**Year 6 PE-Curriculum Map.**

|  |  |  |
| --- | --- | --- |
| 6 Strands of PE  (Golden Thread) | Skills taught. | End Points to be achieved by  the end of the year. |
| Fundamental skills. | I can lead others in warming up, knows why it is important and can work actively across whole sessions.  I can change pace and run at different tempos.  I can sustain my pace over longer distances.  I can throw with accuracy and power using the pull technique.  I can throw after a run up.  I can listen actively, respects the opinion of others and contributes ideas.  I can move fluently and can performs a wide range of skills confidently and competently.  I know how to control my running over middle distance.  I know how running a bend differs from running a straight  I know how to use my non-throwing arm to help me throw. | To be able to perform technical movement skills with control in a range of competitive events and evaluate performance |
| Dance. | I can develop a motif demonstrating some agility, balance, coordination and precision.  I can develop an individual 32 count section and apply to a selected theme.  I can think creatively to find solutions to challenges across different areas of the curriculum.  I can include the use of mirror image, and changes in level and direction in choreography.  I can work in small groups to develop a 32 or 64 count group section using chance choreography.  I can communicate effectively within a group.  I know how to contribute key words to a theme related mind map.  I can evaluate the work of other’s using simple technical language.  I can evaluate the work of others using technical language including setting targets for improvement.  I know how to translate words/ideas into actions and combine together.  I know how to translate theme related actions into creative travelling movements.  I know how to use chance choreography to create a sequence.  I know what I need to do to improve and what others need to do to improve their performance. | To select and apply elements of choreography and use them to create a routine. Evaluate and amend routines with technical language. |
| Gymnastics 3 strands as they progress through the school.  Movement  Balance  Partner/group work. | I can take off, from one foot and two feet.  I can gain elevation from a powerful run and dynamic take off.  I can land with soft knees and in a strong symmetrical position.  I can share space and apparatus safely with others.  I can leapfrog.  I can perform jumps gracefully.  I can perform a cat spring.  I can perform a range of interesting jumps.  I can create a sequence were starting and finishing points are clearly defined.  I can work in a group of 6 to create a sequence involving different formations and pathways.  I can work as part of a team to create a sequence involving flight.  I can evaluate the work of others using technical language including setting targets for improvement.  I know how to land safely.  I know how to make a variety of shapes in the air.  I know how to use apparatus as part of my jumping.  I know how to make my jumps aesthetically pleasing.  I know how to take off one foot and then spring from two into flight.  I know what safe mounts and dismounts look like.  I know different ways of linking movements and jumps.  I know what unison is.  I know how to transition from one roll to another.  I know how to change the dynamics within a sequence.  I know how to adapt a floor sequence to make it work on the apparatus. | To be able to select, perform, evaluate and amend technical gymnastics skills safely on a range of apparatus. |
| Invasion Games | I can receive a ball and already know what I want to do with it.  I can read the play and show tactical awareness.  I can work constructively, irrespective of who I am working with.  I can pass accurately and using a variety of passes.  I can anticipate the play and release the ball quickly and efficiently.  I can demonstrate specific tactical/performance awareness as an individual and team member.  I can position myself to take rebounds from missed shots.  I can participate purposefully in a netball match.  I can apply some tactics we have decided on as a team.  I can use different skills such as varying speed and direction to get past defenders.  I can mark a player or an area of the court to limit opportunities for the opposition.  I can send and receive a ball on the run and under pressure.  I can pass missing out players in a line.  I can cradle the ball and evade opponents.  I can evaluate the work of others using technical language including setting targets for improvement.  I know that I need to move to new space after passing.  I know some attacking principles.  I know to communicate nonverbally on court.  I know when to pop pass and when to pocket pass.  I know when to attack and when to defend and puts the needs of the team first.  I know what position I need to get into when passing left and how it changes when I pass to my right.  I know how to 'roll' my hands when changing position and making catches.  I know to close the space when defending and be wary of the dummy pass.  I know to organise attacking lines in a staggered formation either side of the ball.  I know that each team has a limited number of tackles before possession of the ball changes to the other team.  I understand the sporting values and sporting etiquettes. | To select, apply and evaluate tactical strategies as part of a team in a range of sports. |
| Net and Wall Games. | I can get into the ‘ready position.'  I can grip a racket and get into sideways positions to strike the ball.  I can hit a forehand shot, consistently.  I can where I hit the ball.  I can get into a good position and play backhand shots with some consistency.  I can volley accurately on my forehand and backhand.  I can: smash, lob and serve.  I can play deft shots near the net within a small area.  I can use some tactics against an opponent.  I can play a competitive game using a range of ground strokes.  I can demonstrate specific tactical/performance awareness as an individual and team member.  I know what the 'ready position' is.  I know what the baseline is.  I know to strike balls away from my opponent.  I know to have a big backswing from a sideways on position.  I know what I need to do to improve and what others need to do to improve their performance. | To be able to select and apply the correct shots/strokes, use tactics and rules to play in a game situation. |
| Striking and fielding Games. | I can catch with soft hands.  I can throw accurately into space.  I can bowl accurately at a consistent height.  I can ground field consistently well.  I can catch and throw quickly from backstop.  I can strike with some accuracy into a given area.  I can back up fellow fielders in the outfield.  I can play a full game in a small group taking on different roles within the team.  I can demonstrate specific tactical/performance awareness as an individual and team member.  I can play within rules and to resolve any disputes appropriately without adult intervention.  I know to try and catch the ball in line with my nose.  I know what ground fielding techniques to use and can choose the right one for the circumstance.  I know to have a high back lift when batting.  I know the rules when batting and running between bases.  I know that fielders on 2nd, 3rd and 4th base can start deep and then come onto their bases as necessary.  I know that I should adjust my position in the field for certain batsmen/women. | To be able to select and apply specific striking and fielding skills in order to play a game.  To show an awareness and understanding of relevant rules. |