

BOSTON WEST ACADEMY

Y6 PE OVERVIEW

Sept 2021



Year 6	
Dance	Gymnastics
<p>Follow the https://www.getset4pe.co.uk/ Y6 Dance scheme of work and lesson plans. Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y6 Gymnastics scheme of work and lesson plans. For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.' Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>	<p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>
<p>Assessment Criteria I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>Assessment Criteria I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.</p>
Vocabulary	
stimulus, dynamics, formations, choreograph, relationship, contrasting	inversion, symmetrical, asymmetrical, counter balance, counter tension

Kwik Cricket	Capture the flag
<p>Follow the https://www.getset4pe.co.uk/ Y6 Cricket scheme of work. Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow a sequence of lessons to equip the children with the knowledge and skills they need to take part in the interschool tournaments provided by the Boston schools sport partnership.</p>
<p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Pupils will improve on key skills used in capture the flag such as running, turning, evading, communicating and awareness. They also learn how to carefully select and apply tactics to the game through team discussion in order to outwit their opponent. In capture the flag, pupils achieve this by evading being caught by opponents by tagging whilst aiming to capture their opponent's flag from a zone and returning the flag back to their team's half of the pitch. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>
<p><u>Assessment Criteria</u> I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p><u>Assessment Criteria</u> I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>
Vocabulary	
<p>Fielders, continuous, striking, tracking, bowling</p>	<p>Opponent, evading, communicating, awareness, tactics, defending, officiating, collaboratively</p>

Hockey	Athletics
<p>Follow the https://www.getset4pe.co.uk/ Y6 Hockey scheme of work. Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y6 Athletics scheme of work and lesson plans. Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p>	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p>
<p><u>Assessment Criteria</u> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p><u>Assessment Criteria</u> I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.</p>
Vocabulary	
interception, possession, opposition, defender, attacker, reverse.	Consistent, downsweep, upsweep, bounding, momentum

Y6 CHILDREN ALSO TAKE PART IN a block of 10 **SWIMMING** LESSONS LED BY PROFESSIONAL SWIMMING TEACHERS AT THE LOCAL LEISURE CENTRE.

Additional top up swimming lessons are also offered to children to ensure they can meet the required standard.

Additional orienteering activities are also offered to Y6 led by the Boston schools sports partnership.

