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| **Year 6 Units:**  Basketball; OAA; Swimming; Rugby; Gymnastics; Cross Country; Football; Netball; Hockey; Athletics; Tchoukball; Rounders; Cricket; Dodgeball; Handball | | | |
| *By the end of the year working at students should be able to:* | | | |
| **Sports Performance** | **Sports Analysis** | | **Leading a healthy and active lifestyle** |
| * Perform and replicate skills accurately and consistently within given sports and move to being fluent in game play * Show confidence in leading small groups for deliberate practice * Show understanding of defending and attacking principles in invasion games and apply tactics to this * Begin to link practiced skills to improvised routines and understand the dynamics of using space (pathways, levels, canon/unison, direction) * Swim 20m in a recognised stroke * Show an understanding of rules and how they govern gameplay * Effectively communicate with others * I use the ‘five key skills’ with explicit teacher input (throwing, communication, co-ordination, strong position, catching) | * Observe others performance and recognise strengths and weaknesses * Compare others performances to my own and suggest improvements * Use the performances of professionals to improve my performance * Show an understanding of the wider context of the sport I am learning about and be able to discuss this (Social context issues and performances) | | * I know several activities for stretching * I know several activities for raising my pulse * I can show an understanding of how exercise benefits my health and look to find a sport I will undertake for life |
| **Cross-Curricular Knowledge** | | ***Greater Depth*** | |
| * Converting units of measure: cm – m/m – km and back again * Names of muscles and bones. | | * *Perform and replicate skills fluently in games, particularly when under pressure from opponents* * *I can consistently outwit opponents in games and use team mates to aid this* * *observe performances of others and myself and set appropriate targets for subsequent lessons* * *take responsibility for using a personal warm up tailored to my needs* | |
| ‘**Being a sportsperson’** | | | |
| * Support other participants * Attend extra-curricular clubs * Represent the school in at least one sport against another school * Understand sports context in the wider world | | | |