

**Question:**

What are the main factors in becoming a well rounded athlete?

How does Katarina Johnson Thompson compete in multi-events to such a high standard?

**National Curriculum Link**

KS2 Athletics Y6

**International Baccalaureate Learner Profile Link*****Risk Takers***

- *Work independently and with others*
- *Be resilient in the face of challenge*
- *Trying something new*

***Reflective***

- *Understand our strengths and weaknesses to help us improve/get better*
- *Setting goals*
- *Assessing and evaluating your own and your peers skills*

**Vocabulary Focus – highlighted in yellow**

<b><u>Prior Skills – Y5</u></b>	<b><u>Current Skills – Y6</u></b>	<b><u>Future Skills – Level 4/KS3+</u></b>
<ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component.</li> <li>• <i>e.g. hop skip jump (triple jump)</i></li> <li>• Beginning to record peers performances, and evaluate these.</li> <li>• Demonstrates <b>accuracy</b> and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to build a variety of running <b>techniques</b> and use with confidence.</li> <li>• Can perform a running jump with more than one <b>component</b>.</li> <li>• <i>e.g. hop skip jump (triple jump)</i></li> <li>• Beginning to record peers performances, and evaluate these.</li> <li>• Demonstrates accuracy and confidence in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good <b>control</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain basic throwing actions of push, pull and sling</li> <li>• Demonstrate a change of pace between sprinting and middle distance running</li> <li>• Jump showing a variety of styles e.g. 2 footed</li> <li>• Understand how different events are scored</li> <li>• Demonstrate push, pull, and sling with accuracy</li> </ul>

**Knowledge, Skills and Understanding**

- Recognise that there are different styles of running
- Run consistently and smoothly at different speeds
- Sustain their pace over longer distances
- Throw over-arm with greater control, accuracy and efficiency
- Throw a range of implements into a target area with accuracy and consistency
- Organise themselves in small groups safely and take turns in their group
- Learn how to throw a quoit like a discus
- Throw with greater control, accuracy and efficiency
- Recognise that there are different styles of throwing
- Demonstrate different jumps showing power, control and consistency at take-off and landing
- Practise different styles of jumping, i.e. standing jump and long jump
- Perform a range of jumps showing power, control and consistency at both take-off and landing
- Learn how to perform the high jump and triple jump
- Practise different styles of jumping and try to improve their height/distance
- Sustain their pace and take part well in a relay event
- Understand the basic principles of relay take-overs
- Use good running and changeover techniques in relays

**Challenge**

- Can they choose the appropriate technique for throwing a discus?
- Can they choose increase the number of tactics they choose to use?

- Can they record data and interpret it in specific ways?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Relay Batons</li> <li>• Shot puts</li> <li>• Foam javelins</li> <li>• Beanbags, Mats</li> <li>• Hoops, Beanbags</li> <li>• Tennis balls, stopwatch</li> </ul>	<b>Website/Apps</b> Micoach – ipad app <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/athletic_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/athletic_activities.shtml</a>
<b>Suggested Quality Texts</b>	<b>Extended Writing Opportunities</b>
	<b>Numeracy Skills</b> Measuring distance, timing and recording data  <b>WOW Experience</b> Whole year athletics competitions. Arranging inter-school competitions. Sports day.
<b>Cross Curricular Links</b> <b>English</b> - Speaking and listening skills. Extending range of vocabulary <b>ICT</b> - Collating, storing and retrieving information <b>PSHE</b> - Working with others. Coping with success and failure. Developing awareness of strengths and weaknesses. Giving and receiving feedback. <b>Science</b> - Investigating how the body works. Understanding the benefits of exercise and good nutrition	

**Question:**

How did the way Victorian children learn affect the way they played?

How do we express this in our dance?

**National Curriculum Link**

KS2 Dance Y6

**International Baccalaureate Learner Profile Link****Communicators**

*How do express and present ourselves to others?*

*How can we communicate with others?*

**Open Minded**

*Taking other ideas and opinions on board*

*Working with others effectively*

*Giving and receiving feedback*

**Vocabulary Focus – highlighted in yellow****Prior Skills – Y5**

- Beginning to **exaggerate** dance movements and **motifs** (using expression when moving)
- Demonstrates strong movements throughout a dance sequence.
- Combines flexibility, techniques and movements to create a **fluent** sequence.
- Moves appropriately and with the required style in relation to the stimulus..
- Beginning to show a change of pace and timing in their movements.
- Improvises with confidence, still demonstrating fluency across their sequence.
- Uses more complex dance vocabulary to compare and improve work.

