

Year 6 - Physical Skills	
Running	<ul style="list-style-type: none"> • Able to run using the correct technique (legs and arms working in combination) • Able to vary and change pace fluently • Able to adjust pace when running over longer distances • Show increasing stamina when running over longer distances • Be able to use the 3-point start technique
Jumping	<ul style="list-style-type: none"> • Able to perform the 'triple jump' with control
Throwing	<p>Able to use the following skills while moving/ as part of a game situation:</p> <ul style="list-style-type: none"> • Confidently able to use a range of passes in basketball and netball and is able to select which of these is most appropriate • Able to consistently throw a rugby with accuracy • Able to bowl effectively (rounders and cricket) and understand how a bowl can influence the game and the shot played • To perform the shot putt technique with consistency, fluency and control. • To understand and apply the correct technique for the javelin and throw with consistency, accuracy and control.
Catching	<p>Able to use the following skills while moving/ as part of a game situation:</p> <ul style="list-style-type: none"> • Able to select and perform the best type of catch when catching a small ball • Consistently shows good body position when catching a large ball • Consistently catches a rugby ball with correct hand technique • Able to retrieve a rolling ball and link with other actions effectively and with accuracy
Kicking	<p>Able to use the following skills while moving/ as part of a game situation:</p> <ul style="list-style-type: none"> • Able to confidently and consistently pass a ball to a target • Able to dribble a football using one foot (outside and inside of foot) and is able to select when to use each one • Able to dribble a football to evade an opponent
Agility	<ul style="list-style-type: none"> • Able to change direction as part of a game in a variety of different ways to evade an opponent
Balance	
Co-ordination (Striking)	<ul style="list-style-type: none"> • Able to successfully return a tennis ball as part of a rally using both forehand and backhand • Be able to serve using the correct overhand technique • Can dribble a ball using a hockey stick with control and fluency • Able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy • Able to confidently hit a tennis ball using a range of bats (Rounders, cricket, tennis) with an increasing understanding of how the shot they play will influence the game/ the opposition
Dance	<ul style="list-style-type: none"> • To know what Unison is and how it enhances a performance. • To know what Canon is and how it enhances a performance. • To understand the different ways speed can be used in dance to help convey a message or portray an emotion. • To know when to use different speeds, levels and emotions to help convey the meaning of the dance
Gymnastics	<ul style="list-style-type: none"> • To adapt and link a range of shapes in a sequence. • To perform a range of jumps, including rotations, as part of a sequence. • To use large body parts (shoulder stand and v-sit) to perform a well controlled balance. • To be able to take their weight on their hands safely and with increasing confidence. • To perform a well coordinated and controlled circle roll which can be used as part of a sequence.

Year 6 Progression Overviews

Physical – Thinking – Social and Emotional

Year 6 Thinking Skills	
Self - Reflection	<ul style="list-style-type: none"> • To evaluate the quality of their own performance, including skills, use of tactical ideas and teamwork. • To identify areas of their own performance that need to be improved and suggest the best practises to help them do so. • To understand and discuss how knowledge and skills can be transferred to different games. • To evaluate their performance and make changes to increase chances of success • To know how to improve a skill further and suggest practices to help achieve this
Collaboration	<ul style="list-style-type: none"> • To give high quality feedback, including commenting on tactics and techniques that have worked well. • To make more detailed suggestions to help others improve their work. • To improve another child's technique by giving specific feedback and by suggesting practices to improve.
Attacking and Defending	<ul style="list-style-type: none"> • To select and adapt the teams defending tactics. • To evaluate how well a team passes the ball and identify the reasons why possession is lost. • To know the difference between attack and defence. • To evaluate how effective a team's defending is during the game and suggest how it can be improved. • To develop an awareness of how to change tactics if they are not working
Game Based Learning	<ul style="list-style-type: none"> • To know how to improve the success rate of the serve. • To evaluate the chosen formations and tactics and adapt to increase their chances of success. • To select an appropriate position to take within a game, giving reasons for their choice. • To evaluate the effectiveness of a game and use aspects of the STEP framework to make a game easier or more difficult. • To use aspects of the STEP framework to ensure the game or activity is fully inclusive. • To evaluate the effectiveness of a game and adapt a game to make it easier or more difficult.
Creativity	<ul style="list-style-type: none"> • To select key actions from the routine and know how to improve their quality in terms of time, expression and speed of movement. • To evaluate how expression and emotion are used in their own and other's routines to help portray the meaning of the dance. • To identify the key elements of successful group work and apply these when choreographing a routine. • To improve the quality of key sections of the routine by looking at timing, focus and emotion. • To use knowledge of gymnastic techniques and sequences to judge the quality of a performance. • To make relevant comments on positive aspects and areas for improvement. • To use appropriate gymnastic language when talking about a performance. • To listen to advice and suggestions and choose one area to practise and improve. • To provide positive feedback that helps a performer to understand their strengths.

Social and Emotional – Healthy Active Lifestyles Overview					
Year 6					
Linking Actions	Gymnastics	Tactics and Strategies	Dance	Creating and Closing Space	Athletics
Sporting Values		Self-Improvement		Beginning to Lead	
<ul style="list-style-type: none"> • To understand the sporting value of 'Honesty' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Self-belief' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Teamwork' and identify a time they or others have shown this in the lesson 	<ul style="list-style-type: none"> • To understand the sporting value of 'Determination' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Passion' and identify a time they or others have shown this in the lesson • To understand the sporting value of 'Respect' and identify a time they or others have shown this in the lesson 	<ul style="list-style-type: none"> • To identify ways a game could be changed so that all are included • To identify how sport can be a tool to change lives • To identify how setting goals can help them to improve a performance 	<ul style="list-style-type: none"> • To identify their role in keeping others safe • To identify how they could respond to negativity or criticism • To understand how people may be put off taking part in sport 	<ul style="list-style-type: none"> • To lead an effective warm up routine for a small group • To understand how to lead a sport specific warm up • To understand how to lead an effective warm up which is focused on improving a particular skill (e.g. stamina) 	<ul style="list-style-type: none"> • To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine. • To be able to identify how active lifestyles can continue outside of school • To recognise how to make a game or activity safer
Healthy Active Lifestyles					
Body awareness	<ul style="list-style-type: none"> • To understand how efficient movement reduces the onset of fatigue. • To explain why physical activity is good for their fitness, health and wellbeing. • To explain in greater depth why breathing rate increases during exercise. • To know why poor fitness levels can affect performance • To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine. • To understand the importance of continuing to be physically active outside of school • To know how to get involved with clubs/teams/games outside of school. • To develop a greater knowledge and understanding of how muscles work. 				
Knowledge and Understanding	<ul style="list-style-type: none"> • To lead and perform a sport specific warm-up routine. • To recognise how to make a game or activity safe. • To know what a good warm-- up entails and give ideas on how to warm-up for specific games. • To know what makes a safe area for different activities. • To know what speed is and why it is needed in a specified sport or activity. • To plan an activity as part of the warm-- up which improves speed. • To plan and deliver an activity as part of the warm-- up which improves strength or stamina. • To understand the aims of a warm up and describe what is included in a high quality routine. • To understand how to create a warm up routine that meets the needs of the activity 				

