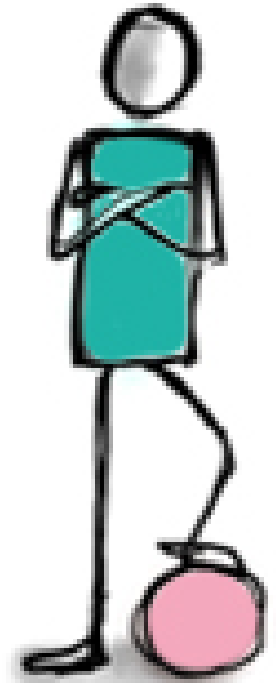


This is a collation of the individual 'year 6 implementation' documents that can be found at the end of each Unit of Work.

The 'Key Unit Objectives' follow the Learning Objectives set out in each PE Planning lesson plan.

Each page contains the appropriate Progression Map Links for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase			
Year Group:	Six	Unit:	Athletics

<p>Prior Learning Required – Year Five Progression Map Objectives:</p> <ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. • Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.
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<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Balls • Hoops • Bibs • Quoits • Measuring tape • Cones • Marker spots • Beanbags • Athletics throwing equipment
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Evaluate • Feedback • Power • Cooperate • Fling • Olympics • Run Up • Compare
<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles. 	
<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests. 	

Implementation Phase			
Year Group:	Six	Unit:	Badminton

Prior Learning Required – Year Five Progression Map Objectives:

- Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth.
- Improve consistency of shots, noticing longer rallies.
- Use different racket skills and types of movement during a competitive or cooperative rally.
- To participate in rallies with and without a racket.
- Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.
- Can demonstrate fast paced movements, fluently changing direction and speed.
- Understand tactics in badminton, such as aiming into space to beat an opponent. Use these tactics to try win games.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To know and describe the correct grip and stance when holding a racket. • Step 2: To adopt a good ready position & move with purpose. • Step 3: To play shots overhead and on the forehand and backhand side of the body. • Step 4: To hit the shuttle accurately and with control whilst moving at a quick pace. • Step 5: To employ tactics in games. • Step 6: To participate in games following the rules and scoring correctly.
Key Vocabulary	<ul style="list-style-type: none"> • Coordination • Clear • Smash • Position • Evaluate • Offensive/Defensive • Lob • Block
Resources & Equipment	<ul style="list-style-type: none"> • Badminton Rackets • Nets • Shuttlecocks • Cones • Marker spots
Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Describe good technique of the forehand, backhand, and overhead clear. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Experiment with the racket using different skills. Play shots at different heights, direction, and speed, and improve hitting the shuttle whilst moving. • Use different skills and tactics learnt to try win games. • Improve consistency of shots, directing them to help win competitions. • Be continuous within a rally and regularly play consistent shots. • Use tactical serves to deceive opponent. • Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy.

Implementation Phase			
Year Group:	Six	Unit:	Basketball

Prior Learning Required – Year Five Progression Map Objectives:

- Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed.
- Work effectively as part of a team and keep possession of the ball when faced with opponents.
- Apply basic principle for attacking – Using skills to keep possession of the ball.
- Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball.
- Explain how your body reacts and feels when taking part in different activities and undertaking different roles.
- Learn how to evaluate and recognise success, explain why a performance is good.
- Understand how physical activity can contribute to a healthy lifestyle.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass the ball and move in a variety of different ways with confidence and control. • Step 2: To pass the ball and move in a variety of different ways at speed. • Step 3: To defend appropriately depending on the situation. • Step 4: To keep possession of the ball when faced with opponents. • Step 5: Apply basic principles for defending in game situations. • Step 6: Apply basic principles for attacking in game situations.
Resources & Equipment	<ul style="list-style-type: none"> • Basketballs • Marker spots • Basketball hoops (if available) • Cones, Marker spots • Bibs
Key Vocabulary	<ul style="list-style-type: none"> • Awareness • Management • Decision Making • Attack / Defend • Principles • Positions • Performance • Plays
Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Use different skills to keep possession of the ball. Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession.