**Current Skills – Y6**

- Exaggerate dance movements and motifs (using expression when moving)
- Performs with confidence, using a range of movement patterns.
- Demonstrates a strong imagination when creating own dance **sequences** and motifs.
- Combines flexibility, techniques and movements to create a fluent sequence.
- Moves appropriately and with the required style in relation to the stimulus.
- Beginning to show a change of **pace** and timing in their movements.
- Is able to move to the beat accurately in dance sequences.
- Improvises with confidence, still demonstrating fluency across their sequence.
- Dances with fluency, linking all movements and ensuring they flow.
- Demonstrates consistent precision when performing dance sequences.
- Modifies parts of a sequence as a result of self and peer evaluation.

**Future Skills – Level 4/KS3+**

- Perform dances using advanced dance techniques within a range of dance styles and forms
- Compare, develop and adopt movement motifs to create longer dances.
- Plan and perform with precision, control and fluency a movement sequence showing a wide range of actions including variations in levels, speed and directions
- Select and use a wider range of compositional skills to demonstrate their dance ideas.

**Knowledge, Skills and Understanding**

- Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
- Explore, improvise and choose appropriate material to create new motifs and develop them into phrases

<ul style="list-style-type: none"> <li>• Select and use a range of compositional ideas to create motifs that demonstrate their dance idea</li> <li>• Compose and adapt motifs based on Victorian playground games and develop them into dance phrases</li> <li>• Improvise and use simple choreography in their partner work, thinking about space, posture, levels and speed</li> <li>• Perform with clarity and imagination to communicate a dance idea on their own and with a partner and a group</li> <li>• Perform specific skills and movement patterns for different dance styles with accuracy</li> <li>• Explore dance and movement ideas imaginatively, communicating a dance idea on their own, with a partner and in a group</li> <li>• Compose, develop and adapt motifs to make dance phrases and use these in longer dances</li> <li>• Improvise and select ideas to create an ending to the dance</li> <li>• Practise and perform skills and movement patterns with accuracy</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>• Can they combine and perform movement ideas fluently and effectively?</li> <li>• Can they to create and structure motifs and phrases?</li> <li>• Can they demonstrate their work individually and as part of a group.</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>• Music (LCP CD)</li> <li>• CD player</li> <li>• Pictures of ancient Greek Olympics.</li> <li>• Ancient Greek pottery samples etc.</li> </ul>	<b>Website/Apps</b> Stimuli <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/history.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/history.shtml</a> Dances around the world <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/dance_activities_dance_a_round_the_world.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/dance_activities_dance_a_round_the_world.shtml</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Using body parts to measure spans
	<b>WOW Experience</b> Make movie of dance at end of term to be displayed on school website.
<b>Cross Curricular Links</b> Art and design - Look at different styles of ancient Greek pillars. Design and make a model of a Greek temple. Geography - Where is Greece? Where is Athens? What is the weather like there? History - Who were the ancient Greeks? How do we use ancient Greek ideas today? Learn about the ancient Olympic Games – how were they different from the modern Games?	
<b>Question:</b> How do we improve team performances by utilising individual performances? What affect do I have on my team?	
<b>National Curriculum Link</b> KS2 Invasion games Y6 Basketball	
<b>International Baccalaureate Learner Profile Link</b> <b>Caring</b> <ul style="list-style-type: none"> <li>• <i>Show respect to your team and opponent</i></li> <li>• <i>To work with others with care</i></li> <li>• <i>Understanding people need help at times, and offering support</i></li> </ul>	

**Balanced**

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

**Vocabulary Focus – highlighted in yellow**

Prior Skills – Y5	Current Skills – Y6	Future Skills – Level 4/KS3+
<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• Uses skills with <b>co-ordination</b>, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of <b>tactics</b> and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for <b>attacking and defending</b>.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively.</li> <li>• <i>e.g. dribbling, bouncing, kicking</i></li> <li>• Keeps <b>possession</b> of balls during games situations.</li> <li>• Consistently uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of <b>tactics</b> and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to <b>differentiate a game</b>.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an increasing range of techniques, consistently, accurately and fluently playing small-sided games</li> <li>• Adapt skills to different situations</li> <li>• Carry out a range of different tactics and practices.</li> <li>• Recognise similarities between games played</li> <li>• Identify what they need to do to improve, carrying out suggestions given to them.</li> </ul>

