



Curriculum Map – Year 6

PHYSICAL EDUCATION

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Year 6

Term	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
Topic	Invasion Games: Hands or implement	Athletics	Invasion Games: Feet	Gymnastics:	Net/Wall Games	Striking and Fielding Games
Focus	I can be a Leader?	I can be a Fitness Coach?	I can be a Player?	I can be a Composer?	I can be an Official?	I can be an Analyst?
HEAD (Knowledge & Understanding)	<p>Explain using scientific terminology what changes happen to my body when I exercise? Short and long term effects.</p> <p>Demonstrate my understanding of a 3-phase warm up by leading my own warm up with no support.</p> <p>Model an effective 3 stage warm up and lead others.</p> <p>Explain the differences between short- and long-term effects of exercise.</p> <p>Point out the links between exercise and other theoretical elements e.g. the impacts somatotype, links to diet, effects on the cardiorespiratory system.</p>	<p>Name all components of fitness and the correct definition.</p> <p>List 4 different methods of training and Explain their meaning</p> <p>Analyse different components of fitness and Examine how they improve performance.</p> <p>To Measure, Predict and Evaluate their performance and the performance of other with accuracy.</p>	<p>Pupils should Lead their own 'Bone Haka', with actions they have selected.</p> <p>Pupils should Explain how different joints help us to move and link their understanding to movements needed in football.</p> <p>Pupils should Explain the role of ligaments, tendons and cartilage.</p>	<p>Pupils should Lead the 'muscles song'.</p> <p>Pupils should Lead stretches and identify the actions required to activate selected muscles e.g. teach another pupil how to do a pencil roll using the correct anatomical names.</p> <p>Pupils should Explain how antagonistic pairs work and what muscles contract when performing actions in other sports.</p> <p>Pupils should Compare the 3 types of muscles found in the body and Analyse their differences. Making reference to wider understanding e.g. muscular hypotrophy.</p>	<p>Pupils can Explain the pathway of air through the respiratory system fluently and confidently</p> <p>Pupils can Explain the pathway of air through the circulatory system fluently and confidently</p> <p>Pupils can draw Links between the two systems and Estimate the impacts one may have on the other.</p>	<p>Accurately Name and Recite 7 components of a healthy diet and their definitions. To Link understanding of definitions to wider learning e.g. the impact of protein on muscles hypotrophy.</p> <p>Give Examples of what foods have what components of a healthy diet. Interpret food packaging to calculate content. To Apply understanding to make informed choices on their diet.</p> <p>To Debate the impacts diet has on mental and physical health and well being and/or sports performance.</p> <p>To Know 3 somatotypes and link understanding to diet.</p>

HEAD (Understanding & Application)	Leadership and Management Roles and Responsibilities	Roles and Responsibilities Composition and Planning	Game Understanding Roles and Responsibilities	Composition and Planning Use of ICT	Umpiring and Officiating Recognising Patterns	Umpiring and Officiating Use of ICT
HANDS (Skill Acquisition)	All pupils should have acquired and mastered BASIC and SIMPLE skills. Most pupils should have acquired but may still be mastering ADVANCED skills. Some pupils may have acquired COMPLEX skills.					
HANDS (Physical Attributes)	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination Fitness Test – N/A Review previous years fitness data and target set.	Physically pupils should develop the following components: - Muscular Endurance - Cardiovascular End. - Muscular Strength - Power Fitness Test(s) - Cardiovascular Endurance - Muscular Endurance	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination Fitness Test(s) - Speed - Muscular Strength	Physically pupils should develop the following components: - Flexibility - Balance - Coordination Fitness Test(s) - Balance - Flexibility	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination Fitness Test(s) - Coordination - Agility	Physically pupils should develop the following components: - Reaction Time - Coordination - Power Fitness Test(s) - Power - Reaction Time
HEART (Values)	Values should be selected to help pupils to achieve their lesson objective and to put practical context to a value. Pupils at this stage should understand their responsibilities and how they demonstrate that values e.g. if using excellence in athletics it is my responsibility to run as fast as I can, if evaluating my classmates gymnastics performance it is my responsibility to show empathy and honesty. Respect, Honesty, Resilience, Collaboration, Excellence, Empathy, Determination					
HEART (Mindset)	A growth Mindset at this stage should be selected to help pupils to achieve their lesson objective and to put practical context to a behaviour for or attitude to learning. Pupils at this stage should understand their responsibilities and how they demonstrate that Mindset e.g. by showing effort a will keep trying and therefore have more chance of progress or success, by embracing challenge I am more likely to find solutions to problems . Criticism, Success of Others, Effort, Autonomy, Challenge, Motivation, Obstacles					
Outcome	Pupils should be playing football matches adhering to the rules and regulations of the game. They should demonstrate a high level of skill and tactical understanding.	Pupils should design their own stations to develop selected components of fitness. They should lead these to other people. Pupils should perform at their maximum recording time, distance and score accurately when	Pupils should be playing football matches adhering to the rules and regulations of the game. They should demonstrate a high level of skill and tactical understanding.	Pupils should produce group routines (4/5/6 pupils) on apparatus. Routines should be themed (this could relate to a topic or area of interest) and in time to music.	Pupils should be playing mini tennis matches (Mini Orange most able, Mini Red all pupils) adhering to the rules and regulations of the game. They should demonstrate a high level of skill and tactical understanding.	Pupils should be playing cricket and rounders matches adhering to the rules and regulations of the game. They should demonstrate a high level of skill and tactical understanding. They should be able to

		competing in indoor and outdoor athletics events.			They should be able to umpire and keep score. Organising their own competitions.	keep score and manage their own games.
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