

**KFJS**  
**PE Curriculum Map**

**In each unit children will develop the skills needed to perform or play with success, evaluate their work and that of others, learn how healthy lifestyles impact their futures and develop an enjoyment of physical activity.**

**Year 6**

Unit	Gym	Dance	Outdoor Adventurous Activities	Athletics
<b>Key Question</b>	<b>How do gymnasts match precise movements in paired and group work?</b>	<b>How do dancers perform group dances with confidence?</b>	<b>How do problem solvers ensure the whole team works well together to complete a task?</b>	<b>How do athletes protect their arms and legs from injury?</b>
<b>Essential understanding</b>	Composes sequences (using key skills), teach them to a partner and perform together matching precise movements	Combines flexibility techniques and movements to choreograph a sequence alone, in pairs and in larger groups Composes sequences (using key skills), teach them to a partner and perform together matching precise movements	Uses and interprets simple maps Chooses and apply strategies to solve problems Works in a team and takes on an active role in problem solving	Runs and jumps accurately Demonstrates accuracy and success in throwing and catching
	Watch and describe performances accurately. Accept advice and use it in a reflective way to improve the quality of their work and that of their partner or small group. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Recognises their own strengths and weaknesses and suggests ideas that will improve their performance.	
<b>Objectives and Skills</b>	Develop flexibility through warm up and stretching. Identifies and uses different spatial relationships with a partner – following a leader, side-by-side,	Develop flexibility, strength, technique control and balance. Perform dances using a range of movement patterns. Is able to move to the beat accurately in dance sequences.	Develop good, strong listening skills. Uses and interpret simple maps. Choose and apply strategies to solve problems using general knowledge. Discuss and work with others in a group.	Performs a running jump with more than one component e.g. triple jump. Uses controlled knees when landing.

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	<p>face to face, back to back, meeting and parting. Compose and individual sequence comprising travel, jump, roll and balance and then teach it to a partner and perform it together matching exact precise movements. Travel rhythmically and develop timing with a partner or small group using synchronisation and canon.</p>	<p>Performs with confidence using a range of dance movement patterns. Combines flexibility techniques and movements to choreograph a fluent sequence alone, in pairs and in larger groups. Uses more complex dance vocabulary.</p>	<p>Demonstrate an understanding of how to stay safe.</p>	<p>Demonstrates accuracy and confidence in throwing and catching activities. Beginning to record peers performances and evaluate these. Uses equipment with safety and control.</p>
<b>Assessment</b>	<p>Can I work with a partner to create mirrored movements that are precise? Observe children working and improving on mirrored movements with precision. Can I compose sequences, teach them to a partner and perform together matching precise movements? Observe children using a counting, signal method to ensure matching movements.</p>	<p>Can I combine flexibility techniques and movements to choreograph a sequence alone and in pairs? Observe children combining different quality moves when working alone and with partners Can I combine flexibility techniques and movements to choreograph a sequence alone, in pairs and in groups? Observe children working within groups, sharing ideas and developing quality movements.</p>	<p>Can I work confidently with others to solve problems outdoors? Observe children being respectful of others and using problem-solving skills outdoors.</p>	<p>Can I run and jump accurately? Observe children using arms to pump the body running and soft, controlled knees when landing</p>

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<b>WTS</b>	With support composes and teaches a partner some moves	Beginning to use movements showing flexibility in own choreographed sequence Shares ideas for choreography and is improving flexibility techniques	Beginning to understand that the whole team needs to work together to problem solve	Understands the need to use the arms to help pump the body when running and soft knees when jumping
<b>EXS</b>	Uses matching and mirroring techniques to improve exactness of movements Composes sequences and teaches a partner ready for a performance	Uses flexibility and controlled movements to choreograph a sequence Shares ideas and choreographs sequences with a group combining flexibility techniques	Works well with others listening to other opinions and guiding the group accordingly	In a variety of athletic activities, runs and jumps with increasing accuracy
<b>GDS</b>	Mirrors partners movements precisely Composes precise and accurate sequences and teaches a partner thoughtfully ready for a performance	Combines controlled, flexibility techniques to choreograph a linked sequence Takes a considerate lead when choreographing sequences with a group listening to the ideas of all and adapting techniques to match ability	Problem solves well with a team giving and listening to ideas respectfully	In a variety of athletic activities, runs and jumps pumping the arms with accuracy and precision

