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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Athletics  To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing | | **Keyword** | Definition |  |  | | PSHE – collaboration |
| Technique | How something should be done |  |  | |
| Determination | Not giving up |  |  | |
| Stride length | How much space is between each step |  |  | |
| pace | What speed to maintain |  |  | |
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| **Prior Learning:**        Athletics  To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control an | | | | **Future Learning:** | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop my own and others sprinting technique | Social: To discuss, negotiate and agree on a set distance for each of my teammates.  Emotional: To show empathy towards others when making decisions.  Thinking: To provide feedback on another’s sprinting technique to help them improve. | | | | | Demonstrate a consistent stride length when sprinting.  •Work collaboratively in a team by listening and sharing ideas. | |
| To identify a suitable place for the event | Social: To work be respectful of other peoples ability, technique and learning.  Emotional: To show perseverance to complete a six minute run.  Thinking: To understand the importance of preparing the body for exercise. | | | | | •Select and apply the best pace for the running event.  •Steady your breathing by breathing in through your nose and out through your mouth. | |
| To develop power, control and technique for the triple jump | Social: To work with a partner to establish the correct jumping pattern.  Emotional: To persevere if I find something difficult.  Thinking: To understand that speed will build momentum and power and therefore allow me to jump further. | | | | | •Keep a consistent rhythm.  •Link jumps showing control and balance.  •Perform jumps for distance using good technique. | |
| To develop power, control and technique when throwing for distance | Social: To make safe responsible decisions.  Emotional: To persevere when learning a new skill.  Thinking: To identify areas for development in my partner’s throws and use this to provide feedback. | | | | | •Throw for distance with a balanced stance.  •Transfer your weight from your back to your front leg. | |
| To develop throwing with force and accuracy for longer distances | Social: To work with my group to ensure that we are ready for the activity.  Emotional: To be accepting of feedback.  Thinking: To identify areas for development in my partner’s throws and use this to provide feedback. | | | | | •Aim to throw accurately.  •Follow through with your hand in the direction of your throw.  •Throw for distance with a balanced stance.  •Transfer your weight from your back to your front leg. | |
| To work collaboratively in a team to develop the officiating skills of measuring, timing and recording | Social: To discuss, negotiate and agree on an event for each of my teammates to compete in.  Emotional: To show determination to achieve my personal best at each station.  Thinking: To identify areas of personal strength. | | | | | •Be determined to try your best.  •Measure to the point nearest to the start line.  •Work collaboratively in a team by listening and sharing ideas. | |