**Year 6 P.E. Curriculum – Autumn Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Fitness**  To develop an awareness of what your body is capable of.  To develop speed and stamina.  To develop strength using my own body weight.  To develop co-ordination through skipping.  To perform actions that develop agility.  To develop control whilst balancing. | | **Keyword** | Definition |  |  | |  |
| Fitness | Physically fit or how physically fit you are |  |  | |
| Awareness | What you understand about yourself |  |  | |
| agility | How quickly you can change direction |  |  | |
| Stamina | How long you can exercise for before becoming too tired |  |  | |
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| **Prior Learning:**    **Fitness**  To develop an awareness of what your body is capable of.  To develop speed and strength.  To complete actions to develop co-ordination.  To complete actions to develop agility.  To complete actions to develop balance.  To complete actions to develop stamina. | | | | **Future Learning:** | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop an awareness of what your body is able to do | Social: To support and encourage others.  Emotional: To persevere to achieve my personal best.  Thinking: To identify areas of strength and areas for development. | | | | | •Encourage those you are working with.  •Try your best at each station. | |
| To develop stamina and speed | Social: To support and encourage a partner.  Emotional: To challenge myself to work to my maximum.  Thinking: To observe my partner and provide them with feedback. | | | | | •Maintain a steady breath.  •Make your first step forwards not backwards.  •Push off your outside foot and turn your hips to change direction.  •Run on the balls of your feet.  •Work for the whole time period without stopping | |
| To develop strength using my own body weight | Social: To recognise that having a positive approach also positively impacts on others.  Emotional: To persevere to achieve my personal best.  Thinking: To identify personal areas of strength. | | | | | •Complete the exercises slowly and with control.  •Maintain a steady breath. | |
| To develop co-ordination | Social: To work collaboratively and communicate with others.  Emotional: To persevere if I find things hard.  Thinking: To identify that co-ordination is a skill that requires moving different body parts at the same time and this also requires balance. | | | | | •Keep your hands at waist height.  •Turn the rope then jump. | |
| To develop agility | Social: To use positive words to motivate and support others.  Emotional: To challenge myself to work to my best.  Thinking: To recognise when I was successful and what I need to do to improve. | | | | | •Turn your hips to face the direction you are running.  •Use lots of small steps rather than big steps. | |
| To develop balancing with control | Social: To work safely when developing a skill.  Emotional: To challenge myself to work to my best.  Thinking: To identify muscle groups working in different activities. | | | | | •Focus on something stationary.  •Move slowly to gain balance and control.  •Slightly bend your standing leg. | |