Implementation Phase			
Year Group:	Six	Unit:	Cricket

Prior Learning Required – Year Five Progression Map Objectives:

- Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.
- Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.
- Work as part of a team, adapting games and activities making sure everyone has a role to play.
- Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).
- Watch and evaluate the success of games and good performance.
- Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.
- Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To retrieve, catch, intercept, and stop a ball when fielding. • Step 2: To play shots that allow the ball to be hit to different areas of the field into spaces. • Step 3: To bowl overarm. • Step 4: To use skills and tactics to outwit opponents when fielding. • Step 5: To use skills and tactics to outwit opponents when batting. • Step 6: To participate in competitive games.
Resources & Equipment	<ul style="list-style-type: none"> • Cones • Balls • Bats • Marker spots • Wickets
Key Vocabulary	<ul style="list-style-type: none"> • Wicket Keeper • Crease • Outfield • Fast bowl • Technique • Quality • Run up • Tournament • Awareness • Bowling • Tactics • Straight drive • Block • Bowled out
Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together.

Implementation Phase			
Year Group:	Six	Unit:	Dance

<p>Prior Learning Required – Year Five Progression Map Objectives:</p> <ul style="list-style-type: none"> Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. Use basic compositional principles when creating dances – combining movements fluently and effectively. Perform a range of movements accurately with a sense of rhythm. Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Work effectively as part of a team. Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.
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National Curriculum Links	<ul style="list-style-type: none"> 2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns.
Pillars of Progression	<ul style="list-style-type: none"> Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To move in a way that reflects the music. Step 2 To show ideas through dance. Step 3: To combine movements fluently. Step 4: To apply basic compositional principles when creating dances. Step 5: To share ideas in groups to create a routine. Step 6: To perform with rhythm and confidence.
Resources & Equipment	<ul style="list-style-type: none"> Music & music player Cones Marker spots
Key Vocabulary	<ul style="list-style-type: none"> Imaginative Emotive Expressive Rehearse Choreography Pace Question & Answer Confidence Experiment Formation Intensity
<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	
<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Share ideas in small groups, working together to create a routine incorporating different elements. Use imagination to develop dances to music and develop expressive qualities. 	
<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Move in a way that reflects the music. Perform dances in both canon and unison, with clarity and confidence. Explore and practise movement ideas inspired by a stimulus. Explore, improvise, and combine movement ideas fluently and effectively. Perform movements to an audience with rhythm and confidence. 	

Implementation Phase			
Year Group:	Six	Unit:	Dodgeball

Prior Learning Required – Year Five Progression Map Objectives:

- Participate in games fairly, following the rules. Show good teamwork.
- Apply appropriate skills and tactics in game situations.
- Move quickly (dodge) with good control. Improve control when moving at speed.
- Increase accuracy and consistency of throws, including a side shot throw, towards a moving target.
- Understand the importance of quick reactions in dodgeball.
- Develop an understanding of how to improve when playing games.
- Understand how the muscles work.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To throw a ball with accuracy and pace. • Step 2: To use the most appropriate throwing technique for the situation. • Step 3: To catch a ball at different heights and speed. • Step 4: To dodge a ball by jumping, galloping and jockeying. • Step 5: To participate in competitive games. • Step 6: To discuss and apply tactics in games.
	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
Resources & Equipment	<ul style="list-style-type: none"> • Cones • Soft dodgeballs • Bibs • Tall Cones • Marker Spots
Key Vocabulary	<ul style="list-style-type: none"> • Communicate • Accelerate • Accurate • Side shot • Track • Strike • Agility • Balance • Coordinate • React • Attack & defend
	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Explain how physical activity can help contribute to a healthy lifestyle. • Evaluate a performance, Providing constructive feedback. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Successfully catch a ball at different heights. • Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. • Take part in competitive games, playing fairly and working cooperatively as part of a team. • Use different ways to dodge the ball (jump, gallop, jockey.) • Use appropriate tactics in games and discuss and apply strategies needed to win.

Implementation Phase

Year Group:	Six	Unit:	Fitness
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- Prior Learning Required – Year Five Progression Map Objectives:**
- Understand and explain the importance of good upper body strength.
 - Recognise the physical and mental benefits of increased activity and develop an appreciation of physical activity as a lifelong habit.
 - Select an area of physical activity that you want to improve.
 - Develop lower body and core strength, fitness, speed and aerobic endurance.
 - Apply and link learned fundamental movement skills.
 - Show determination to complete tasks using the correct techniques and demonstrate stamina.