**Knowledge, Skills and Understanding**

- Perform a chest pass with accuracy, confidence and control
- Perform skills with control in a game, adapting them to meet the needs of the situation and perform them with greater speed
- Use a variety of tactics to keep the ball, e.g. changing direction, moving into a space
- Learn the rules of footwork in netball and practise footwork skills
- Use footwork and chest passing skills with control in games, adapting them to meet the needs of the situation
- Know the difference between attacking skills and defending skills
- Combine dodging, passing and footwork skills, adapting them to meet the needs of the situation and perform them with greater speed
- Use a variety of tactics, e.g. changing speed and direction, so that they keep possession and progress towards a goal
- Use attacking and defending skills appropriately within a game

<ul style="list-style-type: none"> <li>• Know how to mark an opponent in netball</li> <li>• Use a variety of tactics to keep the ball, e.g. changing speed and direction</li> <li>• Use a variety of tactics for defending within a game</li> <li>• Learn about high five netball positions and use them in a game</li> <li>• Perform all the netball skills they have learned with accuracy, confidence and control</li> <li>• Use attacking and defending skills appropriately within a game</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>• Can they understand and apply a range of tactics and strategies for defence and attack?</li> <li>• Can they combine and perform skills more fluently and effectively in games?</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Basketballs</li> <li>• Bibs</li> <li>• Goals</li> <li>• Markers</li> <li>• Basketball hoops</li> </ul>	<b>Website/Apps</b>  <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/invasion_game_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/invasion_game_activities.shtml</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Learning to count when scoring Awareness of space and shape
	<b>WOW Experience</b> Arrange a whole year invasion game competition or tournament in school. Arrange a fixture against another school in chosen invasion game.
<b>Cross Curricular Links</b> Literacy - Use specialist vocabulary. Write text and draw pictures to explain the rules or tactics of a game. Report on a school fixture. PSHE - Plan and discuss outcomes. Cooperate in a team. Be fair and honest. Follow rules. Science - Investigate how exercise affects breathing, pulse rates and muscles. Learn about how nutrition is important for good performances.	

**Question:**

How can we improve our performance in gymnastics?

Can I assess my skill through video analysis to improve my performance?

**National Curriculum Link**

KS2 gymnastics Y6

**International Baccalaureate Learner Profile Link*****Inquirer***

- *Learning how to do new things independently*
- *Try to solve problems by asking and answering questions*

***Principled***

- *Follow the rules, even when not being watched by others*
- *You are fair*

**Vocabulary Focus – highlighted in yellow**

<b><u>Prior Skills – Y5</u></b>	<b><u>Current Skills – Y6</u></b>	<b><u>Future Skills – Level 4/KS3+</u></b>
<ul style="list-style-type: none"> <li>• Select and combine their skills, techniques and ideas.</li> <li>• Apply combined skills accurately and appropriately, consistently showing <b>precision, control and fluency</b>.</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex <b>gym</b> vocabulary to describe how to improve and refine performances.</li> <li>• Develops <b>strength</b>, technique and flexibility throughout performances.</li> <li>• Links skills with control, technique, co-ordination and fluency.</li> <li>• Understands composition by performing more complex sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including <b>variations in speed</b>, levels and directions.</li> <li>• Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>• Adapts sequences to include a partner or a small group.</li> <li>• Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing <b>consistency</b>, fluency and clarity of movement.</li> <li>• Draw on what they know about strategy, tactics and <b>composition</b> when performing and evaluating.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances.</li> <li>• Develops strength, technique and <b>flexibility</b> throughout performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and demonstrate the basic shapes in gymnastics and apply them to a variety of different contexts</li> <li>• To develop control, fluency, tension and extension.</li> <li>• Understand the compositional aspect of levels.</li> <li>• Know basic shapes and apply them into balances, rotations and jumps</li> <li>• Body tension, control, counter balance and aesthetics developed through compositional ideas.</li> <li>• Demonstrate high quality performances, techniques and routines.</li> <li>• Accurate replication of skills showing control and fluency.</li> </ul>

**Knowledge, Skills and Understanding**

- Perform partner balances with good body tension and clarity of shape.
- Work well with a partner to create a sequence of balances.
- Experiment with methods of jumping and landing.

