

Year 6 Physical Education Targets

	Week	Theme	Objectives	Activities
Parkour	1		Pupils will demonstrate an approach to moving Mats which allow effective learning in the rest of the unit of work. Pupils will prepare for more complex movements by understanding how to transfer their momentum into the safety roll.	Ordered mat movement in structured manner Safety roll from standing, walking, jogging, running
	2		Building on the equipment layout approach to manage equipment movement Develop a sense of effective use of safety roll off larger pieces of equipment.	Ordered mat and equipment movement in structured manner Safety roll from floor and equipment at differing paces.
	3		Pupils to recognise the most appropriate vault to use (Side / pass, lazy) vault. Employ the appropriate use of a safety roll following the selected vault completion.	Ordered mat and equipment movement in structured row manner Challenge - differentiated height / size of equipment
	4		Experiment with use of the pop up vault as a means to manoeuvre across equipment. Formulate a basic sequence of two vaults across liner obstacles	Ordered mat and equipment movement in structured row manner Challenge - differentiated height / size of equipment
	5		Design a simple routine to incorporate the basic movements learnt. Assess others routine to judge fluidity and complexity feeding back for improvements.	Creation of 30 sec routine using skills learnt. Feedback between pupils to improve and develop routine.
	6		Compose and refine routine from previous feedback. Illustrate execution of routine with confidence	Refine and deliver routine. Create a varied and challenging circuit.
Basketball	1		To explore a variety of passing skills and to demonstrate the correct technique in sending and receiving a basketball. To perform skills more fluently and effectively in games. Demonstrate accurate passing and receiving skills. Combine and perform skills with control, adapting to meet the needs of the task. Choose when to pass or dribble, so that they keep control and progress towards a target.	1) Recap Passing and Catching. Recap catching and passing (Chest, Bounce and Overhead). 2) Time Trial Time trial to challenge children's skills under pressure. Piggy In The Middle 1) To have the opportunity to teach 'why' and 'when' of each pass would be best used. 2) Carry out the game again. Ask the children what strategies/ techniques / tricks did you use to fool or 'lose' the marker. Children to teach each other. 3) 3 Vs. 3 Small sided Game LA – 5 passes without interception then the team can shoot.
	2		To explore a variety of passing and dribbling skills. To demonstrate the correct technique in sending, receiving, dribbling and shooting a basketball. Demonstrate accurate passing and receiving skills Combine and perform skills with control, adapting to meet the needs of the task. Choose when to pass or dribble, so that they keep control and progress towards a target. Using attacking and defending skills appropriately within a game.	Recap Passing and Dribbling Practice passing. Children then to undertake time trials in 2s and 4s. Recap dribbling skills in relays; slalom, around disc, dribble and pass (any of the 3 directed by the teacher). Teach Shooting Techniques. Children have time to practice 'set shot', 'lay-up' and 'jump shot' to get a good technique'. Shooting against the Clock! Teacher to direct when the child should shot and which shot to use!
	3		To choose, combine and perform skills more fluently and effectively in a mini version of Basketball. To develop a broader range of techniques for attacking and defending. To understand and apply a range of tactics and strategies for attacking as part of a team. Use a variety of tactics to keep the ball e.g. changing speed and direction. Choose when to pass, dribble or shoot, so that they keep possession and progress towards a goal. Use attacking and defending skills appropriately within a game.	Recap and practice Shooting Technique. Teach children pass, dribble and shoot (2 Vs 1 Drill). Children will be given time to practice the drill. MA: Groups to introduce an opponent. Mini Basketball and Hoop Ball. Children to be grouped into mixed ability groupings. Teacher to assess and intervene if games are breaking down. LA: Try Benchball for 5 minutes so they succeed. MA: Work with most able on tactics and strategy.
	4		To play invasion games effectively as part of a team Understand and apply a range of tactics and strategies for defence and attack. To choose, combine and perform skills more fluently and effectively in games Play invasion games, using all the Basketball skills they have learned. Use attacking and defending skills appropriately within a game. Choose when to pass, dribble or shoot, so that they keep possession and progress towards a basket!	3 Vs 3 Children to play around a post and must do 5 / 10 passes before they can shoot! Ask the children: What worked well? What could be improved? Small Sided Games: 1) Teacher reminding children of the effective and ineffective points from mini games from last week. 2) Mixed Ability Groups. 3) Teacher to assess and identify the most able for next week. 4) Teacher to film clips of matches to illustrate relevant coaching points. 5) Evaluate games with children: In what ways was your team effective? How did you involve all your team members in the game? Which skills / aspects still need improving? What practises could you do to improve? 6) Repeat small sided game. Teacher to film clips of each match. Children assess whether they have improved or not? LA: Return to Benchball for 5 minutes so they succeed. MA: Work with most able on developing tactics and strategies to outwit opponents.
	5		To play invasion games effectively as part of a team. Understand and apply a range of tactics and strategies for defence and attack. To choose, combine and perform skills more fluently and effectively in games Play invasion games, using all the Basketball skills they have learned. Use attacking and defending skills appropriately within a game. Choose when to pass, dribble or shoot, so that they keep possession and progress towards a basket!	Ball Familiarity Drills Small Sided Games: 1) Recap Key Skills 2) Children to be placed in Mixed Ability Groups. 3) Children to play other children in 'Round Robin' format. 4) Teacher to assess and intervene if games are breaking down. LA: Return to Benchball for 5 minutes so they succeed MA: Work with most able on developing tactics and strategies to outwit opponents.
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HRE	1	Definitio n of Fitness	Pupils will be able to identify what fitness is Pupils will be able to comment how fitness can be different for sports	Sporting examples and comparisons
	2	Categori es of fitness	Pupils will know some aspects of skill and health related fitness Pupils will demonstrate some categories of fitness	Skill v health activities