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| National Curriculum Links | <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2c: Develop flexibility, strength, technique, control, and balance. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
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| Pillars of Progression | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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| Key Unit Objectives
(Key skills addressed to achieve success throughout the unit) | <ul style="list-style-type: none"> • Step 1: To perform squat jumps with good technique. • Step 2: To perform lunge jumps with good technique. • Step 3: To compete against others. • Step 4: To compete against yourself to improve. • Step 5: To perform plank walks with control. • Step 6: To perform physical tasks for longer periods. | Progression Map Links
(Ensure pupils progress & move forward throughout their primary school years) | <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Take responsibility for your own warm up, know the importance of warming up. • Compare own and others performances to previous ones, recognise and explain what went well and discuss what you find easy and difficult. • Understand how physical activity and exercise can improve mental wellbeing. • Understand why core strength is important. |
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| Resources & Equipment | <ul style="list-style-type: none"> • Cones • Soft balls • Stopwatch • Balloons • Mats • Bibs • Tall Cones • Skipping ropes • Beanbags | <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop upper and lower body strength, speed, aerobic endurance, and fitness. • Link actions and combine movements. • Complete circuit training to the best of your ability. |
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| Key Vocabulary | <ul style="list-style-type: none"> • Responsibility • Compare • Ability • Wellbeing • Performance • Recognise • Encourage • Position • Alternate |
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Implementation Phase

Year Group: Six Unit: Football

Prior Learning Required – Year Five Progression Map Objectives:

- Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.
- Participate in competitive games, modified where appropriate.
- Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
- Keep possession of the ball when faced with opponents.
- Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.
- Learn how to evaluate and recognise success.
- Understand how physical activity can contribute to a healthy lifestyle.
- Choose different formations to suit the needs of the game.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass the ball to keep possession in game situations. • Step 2: To dribble the ball whilst under pressure. • Step 3: To apply defending principles in games. • Step 4: To compete in games. • Step 5: To apply attacking principles in games. • Step 6: To understand positions and roles of individuals in team games.
Resources & Equipment	<ul style="list-style-type: none"> • Footballs • Goals • Bibs • Cones • Marker spots
Key Vocabulary	<ul style="list-style-type: none"> • Marking • Tactics • Apply • Consider • Evaluate • Midfield • Possession • Opposition • Patience • Support • Closing down • Cover
Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game. • Identify and evaluate parts of your game where you're performing well, and parts that can be improved. • Recognise exercise and activities that help strength, speed and stamina. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Apply the attacking and defending principles in game situations. • Use different skills to keep possession of a ball as part of a team. • Develop control whilst performing skills at speed. Change speed and direction to get away from a defender. • Adapt games and activities making sure everyone has a role to play. Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.

Implementation Phase			
Year Group:	Six	Unit:	Golf

Prior Learning Required – Year Five Progression Map Objectives:

- Apply both the putting and chipping techniques to competitive games.
- Show control and control to make accurate shots.
- Begin to develop the driving technique.
- Increase accuracy and distance when practicing the driving technique and participate in driving games.
- Understand the technique to be able to chip at different heights.

National Curriculum Links	<ul style="list-style-type: none"> • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To successfully hit the target when putting and chipping. • Step 2: To develop the drive technique. • Step 3: To develop the techniques of the different shots on more difficult courses. • Step 4: To compete against others applying skills learnt. • Step 5: To discuss, watch and evaluate the professional game. • Step 6: To apply the correct techniques when competing. 		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)
Resources & Equipment	<ul style="list-style-type: none"> • Golf putters • Golf chippers • Cones • Golf balls 	<ul style="list-style-type: none"> • Golf balls • Cones • Marker spots 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Become familiar with golf phrases and the concept of golf. • Compare and evaluate other performances. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop an accurate putting technique, chipping for height technique, and driving for distance technique. • Determine how much speed and power is required when working to a target. • Compete with other in modified golf games.
Key Vocabulary	<ul style="list-style-type: none"> • Drive • Swing • Green • Par 	<ul style="list-style-type: none"> • Ability • Perform • Imitate • Evaluate 	<ul style="list-style-type: none"> • Lean • Power • Bunker • Handicap

