

Willaston Primary Academy

Physical Education Progression of Skills, Competencies and Knowledge

	Year 6	
Fundamental Movement Skills	Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2, should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities.	
Mastering Running	<ul style="list-style-type: none"> • Look where you are running/Scan for spaces if required • Use your arms to help you balance, and drive you forwards. • Keep your hands and shoulders relaxed • Check your posture, keep your back straight. • Arms move up and down, not across your body. • Run on balls of your feet <p>When sprinting</p> <ul style="list-style-type: none"> • Small quick steps to build speed • Drive your knees high • Elongate the stride to maintain speed <p>Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.</p>	Mastering Jumping
		<p>Jumping should be broken down into three successive phases:</p> <ul style="list-style-type: none"> • Take off • Flight • Landing <p>There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are:</p> <ul style="list-style-type: none"> • Two-foot takeoff to a one-foot landing • Two foot takeoff to a two foot landing • One-foot takeoff to a landing on the same foot (hop) • One-foot takeoff to a landing on the other foot (leap) • One-foot takeoff to a two-foot landing <p>The cues for development of skill in jumping and landing (two foot takeoff to a two foot landing):</p> <ul style="list-style-type: none"> • Bend knees • Swing arms forward • Land both feet at the same time • Balance landing

Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However there are lots of other opportunities that should not be missed, e.g. Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.

Mastering Throwing

Basic Key Points for Throwing

1. Stand straight upright, ball in your throwing hand, facing your target.
2. If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).
3. If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).
4. Make sure your feet are shoulder-width apart.
5. Lift your non-throwing arm to "point" at your target and shift your weight to your back foot.
6. Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand).
7. You are ready to throw.
8. In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics and Dodgeball.

Mastering Catching

Basic Key Points for Catching

1. Get into a position to catch, by tracking the ball.
2. Hands should be in the ready position at all times (out in front with fingers pointing at the ball).
3. Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together)
4. Soft Hands
5. Close your grip on the ball on contact (hands should be the same shape as the balls)
6. Secure the ball (make sure it is safe once you have caught it)

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.

<p>Developing Agility (Tracked during Amaven Assessments – 5:10:5 Agility Challenge)</p> <p>Agility is the bodies ability to change direction, at speed, whilst maintaining balance.</p> <p>Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.</p>	<p>Developing Balance (Tracked during Amaven Assessments – Broad Jump)</p> <p>Agility is the bodies ability to stay upright or stay in control of body movement</p> <p>Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>However developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.</p>	<p>Developing Coordination</p> <p>Coordination is the ability to move two or more body parts under control, smoothly and efficiently.</p> <p>Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Coordination can be developed by focussing on developing fundamental skills in isolation and in combination.</p> <p>Further ideas involve the use of cross lateral movements.</p>
<p>Develop Strength (Tracked during Amaven Assessments – Hopping Challenge)</p> <p>Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Gymnastics will support children in holding their body and body weight.</p> <p>Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.</p>	<p>Develop Flexibility (Tracked during Amaven Assessments – Sit and Reach Challenge)</p> <p>Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's</p> <p>Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.</p>	<p>Develop Control</p> <p>Create fluent movement patterns using precision and control through Dance</p>

<p>Play in competitive team sports that include attacking and defending principles where children can develop simple and tactics and strategies to help them succeed</p>	<p>All children in Year 6 should be taught to;</p> <ul style="list-style-type: none"> • Move with the ball using the correct technique in on or more invasion games with increasing speed and control including changing direction. • Pass and receive the ball using the correct technique in on or more invasion games with increasing speed and control and accuracy • Begin linking together different skills in a game with some fluency and success. • Begin demonstrating awareness of speed in a game • Create rules to play a new game successfully • Demonstrate knowledge of attacking and defending principles, different skills and techniques and use them with some success. <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Move with the ball using the correct technique in at least two invasion games with increasing speed and control including changing direction. • Pass and receive the ball using the correct technique in at least two invasion games with increasing speed and control and accuracy • Link together different skills in a game with some fluency and success. • Use space well to pass and receive a ball • Create a new game following criteria and explain it to others • Begin to choose and apply appropriate skills and techniques when attacking and defending <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Show confidence when moving with the ball using the correct technique in at least two invasion games with increasing speed and control including changing direction. • Choose the best pass to make in a game situation and execute it with accuracy and precision • Link together different skills in a game consistently and effectively, such as passing the ball on the move. • Use space effectively and intentionally to help keep possession of the ball. • Take the leading role in creating a complex invasion games and support others to do so. • Select and apply knowledge of skills and techniques for attacking and defending in a range of invasion games. • Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements.
<p>Dance with a range of movement patterns</p>	<p>All children in Year 6 should be taught to;</p> <ul style="list-style-type: none"> • Copy and perform a simple dance phrase • Change their movements according to different stimuli • Combine and link a small number if movement phrases and patterns <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Demonstrate a range of dance techniques, such as isolation, tempo & repetition

	<ul style="list-style-type: none"> • Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group • Create movements in response to different sounds • Respond and react accordingly to their partners/group members dance movements • Clearly create movements to represent an idea • Use movement to create a narrative <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Incorporate a range of dance techniques to create a topic themed phrase. • Listen to, and respond accordingly, to advice from others as to how to improve their performance. • Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.
<p>Take part in Outdoor and Adventurous Activity</p>	<p>All children in Year 6 should be taught to;</p> <ul style="list-style-type: none"> • Show increasing control when performing more advanced survival skills • Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings • Plan and undertake a journey in the outdoors • Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Plan and respond to more complex challenges in different environments and in unfamiliar circumstances • Work with others to identify potential hazards and devise strategies to ensure that safe working practices and followed <p>Some children will be able to;</p> <ul style="list-style-type: none"> • View and appraise their own and others performances with confidence using range of appropriate language
<p>Swim using a range of strokes at least 25m</p>	<p>By The End of Key Stage 2</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.

<p>Evaluate your own performance in PE and give suggestions for improvements and highlight strengths</p>	<ul style="list-style-type: none"> • Know what they and their team needs to do to keep possession and contribute to this occasionally (Through Team Games) • Begin to see strength and areas to improve
<p>Allow all children the opportunity to take part in the leadership of sport and PE in school,</p>	<ul style="list-style-type: none"> • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc)
<p>Other</p>	<ul style="list-style-type: none"> • Help lead and take part in warm ups and cool downs