

<p style="text-align: center;">Year 6 Fitness Curriculum Link: Use running, jumping, throwing and catching in isolation and in combination</p>		
Key Information	Learning	Key PE Skills
Unit	Previous Learning	Competing and Performing
<p>Subject Name: PE Year Group: 6 Term: 2 (H1) Unit Name: Fitness</p>	<p>Year 3 - fitness</p> <ul style="list-style-type: none"> Run/jog a variety of distances, recognising speed and pace should be altered for the distance. Understand the importance of adjusting running pace to suit the distance being run. Create interesting body shapes while holding balances with control. Begin to show flexibility in movements. Travel using a range of direction and speed, with control, co-ordination and care. <p>Year 5 - athletics</p> <ul style="list-style-type: none"> Run/jog a variety of distances, choosing an appropriate speed and pace for the distance and maintain consistency/steady pace. Carry out an effective sprint finish. Develop performing a relay, focusing on the baton changeover technique. Learn how to combine a hop, step and jump to perform the standing triple jump. Jump for height and distance with accuracy, balance and control. Focus on trail leg and lead leg action when running over hurdles. Perform a push and pull throw with control and developing accuracy. Improve on own technique and beat personal bests. Improve their throwing techniques to throw for greater distance. 	<ul style="list-style-type: none"> Compete against self and others in a controlled manner in teams and individually in a range of competitive activities using evaluation and tactics to improve performance.
Big Ideas	Year 6 Learning	Health and Fitness & Preparation
<p>To explore the different components of fitness including speed, stamina, strength, coordination, balance and agility.</p>	<ul style="list-style-type: none"> Confidently and independently select the most appropriate pace for different distances and different parts of the run and make links to stamina. Accelerate to pass other competitors. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Travel using a wide range of direction, speed and levels with control, co-ordination and care consistently. 	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down and begin to select appropriate warm-ups and cool downs in relation to the physical activity taking place. Explain why exercise is good for health, fitness and wellbeing

		and know ways we can become healthier.	
Key Information		Learning	Key PE Skills
Vocabulary		Future Learning:	Evaluation and Communication
<p>stamina accelerate accuracy control co-ordination fluidity precision</p>		<p>Key stage 3</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ▪ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ▪ perform dances using advanced dance techniques within a range of dance styles and forms ▪ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ▪ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ▪ take part in competitive sports and activities outside school through community links or sports clubs. 	<ul style="list-style-type: none"> • Watch or describe performances of themselves and others, and effectively and thoroughly evaluate what went well, what skills or techniques to practice and how that leads to improvements in performance for themselves and others. • Use communication skills to illustrate what they are doing and respond to others to improve team play.
Glossary			



Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