Implementation Phase			
Year Group:	Six	Unit:	Gymnastics

<p>Prior Learning Required – Year Five Progression Map Objectives:</p> <ul style="list-style-type: none"> • Perform movements accurately with a sense of rhythm. • Explore, improvise, and combine movement ideas fluently and effectively. • Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. • Develop flexibility, strength, control, technique, and balance. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. • Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.
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National Curriculum Links	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. 		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To show flexibility and technique when performing gymnastic elements. • Step 2: To show different combinations and pathways when travelling. • Step 3: To use space creatively when travelling. • Step 4: To perform high quality jumps, rolls and group balances. • Step 5: To show rhythm and creativity when working with others. • Step 6: To explain why a performance is good and how it can be improved. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Work effectively as part of a team, recognising success, and give constructive feedback. • Create short warm up routines that follow basic principles.
Resources & Equipment	<ul style="list-style-type: none"> • Marker spots • Tables • Speaker • Apparatus 	<ul style="list-style-type: none"> • Benches • Gymnastics mats • Cones 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.
Key Vocabulary	<ul style="list-style-type: none"> • Asymmetrical • Body control • Creativity • Evaluate • Improve 	<ul style="list-style-type: none"> • Symmetrical • Observe • Fluency • Flow • Flight 	

Implementation Phase

Year Group: Six Unit: Handball

Prior Learning Required – Year Five Progression Map Objectives:

- Perform skills, such as passing and shooting with accuracy, control, and confidence.
- Change speed and direction to get away from a defender.
- Use a variety of tactics, like use of space and positions to keep the ball.
- Find ways to get the ball towards your opponent’s goal, knowing when to pass, when to dribble or travel with the ball.
- Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practises that will help.
- Suggest ideas for warming up and explain your choices.
- Explain how your body reacts and feels when you play different games and understand how the muscles work – work by getting shorter, relax by getting longer.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball whilst moving at speed. • Step 2: To shoot whilst under pressure. • Step 3: To pass and shoot the ball over different distances whilst moving at speed. • Step 4: To decide on ways to attack during games. • Step 5: To decide on ways to defend during games. • Step 6: To play handball games against others. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand there are different ways to defend. Understand there are different ways to attack as a team. • Know how handball helps your fitness and health. • Give feedback to individual, team and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Handballs or similar size balls • Bibs • Cones • Marker spots 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop control whilst performing skills at speed. • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending.
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Block • Distance • Dummy • Fitness • Improve • Perform • Evaluate • Feedback • Health • Recover • Assist • Overhead 		

Implementation Phase

Year Group:	Six	Unit:	Hockey
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- Prior Learning Required – Year Five Progression Map Objectives:**
- Participate in competitive games, modified where appropriate. Work effectively as part of a team.
 - Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
 - Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Keep possession of the ball when faced with opponents.
 - Apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate.
 - Choose different formations to suit the needs of the game.
 - Learn how to evaluate and recognise success.
 - Understand the importance of being physically fit.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass the ball to keep possession in game situations. • Step 2: To dribble the ball whilst under pressure. • Step 3: To apply defending principles in games. • Step 4: To compete in games. • Step 5: To apply attacking principles in games. • Step 6: To understand positions and roles of individuals in team games. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow basic principles e.g. raises body temperature, mobilise joints muscles.
Resources & Equipment	<ul style="list-style-type: none"> <li style="width: 50%;">• Hockey sticks <li style="width: 50%;">• Bibs <li style="width: 50%;">• Hockey balls <li style="width: 50%;">• Marker spots <li style="width: 50%;">• Cones 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop control whilst performing skills at speed. • Apply the attacking and defending principles in game situations. • Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.
Key Vocabulary	<ul style="list-style-type: none"> <li style="width: 50%;">• Indian Dribbling <li style="width: 50%;">• Decision Making <li style="width: 50%;">• Close down <li style="width: 50%;">• Possession <li style="width: 50%;">• Cover <li style="width: 50%;">• Principles <li style="width: 50%;">• Track <li style="width: 50%;">• Evaluate <li style="width: 50%;">• Block <li style="width: 50%;">• Discuss <li style="width: 50%;">• Slap Pass <li style="width: 50%;">• Explore 		

Implementation Phase

Year Group:	Six	Unit:	Netball
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- Prior Learning Required – Year Five Progression Map Objectives:**
- Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.
 - Increase accuracy and confidence of passing and shooting skills.
 - Know the difference between attacking and defending skills.
 - Know how to mark and defend your goal.
 - Begin to understand how muscles work and explain how the body reacts to physical activity.
 - Identify strengths and weaknesses of your own and other performances and explain your reasoning.