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**Games**

Unit	Hockey	Football	Rounders	Tennis	Cricket	Netball
<b>Key Question</b>	How do hockey players ensure the ball is played where they want it?	Which are the best techniques that teams use to stop their opponents from scoring goals?	Which are the best tactics for ensuring the other team score the least amount of rounders?	Which techniques do tennis players use to make it difficult for their opponents to return the ball?	Which strategies do fielders use to help get a batter out?	How do netball players ensure they are receiving the ball and making advancements in the game?
<b>Essential understanding</b>	Applies a range of tactics for attack and defence in hockey games	Applies a range of tactics for attack and defence in football games	Demonstrates accuracy and success in throwing and catching in rounders games	Demonstrates accuracy and success in throwing and catching in games	Demonstrates accuracy and success in throwing and catching in games Applies a range of tactics for attack and defence	Demonstrates accuracy and success in throwing and catching in games Applies a range of tactics for attack and defence
	Discusses and demonstrates how to resolve unfairness within a game with respect. Recognises their own strengths and weaknesses in games and suggests ideas that will improve their performance.					
<b>Objectives and Skills</b>	Developing passing skills so the ball is received on the correct side of the body. Plays competitive games to defend and attack, modified where appropriate. Communicates respectfully with	Choose and use skills which meet the specific needs of the kicking – passing by kicking and striking, receiving, dribbling and shooting. Understand and show how a team can retain possession and find ways of progressing	Strikes a bowled ball with accuracy away from the fielders. Understands and uses tactics of the game when in batter, bowler and fielder positions. Selects appropriate action for the situation. Uses the	Strikes a ball with control and accuracy at a target or over an obstacle. Understand, plan and combine skills to play net games co-operatively with a partner and then try to make it difficult to return the shots.	Know and understand the correct striking stance and direct the ball away from fielders using different angles and speed. (French Cricket) Bowl in competitive situations and understand strategies that can be deployed	Understands the difference between attacking skills and defending skills. Selects appropriate types of dodging to move away from marker. Shoots accurately to score in a hoop.

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	<p>others during game playing. Discusses and recalls the rules of playing the game.</p>	<p>towards an opponent's goal. Know how to mark an opponent effectively. Find and use space to help their team and use tactics to keep the ball – change speed and direction. Use attacking and defending skills appropriately and be an effective team player.</p>	<p>rules of the game consistently.</p>	<p>Understand and use rules. Beginning to count scores using the correct vocabulary and terminology.</p>	<p>between the bowler, wicket keeper. Bowl using an overarm throw. Return the ball with an overarm throw. Play confidently and effectively in a range of small sided striking/fielding games and work as a team e.g. fielders develop strategies to outwit the batters.</p>	
	<p>Understands the short and long term effects of exercising. Can explain the importance of healthy lifestyles and exercise. Discuss when they know their lifestyle choices have had an impact on their learning, sporting behaviour, mood with friends.</p>					
<b>Assessment</b>	<p>Can I pass the ball just in front of the player to develop the attack of my team? Observe both during skills practise and in game playing.</p>	<p>Can I understand and show how a team can retain possession and find ways to progress towards the goal? Observe children dribbling and passing</p>	<p>Can I strike a bowled ball with accuracy away from the fielders?  Observe choosing the position they want the</p>	<p>Can I combine striking skills to play net games with a partner and try to make it difficult for them to return shots? Children play mini net games showing control</p>	<p>Do I know the correct striking stance and how to direct the ball away from fielders using different angles and speed? During skills work and games – batters aim</p>	<p>Can I defend/mark a player to maintain control of the ball for my team? Observe during game playing – understanding of why to mark a player.</p>

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		to team members towards the goal.	ball to travel and place to land in game playing	of where they want to position the ball.	ball away from fielders into a space to enable runs.	
<b>WTS</b>	Beginning to understand that when passing the ball consideration is needed of where the next player wants to move to	Uses improved dribbling and passing to move the ball towards the goal	Strikes the ball with improving control	Hits the ball back to partner with improving consideration of making it challenging for the opponent	Developing an improved stance to hold the bat and strike the ball with improving accuracy	Understands the need to stand with opponent when playing defence
<b>EXS</b>	Uses a pass to position the ball where the player wants to receive the ball to move the attack of the game forward	Understands how to retain possession of the ball during game playing, passes are becoming more accurate and spaces are found	Uses bat control to aim for the strike to be away from fielders	Using striking skills to hit the ball with consideration of where it will land making it a challenge for the opponent	Uses the bat with a variety of angles and speed to aim the ball away from fielders	Stand in front of opponents with arms ready to receive the ball if passed
<b>GDS</b>	Uses precise passing to position the ball for the attacking player and follows on to receive the ball again	Works well leading a team, passes accurately and retains possession towards the goal using the spaces found	Uses bat control with power and precision to aim the strike away from fielders	Hits the ball using powerful techniques and control over the net to try to land the ball out of the opponent's reach	Positions both body and bat to strike the ball using angles and speed into a spotted gap away from fielders	Uses a sideways glance to watch the ball and opponent when playing in defence