throughout performances and apply skills and techniques consistently, showing precision and control. (2,4) Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, and stretching. (2,4) Choreograph a dance using props fluently and with control. (2) Sustain pace over longer distances and exchange a baton with fluidity and success. (5) Set realistic targets for self - of times to achieve over a short /longer distance or when jumping for distance or height. (6) Demonstrate a range of jumps showing power and control and consistency at both take-off and landing in a safe manner. (4,6) Throw with greater accuracy, control, efficiency of movement using pulling, pushing and slinging action with foam javelin and discus. (6) <p>Children know...</p> <ul style="list-style-type: none"> The meaning of more advanced dance vocabulary (meaning, message, dynamic, phrase, improvisation, stimulus, pattern, technique, counterbalance). (2) The importance of and how to move equipment safely within the school hall. (revisited) 		
Games (outdoor activity)	<p>Children can...</p> <ul style="list-style-type: none"> Pass, receive and shoot the ball with increasing control under pressure. (1,3,5) Demonstrate good decision making when making shots within a game and use a variety of tactic to navigate the playing area. (1,3,5) Move and pass the ball in a variety of ways with control, both in drills and within a game, at varying speeds and under pressure. (1,3,5) (revisited) Apply tactics within a game by supporting a teammate in possession of the ball and select and apply different movement skills to lose a defender. (1,3,5) Take part in outdoor and adventurous activity challenges both individually and within a team, using critical thinking skills, sharing ideas effectively and adapting confidently to changing situations and environments. (Residential trip) Successfully use a map to complete orienteering activities and a compass for navigation activities. (Residential trip - revisited) <p>Children know...</p>		

	<ul style="list-style-type: none"> • Fielding positions and how to effectively lead others. (5) • The basic principles and rules of invasion games and apply them fairly in a game situation. (1,3) (revisited) • Why it is important to work together as a team and what makes an effective team leader, including roles and responsibilities. (1,3,5 and Residential trip).
Performance and Analysis	<p>Children can...</p> <ul style="list-style-type: none"> • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. (1-6) • Use appropriate language to evaluate and refine their own and others' work. (1-6) • Improve performances based on teacher and peer feedback. (1-6) (revisited) • Compete against self and others and compare this to previous performances (record in athletics log). (6) (revisited) • Watch and describe the effectiveness of a performance/game and explain how their performance has improved over time. (1-6) (revisited) <p>Children know...</p> <ul style="list-style-type: none"> • The importance of teacher, self and peer feedback and evaluation in order to improve. (1-6) (revisited) • Describe how the body reacts at different times and how this affects performance. (1-6) (revisited)