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| National Curriculum Links | <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
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| Pillars of Progression | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation, making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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| Key Unit Objectives
(Key skills addressed to achieve success throughout the unit) | <ul style="list-style-type: none"> • Step 1: To pass the ball in a variety of different ways with confidence and control. • Step 2: To move with purpose when attacking. • Step 3: To choose when to mark a player and when to cover space. • Step 4: To apply basic principles for attacking. • Step 5: To apply basic principles for defending. • Step 6: Apply basic principles for attacking and defending in game situations. | Progression Map Links
(Ensure pupils progress & move forward throughout their primary school years) | <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Recognise and evaluate performances providing constructive feedback. Understand how to improve in different physical activities and sport. |
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| Resources & Equipment | <ul style="list-style-type: none"> • Netballs • Netballs posts • Netball bibs • Cones • Marker spots |
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| Key Vocabulary | <ul style="list-style-type: none"> • Position • Evaluate • Direction • Heart rate • Power • Accuracy • Muscles • Technique • Decision making • Opponent • Teamwork • Shoot | <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. |
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Implementation Phase

Year Group: Six **Unit:** Orienteering

Prior Learning Required – Year Five Progression Map Objectives:

- To orientate themselves and map correctly keeping track of their position with increasing accuracy.
- Work within a team trusting and valuing each other.
- Develop communication skills and use these skills to achieve success.
- Make a map with symbols and legend and begin to understand scale.
- Compete in orienteering events, problem solving with team members.
- Understand relevant techniques to navigate to and from control points.
- Identify what they have done well and adapt plans for future challenges.

National Curriculum Links	<ul style="list-style-type: none"> • 2e: Take part in outdoor and adventurous activity challenges both individually and within a team. 		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To show confidence in group activities. • Step 2: To plan effectively. • Step 3: To understand a complex map. • Step 4: To scale a map effectively. • Step 5: To choose successful approaches to tasks. • Step 6: To complete an adapted control event. 		
Resources & Equipment	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Hoops • Hurdles • Cones • Clipboards, Ruler, pencils • Measuring tape </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Beanbags • Benches • Appendix resources from planning </td> </tr> </table>	<ul style="list-style-type: none"> • Hoops • Hurdles • Cones • Clipboards, Ruler, pencils • Measuring tape 	<ul style="list-style-type: none"> • Beanbags • Benches • Appendix resources from planning
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Key Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Control Plotting • Communication • Problem Solving </td> </tr> </table>	<ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering 	<ul style="list-style-type: none"> • Control Plotting • Communication • Problem Solving
<ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering 	<ul style="list-style-type: none"> • Control Plotting • Communication • Problem Solving 		

Progression Map Links
(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Understand elements and scaling confidently.
- Identify what they have done well and adapt plans for future challenges.
- Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.

Procedural Knowledge:

- Build confidence during team activities.
- Takes part in orienteering events, such as picture orienteering and control orienteering, with success.
- Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls.
- Develop map reading and map building skills.
- Develop physical fitness and be able to describe its importance in orienteering.

Implementation Phase

Year Group:	Six	Unit:	Rounders
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- Prior Learning Required – Year Five Progression Map Objectives:**
- Develop control and technique whilst performing skills at speed.
 - Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.
 - Show good awareness of others in game situations.
 - Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play.
 - Begin to bowl at different speeds.
 - Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).
 - Watch and evaluate the success of games and good performance and explain why a performance is good.
 - Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 			
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>			
Resources & Equipment	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Balls • Rounders posts • Rounders bases • Marker spots </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Cones • Bats • Balls • Measuring tape </td> </tr> </table>	<ul style="list-style-type: none"> • Balls • Rounders posts • Rounders bases • Marker spots 	<ul style="list-style-type: none"> • Cones • Bats • Balls • Measuring tape 	
<ul style="list-style-type: none"> • Balls • Rounders posts • Rounders bases • Marker spots 	<ul style="list-style-type: none"> • Cones • Bats • Balls • Measuring tape 			
Key Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • Umpire • Tournament • Tactics • Stance </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • Infield • Outfield • Run • Evaluate </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> • Feedback • Technique • Gap </td> </tr> </table>	<ul style="list-style-type: none"> • Umpire • Tournament • Tactics • Stance 	<ul style="list-style-type: none"> • Infield • Outfield • Run • Evaluate 	<ul style="list-style-type: none"> • Feedback • Technique • Gap
<ul style="list-style-type: none"> • Umpire • Tournament • Tactics • Stance 	<ul style="list-style-type: none"> • Infield • Outfield • Run • Evaluate 	<ul style="list-style-type: none"> • Feedback • Technique • Gap 		
	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding. • Use skills and tactics to outwit opponents when fielding and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together. 			