- Practise and refine their take-off and landing techniques.
- Develop flight by adding a shape into the middle of their jump.
- Perform jumps and shapes fluently and with control, when working with apparatus.
- Vary direction, levels and speed, to improve the look of a sequence.
- Work well with others to practise and refine their work.
- Make up longer sequences and perform them with fluency and clarity of movement.
- Work well with a partner or a small group to practise and refine their work.
- Perform fluently and with control, even when performing more difficult combinations.

#### **Challenge**

- Can they adapt sequences by understanding, choosing and applying a range of compositional ideas?
- Can they combine and perform gymnastic actions and shapes more fluently and effectively?
- Can they develop basic methods of flight?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Mats</li> <li>• Gym Tables</li> <li>• Benches</li> <li>• Safety mattresses</li> <li>• Apparatus</li> <li>• Soft play equipment</li> <li>• Ipad – micoach app</li> </ul>	<b>Website/Apps</b> Gym <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml</a> Science <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml</a> <b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Investigating shape, symmetry and asymmetry.
	<b>WOW Experience</b> Perform sequences and performances and film them to be displayed on school website.
<b>Cross Curricular Links</b> <b>English</b> - Describing and recording their gymnastic sequences <b>PSHE</b> - Listening to and working with others. Valuing self and others. <b>Science</b> - Studying skeletons and muscles. Investigating pulse rates.	



**Question:**

Focussing on problem solving skills: what teamwork elements are important?

How can we overcome issues through trial and error and discussion?

**National Curriculum Link**

KS2 OOA Y6

**International Baccalaureate Learner Profile Link****Thinkers**

- *Using your initiative*
- *Think creatively to solve problems*
- *Thinking and deciding a method*
- *Learning from Trial and error*

**Knowledge**

- *Explore a range of different ideas to help to understand new learning*
- *Learning about unfamiliar things*
- *Developing new skills*
- *Using learnt skills in different contexts and situations*

**Vocabulary Focus – highlighted in yellow****Prior Skills – Y5**

- Develops strong listening skills.
- Use s and **interprets simple maps.**
- Think activities through and problem solve using general knowledge.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe.

**Current Skills – Y6**

- Develops strong listening skills.
- Use s and interprets simple maps.
- **Complete orienteering** activities and events successfully, using maps, **diagrams or photographs**
- Think activities through and problem solve using general knowledge.
- **Choose** and apply **strategies** to solve problems with support.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe

**Future Skills – Level 4/KS3+**

- Know the limitations of the group – consider and to work to the level of their ability
- Demonstrate effective team work skills such as communication, leadership and motivation
- Develop skills within the OOA context i.e. knot tying (rope)
- Use a range of orienteering and problem solving skills and techniques in these challenges
- Can co-operate with others, considering their views and opinions. Making decisions where necessary
- Understand the need to ensure the safety and success of all members of the group
- Discover the importance of planning to contribute to the success of activities
- Identify the roles and responsibilities of individuals within a group when planning strategies
- Can protect each other from danger – and not take risks
- Respond to changing conditions and situations

**Knowledge, Skills and Understanding**

- Read sketch plans or maps accurately, recognising symbols and features
- Record information accurately and use orienteering conventions
- Choose efficient approaches and understand the excitement and enjoyment of completing a

challenge <ul style="list-style-type: none"> <li>• Read sketch plans or maps accurately, recognising symbols and features on an unfamiliar course</li> <li>• Record information accurately and use orienteering conventions</li> <li>• Read maps and plans accurately, recognising symbols and features</li> <li>• Use physical and teamwork skills well when completing a permanent orienteering course</li> <li>• Record information accurately and use orienteering conventions</li> <li>• Apply their skills and understanding to new challenges and environments</li> <li>• Use physical and teamwork skills well in problem-solving activities</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>• Can they include different rules into their tasks to simplify or make it harder?</li> <li>• Can they decide what approach to use to meet the challenge set?</li> <li>• Can they work safely and guide another person carefully?</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>• Sketch plan of environment</li> <li>• Plan of environment on projector</li> <li>• Pen/Pencils</li> <li>• Compass</li> <li>• Evaluation Sheets</li> <li>• Control kites</li> <li>• Benches</li> <li>• Ropes</li> <li>• Hoops</li> <li>• Mats</li> <li>• Blinfolds</li> <li>• Chalk</li> <li>• Tyres</li> </ul>	<b>Website/Apps</b> <a href="http://www.bbc.co.uk/learningzone/clips/topics/pri mary/physical_education/outdoor_and_adventurous_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/pri mary/physical_education/outdoor_and_adventurous_activities.shtml</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Drawing maps and plans to scale
	<b>WOW Experience</b> Treasure hunt at the end of term.
<b>Cross Curricular Links</b> Geography – Draw plans and maps. Using scale and symbols Language – Watching and talking about activities. Working in groups to discuss and evaluate. PSHE – Cooperating with others. Using strategies for problem solving. Planning and organising.	

