



Ready,  
Respectful,  
Safe

## Year 6 PE Overview

### Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
<b>PE- Year 6</b>	<b>KS2 NC Objectives</b>		
	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. 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. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>		
	<p style="text-align: center;"><b>Rugby (creating and closing space)</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To use agility and tactics to dodge and evade defenders to create space.</li> <li>To use the correct passing technique consistently.</li> <li>To apply concepts of attacking and defending to create and close space.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To develop tactics to create space against an opponent.</li> <li>To judge when to pass to my teammates, including recognising when they are in a good position to pass to.</li> </ul>	<p style="text-align: center;"><b>Gymnastics</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To adapt, link and use a wide range of shapes.</li> <li>To perform a range of jumps, including rotations as part of a sequence.</li> <li>To develop balances on large body parts in a performance, including shoulder stand and v-sit.</li> <li>To develop ability to take weight on their hands safely.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To use knowledge of gymnastic techniques and sequences to judge the quality of a performance.</li> </ul>	<p style="text-align: center;"><b>Tennis (linking actions)</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>To improve and develop forehand and backhand technique.</li> <li>To perform an overarm serve.</li> <li>To demonstrate the use of tactics during a game.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>To know how to improve further and suggest practices to help achieve this.</li> <li>To explain the importance of tactics in a competitive situation and use these to manoeuvre your opponent.</li> </ul>

	<ul style="list-style-type: none"> <li>• To create tactics for attacking and defending.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand the sporting values of ‘honesty’, ‘self-belief’ and ‘teamwork’ and identify times they or others have shown this in the lesson.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand what makes a sport specific warm-up routine.</li> <li>• To know what a good warm-up entails and give ideas on how to warm-up for specific games.</li> </ul> <p style="text-align: center;"><b>Dance</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To develop the use of unison, canon, levels and formations to portray a story.</li> <li>• To know when to use different speeds, levels and emotions to help convey the meaning of the dance.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To select key actions from the routine and know how to improve their quality in terms of time, expression and speed of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• To make relevant comments on positive aspects and areas for improvement.</li> <li>• To use appropriate gymnastic language when talking about a performance.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand the sporting values of ‘determination’, ‘respect; and passion and identify times they or others have shown these in a lesson.</li> <li>• To think about different ways, they can show respect.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To know what makes a safe area for different activities.</li> <li>• To understand the aims of a warm up and describe what is included in a high-quality routine.</li> <li>• To understand how to create a warm up routine that meets the needs of the activity.</li> </ul> <p style="text-align: center;"><b>Basketball (tactics and strategies)</b></p> <p><b>Physical outcomes-</b></p> <ul style="list-style-type: none"> <li>• To perform a range of dodges and movements with more control and success.</li> <li>• To be able to successfully defend a player.</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate their performance and make changes to increase chances of success.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To understand the sporting value of ‘honesty’ and identify a time they or others have shown this.</li> <li>• To understand the sporting value of ‘self-belief’ and identify a time they or others have shown this.</li> <li>• To understand the sporting value of ‘teamwork’ and identify a time they or others have shown this.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To develop a greater knowledge and understanding of how muscles work.</li> <li>• To explain in greater depth why breathing rate increases during exercise.</li> <li>• To explain in greater depth why breathing rate increases during exercise.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To evaluate how expression and emotion are used in their own and other's routines to help portray the meaning of the dance.</li> <li>• To identify the key elements of successful group work and apply these when choreographing a routine.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To identify how they could respond to negativity or criticism.</li> <li>• To identify their role in keeping others safe and happy.</li> <li>• To know how to get involved with clubs/teams/games outside of school.</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To explain why physical activity is good for their fitness, health and wellbeing.</li> <li>• To understand the importance of continuing to be physically active outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop knowledge of the playing positions and their roles, as well as some of the key rules of the game.</li> </ul> <p><b>Thinking outcomes-</b></p> <ul style="list-style-type: none"> <li>• To evaluate how well a team passes the ball, and identify the reasons why possession is lost.</li> <li>• To improve their own dodging skills by listening to feedback from others.</li> <li>• To evaluate how effective a team's defending is and suggest improvements.</li> </ul> <p><b>Social and emotional outcomes-</b></p> <ul style="list-style-type: none"> <li>• To identify ways a game could be changed so that all are included (inclusion).</li> </ul> <p><b>Healthy active lifestyle outcomes-</b></p> <ul style="list-style-type: none"> <li>• To know what a good warm-up entails and give ideas on how to warm-up for specific games.</li> <li>• To plan an activity as part of a warm-up which improves speed.</li> <li>• To plan and deliver an activity as part of a warm-up which improves strength or stamina.</li> <li>• To know how playing games can improve general fitness and health.</li> </ul>	
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Vocabulary	<p><b>Attacking, defending, improving performance, create space, defend space, tactics, agility</b></p> <p><b>Emotion, wellbeing, loneliness, friendship, language related to theme.</b></p>	<p><b>Lunge, handstand, V-sit, admiration, sequence, synchronisation, determination</b></p> <p><b>Tactics and strategies, chest/bounce/overhead passing, improving performance.</b></p>	<p><b>Overarm, success, baseline, evaluate, manoeuvre.</b></p>