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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

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| **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*
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| ‘**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
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