**Question:**

With emphasis on fielding; what do we need to do eliminate players from the other team quickly?

**National Curriculum Link**

KS2 Striking and fielding games Y6 Cricket

**International Baccalaureate Learner Profile Link****Caring**

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

**Balanced**

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

**Vocabulary Focus – highlighted in yellow**

Prior Skills – Y5	Current Skills – Y6	Future Skills – Level 4/KS3+
<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• Uses skills with <b>co-ordination</b>, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of <b>tactics</b> and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for <b>attacking and defending</b>.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively.</li> <li>• <i>e.g. dribbling, bouncing, kicking</i></li> <li>• Keeps <b>possession</b> of balls during games situations.</li> <li>• Consistently uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of <b>tactics</b> and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to <b>differentiate a game</b>.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the overarm and underarm throw with accuracy and precision</li> <li>• Be able to apply teaching points for the overarm and underarm throw into a competitive situation</li> <li>• Use an increasing range of techniques, consistently, accurately and fluently playing small-sided games</li> <li>• Adapt skills to different situations</li> <li>• Carry out a range of different tactics and practices.</li> <li>• Recognise similarities between games played</li> <li>• Identify what they need to do to improve, carrying out suggestions given to them.</li> </ul>

**Knowledge, Skills and Understanding**

- To throw and catch accurately.
- Know the demands that exercise makes on the body.
- Use throwing skills in tasks that involve hitting targets and scoring points.
- Know the importance of warming up.
- Use throwing and catching skills in fielding games.
- Work well as part of a group.
- Learn to strike the ball with a number of different implements.
- Intercept the ball with consistency occasionally with a catch.
- Strike and throw the ball with more accuracy.
- Choose where to stand as a fielder, working as a team making it harder for the batter.

**Challenge**

- Can they develop their batting skills in cricket?
- Can they understand the importance of fielding and why they must work as a team?
- Can they help people around them to understand how to improve their performances?

<b>Resources</b> <ul style="list-style-type: none"><li>• Beanbags</li><li>• Cones</li><li>• Hoops</li><li>• Tennis rackets</li><li>• Cricket stumps and bats</li><li>• Rounders poles and bats</li><li>• Tennis balls</li><li>• Foam Tennis balls.</li></ul>	<b>Website/Apps</b> <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/striking_and_fielding_game_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/striking_and_fielding_game_activities.shtml</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Individual and team scoring
	<b>WOW Experience</b> Arrange for an external provider to attend school to increase extra curricular interest
<b>Cross Curricular Links</b> Literacy – Using technical language to convey information. Science – Investigating pulse rate and breathing. PSHE – Listening to others and working in a group. Assessing and improving performance. Giving and receiving feedback.	

**Question:**

Tactically, how can I out manoeuvre my opponent?

Where can I place my shots to move my opponent?

**National Curriculum Link**

KS2 Net and wall games Y6 Badminton

**International Baccalaureate Learner Profile Link****Caring**

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

**Balanced**

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

**Vocabulary Focus – highlighted in yellow**

Prior Skills – Y5	Current Skills – Y6	Future Skills – Level 4/KS3+
<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• Uses skills with <b>co-ordination</b>, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of <b>tactics</b> and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for <b>attacking and defending</b>.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together effectively.</li> <li>• e.g. <b>dribbling, bouncing, kicking</b></li> <li>• Keeps <b>possession</b> of balls during games situations.</li> <li>• Consistently uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of <b>tactics</b> and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modifies competitive games.</li> <li>• Compares and comments on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to <b>differentiate a game</b>.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an increasing range of techniques, consistently, accurately and fluently playing small-sided games</li> <li>• Adapt skills to different situations</li> <li>• Carry out a range of different tactics and practices.</li> <li>• Recognise similarities between games played</li> <li>• Identify what they need to do to improve, carrying out suggestions given to them.</li> </ul>

**Knowledge, Skills and Understanding**

- Bounce the ball accurately and move in line to catch a ball.
- Getting into positions to receive and can explain why it is important.
- Try to move their opponent by playing their ball into different positions.
- Perform basic skills needed for net games with control and consistency.
- Play games using a racket, getting their bodies into good positions to play the ball correctly.
- Develop throwing and catching skills for consistent feeding of the ball.
- Use and make simple rules and play games without disputes.
- Understand basic shots.