Implementation Phase

Year Group:	Six	Unit:	Tag Rugby
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- Prior Learning Required – Year Five Progression Map Objectives:**
- Increase accuracy and control when passing and catching whilst moving at speed.
 - Participate in competitive games, following the rules and playing fair.
 - Continue to improve different ways to pass – fast, slow, high, low.
 - Begin to understand the importance of lines in tag rugby – both for attack and defence.
 - Use simple tactics in games to achieve success as a team.
 - Understand the defensive duties in tag rugby and the process of tagging.

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| National Curriculum Links | <ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
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| Pillars of Progression | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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| Key Unit Objectives
(Key skills addressed to achieve success throughout the unit) | <ul style="list-style-type: none"> • Step 1: To run and pass at speed. • Step 2: To dodge and fake passes when running with the ball. • Step 3: To catch the ball whilst under pressure. • Step 4: To watch and evaluate the professional game. • Step 5: To decide on ways to attack when playing games. • Step 6: To decide on the best ways to defend in games. | Progression Map Links
(Ensure pupils progress & move forward throughout their primary school years) | <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • To understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays. |
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| Resources & Equipment | <ul style="list-style-type: none"> • Tags • Tag belts • Marker spots • Cones • Rugby balls • Bibs | <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Incorporate the rules of the game into small sided games like passing backwards. • To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. |
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| Key Vocabulary | <ul style="list-style-type: none"> • Communicate • Effective • Accuracy • Mark/track • Attack • Defend • Tactics • Dummy | <ul style="list-style-type: none"> • Carefully consider the best way to score a try and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules. |
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Implementation Phase			
Year Group:	Six	Unit:	Tennis

<p>Prior Learning Required – Year Five Progression Map Objectives:</p> <ul style="list-style-type: none"> • Hit the ball with purpose. • Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent’s court or target area. • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court. • Identify spaces and understand the tactic of hitting into gaps. • Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To know and describe the correct grip and stance when holding a racket. • Step 2: To adopt a good ready position & move with purpose. • Step 3: To play shots overhead and on the forehand and backhand side of the body. • Step 4: To hit the ball accurately and with control whilst moving at a quick pace. • Step 5: To employ tactics in games. • Step 6: To participate in games following the rules and scoring correctly.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Tennis rackets • Tennis balls • Cones • Marker spots
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Strategy • Defence • Attack • Height • Travel • Positioning • On Court • React • Singles • Service • Backswing • Overhead • Selection • Respond • Evaluate
<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Evaluate your own success and areas of improvement, as well as others. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent’s court or target area. Perform skills such as forehand and backhand shots with control and confidence. • Apply the principles of attacking. • Participate in competitive games, modified where appropriate. • Adopt a good ready position and show good position on court.

Implementation Phase			
Year Group:	Six	Unit:	Volleyball

Prior Learning Required – Year Five Progression Map Objectives:

- Adopt a good ready position on court and show good awareness of others in game situations.
- Direct the ball towards the opponent’s court or target area.
- Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.
- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- Understand how the muscles work e.g. work by getting shorter, relax by getting longer.
- Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how.
- Learn how to evaluate and recognise their own success.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To move feet quickly to gain a positive position. • Step 2: To move with purpose. • Step 3: To play a variety of shots to meet the need of the game. • Step 4: To hit the ball accurately and with control whilst moving at a quick pace. • Step 5: To know when to attack. • Step 6: To know when to defend. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. • Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.
Resources & Equipment	<ul style="list-style-type: none"> • Volleyballs • Cones • Bibs • Marker spots 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Participate in competitive games, modified, and adapted where appropriate. • Apply basic principles suitable for defending. Show good position on court. • Apply basic principles suitable for attacking. Identify spaces and understand the tactic of hitting into gaps. • Use good footwork that allows the ball to be hit with good technique.
Key Vocabulary	<ul style="list-style-type: none"> • Decision Making • Opposition • Support • Control • Evaluate • Tactics • Spike • Track • Power • Exploit • Explore • Direction • Space • Wide • Set position 		