

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: PE Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2	
Topic	Athletics	Basketball	Tag Rugby	Tennis	Gymnastics Flight	OAA	Cricket	Dance
Overview	Exploring and refining ways of running, jumping and throwing whilst developing children’s technique and awareness of safety.	Children learn dribbling, catching and throwing techniques. They learn how to defend the ball, how to tackle, effective shooting techniques and how to incorporate these skills into small game scenarios.	In this unit children will learn throwing and passing techniques with a rugby ball. They will learn how to tag and how to respond when you are tagged. Children will join in small games, playing by the rules.	In this unit children practise forehand, backhand, volleys, smashes and serves. They begin to use these shots in small games learning some of the rules of the game.	Flight - Children learn how to jump in different ways and begin to perform shapes in flight which are varied and sometimes aesthetically pleasing.	This unit involves using non-verbal and verbal communication and team work to develop thinking skills, finding creative solutions to a variety of team challenges.	This unit focuses on honing the skills that have been practised in previous units; throwing, catching, batting and fielding. It looks at improving children’s tactical awareness.	In this unit, children will collaborate to produce a piece of work to celebrate their time at Cheadle Primary School. This whole class dance will be performed at the end of year show.
Skills	Develop my ability to change pace and run at different tempos. Improve my ability to sustain my pace over longer distances. Throw with greater force; over longer distances and with greater control, accuracy and efficiency. Most children will perform the correct techniques for triple jump, high jump and standing vertical jump. Understand how to measure my performance accurately in all jumps. Most children will combine running with hurdling, some will be able to sprint between hurdles. Begin to transfer a relay baton consistently and efficiently as part of a team.	Dribble and control a basketball using both hands and protect the ball under pressure. Pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass. Use different skills such as varying speed and direction to get past defenders. Mark a player or an area of the court to limit opportunities for the opposition. Use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball.	Pass a rugby ball backwards consistently. Pop pass and pocket pass. Send and receive a ball on the run and under pressure. Pass well to my left and right. Tag someone safely and understand what to do when tagged. Place the ball on the ground with two hands to score a try. Develop game understanding and compete in a game of Tag Rugby.	Get into the ‘ready position.’ Practise the correct tennis grip and get into sideways positions to strike the ball. Hit a forehand shot with some consistency. Try to control where I hit the ball. Get into a good position to attempt backhand shots. Learn a range of strokes, for example; a simple serve, how to smash the ball and volley on my forehand and backhand. Play small games using a range of ground strokes, sometimes competitively, attempting to use some tactics against an opponent.	Learn a range of interesting jumps and try to perform these gracefully. Learn how to take off from one foot and two feet. Begin to create shapes whilst in flight. Some children will gain elevation from a powerful run and dynamic take off. Mount and dismount the apparatus safely, practise landing with soft knees and in a strong symmetrical position. Share space and apparatus safely with others. Explore different levels in my sequences to include flight and travelling close to the ground.	Sometimes use non-verbal communication to solve problems. Work with a partner to navigate across and through obstacles whilst blindfolded, trying to give clear instructions and staying focused. Develop thinking skills to find creative solutions to challenges. Work together in a small group to solve problems. Practise navigating my way around using a map. Identify the location of a number of controls which relate to specific letters of the alphabet with increasing independence.	Practise catching skills under pressure, aiming to catch consistently well. Throw overarm with increasing accuracy. Practise picking up and returning a ball with one hand quickly and consistently well. Show increasing tactical awareness as a fielder. Bowl with increasing accuracy and length, some children will do this with a short run up and straight arm. Sometimes bowl running in close to the wickets. Link my skills and perform in a competitive game.	Develop a motif demonstrating increasing agility, balance, coordination and precision. Explore creative ways to change static actions into travelling movements. Show a range of different levels and pathways when I travel. Communicate my ideas, usually effectively, with a partner and with a group. Build on these skills to communicate effectively within a whole class. Evaluate and improve our ideas, often independently, and develop our dance accordingly.
Knowledge	How to control my running over middle distance. How running a bend differs from running a straight. To get sideways on when throwing. Throw using the pull technique, sometimes after a run up. How to throw safely as part of a group. To use my non-throwing arm to help me throw. How to throw a shot using, ‘clean palm, dirty neck’ technique. Develop ability to generate power from the thighs. The technique, ‘same, different, both’ for triple jump. How to position myself to receive a baton confidently and consistently.	Know how to use my body to protect the ball. Know how to create space to receive a pass. Know how to defend against an attacking player. Know the difference between man v man defence and zone defence and understand the benefits of both styles. Know how to work as a team to create shooting opportunities. Know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game.	How to grip a ball and the importance of carrying it in two hands. Know when to pop pass and when to pocket pass. What position I need to get into when passing left and how it changes when I pass to my right. To close the space when defending and be wary of the dummy pass. What constitutes a try and what doesn’t. What offside is in tag rugby. Understand that each team has a limited number of tackles before possession of the ball changes to the other team. Begin to understand the rules of the game.	What the ‘ready position’ is. What the baseline is. How we hit a backhand differently from a forehand. To have a big backswing from a sideways on position. Strike balls away from my opponent. Change my grip slightly to hit backhand shots. Develop my understanding of some of the rules of tennis and how to score. Develop an awareness of my own and my opponent’s strengths and weaknesses.	How to use apparatus as part of my jumping. Develop an understanding of how to take off one foot and then spring from two into flight. How to mount and dismount the apparatus safely. How to perform a variety of shapes in the air. Develop and understand how to make my jumps aesthetically pleasing. Learn different ways of linking movements and jumps.	Understand the importance of having a plan before I undertake a challenge. Developing awareness of how to keep a partner safe, including thinking about where to position myself to give clear instructions and keep my partner safe. That I need to contribute to a plan even if it is only through good listening. Most children will know how to use a simple map to navigate around. Understand the importance of communication and negotiation when working as part of a team. What some ordnance survey symbols mean. Practise motivating other members of my team.	Often slide my bat over the crease when running. Understand what a position of anticipation looks like when fielding. Bowl from the crease line and that my foot can land on the line itself. Most children will know how to grip the bat correctly and take up a suitable stance. Understand that I can leave my crease to hit balls and why I might leave my crease. Understand when I might use a one handed pick up technique. Some children will understand and apply how to bowl leg spin; what overthrows are and why it is important for outfielders to walk in with the bowler as he/she runs up.	Contribute key words and themes related to their time at Cheadle Primary School. Develop words/ideas into actions and combine together. Translate theme related actions into travelling movements. Translate images into actions to communicate meaning, with support where needed. Understand when to use canon, formation changes, direction and level to improve our ideas. Further develop the ability to listen to other people’s ideas and vocalise my own thoughts. Recognise good timing, execution and performance skills in our own and others work.