#### **Challenge**

- Can they recognise what position their bodies need to be in for each shot?
- Can they identify tactics or targets that make the game more difficult for their opponent?
- Can they demonstrate their work to other members of the group?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Cones</li> <li>• Hoops</li> <li>• Badminton rackets/nets/shuttles</li> </ul>	<b>Website/Apps</b> <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/net_and_wall_game_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/net_and_wall_game_activities.shtml</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Individual and team scoring
	<b>WOW Experience</b> Arrange inter-school competitions against other schools in the area to give children extra incentive to improve skills.
<b>Cross Curricular Links</b> Science – Investigating pulse rate and breathing. Investigating changes in the body during exercise. PSHE – Making up and agreeing rules. Assessing their own and others performance.	

#### **Knowledge, Skills and Understanding**

- Concentrate on control and accuracy during aerobic activities.
- Concentrate on speed and power during aerobic activities.
- Use basic skills in a variety of fitness building scenarios.
- Focus on good quality movement during light resistance activities.

- |   |
|---|
| <ul style="list-style-type: none"><li>• Work in groups for safety and performance review.</li><li>• Improve their ability to choose and use simple techniques.</li></ul>  |
| <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"><li>• Can they recognise what position their bodies need to be during different techniques?</li><li>• Can they identify the benefits of attaining an all round fitness level?</li><li>• Can they recognise the benefits of leading a healthy lifestyle?</li><li>• Can they demonstrate their work to other members of the group?</li></ul> |

**Question:**

What affect does exercise have on my body?  
How can we identify different types of fitness?

**National Curriculum Link**

KS2 Y3-6

**International Baccalaureate Learner Profile Link*****Reflective***

- *Understand physical needs of the body*
- *Understanding your strengths and limitations*
- *Use your own experiences to learn further*
- *Taking considerations to keep healthy and fit.*

**Vocabulary Focus – highlighted in yellow****Prior Skills – Y3 & 4**

- Can describe the **effect** exercise has on the **body**
- Can explain the importance of exercise and a **healthy** lifestyle.

**Current Skills – Y5 & 6**

- Can describe the effect **exercise** has on the body
- Can explain the importance of exercise and a **healthy lifestyle**.
- Understands the need to **warm up and cool down**.

**Future Skills – Level 4/KS3+**

- Can carry out investigations into the bodies' ability to exercise and the reasoning
- Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks.
- To reflect on the benefits that fitness events give to an individual and implications for future life.

**Knowledge, Skills and Understanding**

- Concentrate on control and accuracy during aerobic activities.
- Concentrate on speed and power during aerobic activities.
- Use basic skills in a variety of fitness building scenarios.
- Focus on good quality movement during light resistance activities.
- Work in groups for safety and performance review.
- Improve their ability to choose and use simple techniques.

**Challenge**

- Can they recognise what position their bodies need to be during different techniques?
- Can they identify the benefits of attaining an all round fitness level?
- Can they recognise the benefits of leading a healthy lifestyle?
- Can they demonstrate their work to other members of the group?

**Resources**

- Beanbags
- Cones
- Hoops
- Balance boards
- Steps
- Skipping ropes
- Outdoor fitness equipment
- Fitness trail

**Website/Apps**

[www.change4life.co.uk](http://www.change4life.co.uk)  
[www.brainiac.co.uk](http://www.brainiac.co.uk)

**Extended Writing Opportunities**



<ul style="list-style-type: none"> <li>• Resistance bands/bars</li> <li>• Medicine ball</li> <li>• Mats</li> </ul>	
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Counting repetitions and sets Learning about space and shape
	<b>WOW Experience</b> Arrange for a fitness professional to take final lesson in module. (Aerobics etc).
<b>Cross Curricular Links</b> Science – Investigating pulse rate and breathing. PSHE – Assessing their own and others performance. Literacy – Using specialist vocabulary	