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	3	Mental Fitness	Pupils will understand how mental approach may affect performance Pupils will know some basic approaches to mental fitness	Fitness tests
	4	Improving Fitness	Pupils will complete a some fitness activities Pupils will identify which components an activity will improve	CV fitness, speed, agility, reaction time
	5	Fitness testing	Basic fitness tests will be understood Pupils will comment on why fitness testing is useful	CV fitness, speed, agility, reaction time
	6	Fitness programs	Pupils will select a program which will benefit their performance Pupils can explain some reasons why the program is appropriate for them.	Basic fitness programs with set and reps
Tennis	1		Racket & Ball familiarisation To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic stroke and maintain a simple rally. To understand the basic scoring and rules of a double game play. To begin to think about outwitting opponents with the movement of the ball.	Warm up – Student led. Coordination game. Pat ball in a hoop. Must bounce once inside hoop. Encourages movement of feet + preparation. Partners hold rackets out to each other and shake hands with grip. Partners check each other’s grip. Keep ball bouncing in air. Forehand – Backhand. Diff-spin. Racket dribble relay. Pairs-to bounce ball on racket whilst moving. Service box game. Points scoring-discuss; 15, 30 etc. Doubles games. Start points with underarm feed to opponent side.
	2		Forehand To accurately replicate the basic technique for a forehand. To begin to outwit opponents with the use of a forehand stroke. To understand the importance of movement and ball placement in order to win points. To begin to develop strategic and tactical play during a rally. To confidently score a game of doubles.	Warm up – Student led. Highlight court lines. Pupils to run to lines when called out. Forfeits for last to the line. Recap prior learning–German service box game. Start with ball on tennis cord and let it drop. 1 bounce only, play out point. Intro Foot position & forehand stroke. Demo with no ball. Discuss basic rules (one bounce max). Pairs; practice forehands only-partner feed, progress to rally. Doubles games. Start with underarm feed. Accurate scoring. 15, 30 etc.
	3		Outwitting opponents To be able to outwit opponents using learnt strokes and techniques. To understand the importance of ball placement on the court to win points. To demonstrate an understanding of the basic tennis doubles rules. To begin to recognise the oppositions strengths and weaknesses and exploit weak areas.	Warm up – Student led. Recap court lines. Pupils to run to lines once called out. Forfeits for last to the line. Pairs; Service box rally warm up. Place hoop in service box. 2 points for hitting target. Diff-move hoop to harder positions. Discuss ball placement & outwitting opposition. ½ court-experiment. Recap scoring + doubles court marking. Must serve underarm from service box line & must go diagonal. 1 st /2 nd serve. Doubles games. King of the court. Winners up/losers down.
	4		Backhand To accurately replicate the basic technique for a backhand. To understand the importance of movement and preparation for an effective backhand shot. To understand how to adjust shot selection based on opponents positioning. To be able to use the backhand and forehand strokes to return a ball accurately in a rally.	Warm up – Student led. Pairs; Service box rally warm up. Score points. Intro positioning & backhand stroke. Demo with no ball (shadow movement). Partner feed. Backhand practice. Backhand groundstroke rally with partner. Recap scoring + doubles court marking. Can experiment with overarm serve on 1 st serve. Underarm 2 nd serve from service box line. Diagonal. Doubles games. 5 minute, king of the court. Winners up/losers down.
	5		Basic serves To perform and replicate a legal tennis serve with control and timing. To understand service laws in tennis. To be able to develop cooperative and competitive rallies starting with an overhead or underarm serve. To be able to accurately replicate a variety of shots in a game implementing basic strategies and tactics.	Warm up – Student led. Pairs; Service box rally warm up. Throw up; place racket on floor. Practice toss up, must land on racket head. Toss and forehand stroke cross court, over net (No bounce). Gradually work backwards performing underarm serve. Once reach baseline, attempt overhead serve. Maintain timing and accuracy. Doubles games. 5 minute. Overarm serve on 1 st serve. Underarm 2 nd serve from service box line. King of the court. Winners up/losers down.
	6		Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in tennis. To know and use the different types of shots. To demonstrate a variety of tactics based on the movements of others and the ball.	Warm up – Student led. Highlight court lines. Pupils to run to lines when called out. Forfeits for last to the line. Highlight assessment criteria. Play and perform the forehand and backhand shots using the correct technique- ½ court. Serve legally + play out point. Differentiation -applying spin to ball. Doubles games. 5 minute. King of the court. Winners up/losers down. Teacher grades against NC levels