**Year 6 P.E. Curriculum – Autumn Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Gymnastics**  To be able to develop the straddle, forward and backward roll.  To develop counter balance and counter tension.  To be able to perform inverted movements with control.  To be able to perform the progressions of a headstand and a cartwheel.  To be able to use flight from hands to travel over apparatus.  To be able to create a group sequence using formations and apparatus. | | **Keyword** | Definition |  |  | |  |
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| **Prior Learning:**    **Gymnastics**  To be able to perform symmetrical and asymmetrical balances.  To develop the straight, forward, straddle and backward roll.  To be able to explore different methods of travelling, linking actions in both canon and synchronisation.  To be able to perform progressions of inverted movements.  To explore matching and mirroring using actions both on the floor and on apparatus.  To be able to create a partner sequence using apparatus. | | | | **Future Learning:** | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop the forward, backwards and straddle roll | Social: To work safely with an awareness of my abilities.  Emotional: To use learning cards to help me to learn independently.  Thinking: To observe my partners, roll and provide them with feedback. | | | | | •Use momentum to help you to roll.  •Use strong body tension to keep your shape in the straddle roll. | |
| To develop rolling into sequence work and on apparatus | Social: To work safely with an awareness of my abilities.  Emotional: To use learning cards to help me to learn independently.  Thinking: To refine rolls using the feedback given. | | | | | •Use momentum to help you to roll.  •Use strong body tension to keep your shape in the straddle roll. | |
| To develop counter tension or counter balance | Social: To collaborate with a partner to create balances.  Emotional: To listen intently so that I can follow the stretching sequence without looking.  Thinking: To observe others and provide feedback on their performances. | | | | | •Move slowly into and out of the balances.  •Use body tension to create clear shapes and stable balances. | |
| To develop counter tension and counter balance into sequence work with apparatus | Social: To collaborate with a partner to create balances.  Emotional: To listen intently so that I can follow the stretching sequence without looking.  Thinking: To observe others and provide feedback on their performances. | | | | | •Move slowly into and out of the balances.  •Use body tension to create clear shapes and stable balances. | |
| To develop jumps and explore the effect of height | Social: To work collaboratively to develop jumps.  Emotional: To work independently to select and apply jumps.  Thinking: To recognise the appropriate jump for the apparatus. | | | | | •Consider the timing of your movements.  •Use height to give you more time to perform more challenging jumps.  •Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting. | |
| To explore jump sequence work with consideration of performance tools | Social: To work collaboratively to develop jumps.  Emotional: To be confident to share my ideas.  Thinking: To recognise the appropriate jump for the apparatus. | | | | | •Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting. | |