

Year 6 P.E.
Knowledge
Organisers.

Year 6 P.E timetable for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics Unit 1	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Football	OAA
Outdoor	Tag Rugby	Hockey	Netball	Tennis	Cricket	Athletics

How to use the Knowledge Organisers effectively?

- **Staff** to use the Knowledge Organiser at the start of each unit discuss what the children's prior knowledge should be and what vocabulary they might come across.
- Throughout the sessions in that unit, **staff** and **parents** to use key questions provided on the Knowledge Organisers to assess the child's understanding within that unit that is taught.
- **Children** will be able to share what they remember from previous units in Year 1 to progressively build on their knowledge and understanding
- **Children** will be able to comment on the vocabulary they discuss from the Knowledge Organisers at the start of the unit as well as throughout the sessions that are delivered.
- **Parents** will be able to use the unit focus and vocabulary used to discuss with their child to help assess at home what they achieved within the sessions.

Autumn Term 1 – Gymnastics (Unit 1:Indoor)

Knowledge Organiser: Year 6 Gymnastics Unit 1



Prior Learning:

Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

Unit Focus:

Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus

Equipment needed: Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, table tops, box tops.

Key Questions:

1. How did the warm-up help your performance?
2. Why do unison and cannon work well together in a sequence?
3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence?

Key Vocabulary/Skills

Preparing for vaulting.	Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.
Dismounting.	
Including equipment.	
Flight using unison and cannon.	
Introduction of music (ready for unit 2).	

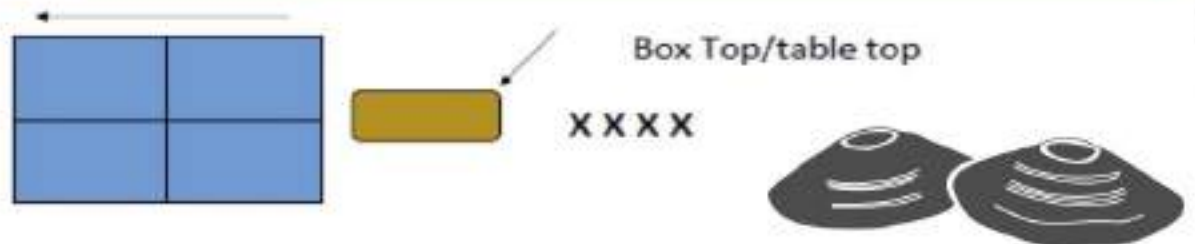
Concepts:

The vault is an artistic gymnastics apparatus which gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.

Head: Identify strengths and weakness about a performance.

Hand: Experience flight on and off of apparatus.

Heart: Lead group warm up demonstrating the importance of strength and flexibility.



Autumn Term 1 – Tag rugby (Outdoor)

Knowledge Organiser: Year 6 Tag Rugby



Prior Learning:

Combined basic tag rugby skills such as catching and quickly passing in one movement. Selected and implemented appropriate skills in a game situation. Begun to play effectively when attacking and defending. Increased the power of passes so the ball can be moved quickly over greater distance.

Unit Focus:

Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.

Head: Use STEP principle to plan a warm-up.

Hand: Implement set plays in attack.

Heart: Support someone else and take lead in a warm-up recognising the importance.

Equipment needed: Rugby balls, tags, bibs and cones.



Running with the ball

Key Vocabulary/Skills

Support player with the ball.

Set play for attacking.

Take the distance not the time.

Spaces not faces principle.

Transition from attack to defence.

Transition, principle, STEP, agility, turnover, support, observe, analyse.

Key Questions:

1. How should we tell other players the areas they need to improve on?
2. Why is it important to organise your team quickly into defensive positions?
3. Being able to change speed and direction quickly helps our defending, Why?

Rules:

- When tagged, ball carrier must either stop and pass the ball within three seconds or keep moving and pass within the three steps.
- If the ball leaves the field of play, the opposition will restart with a free pass from where the ball left the field.



Autumn Term 2 – Dance (Unit 1:Indoor)

Knowledge Organiser: Year 6 Dance Unit 1



Prior Learning:

Used professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.

Unit Focus:

Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language & terminology.

Equipment needed: Laptop/projector to show video clips/play music, CD player, cones.

Key Questions:

1. Do you think you captured the street dance style?
2. If you were going to perform as a small group rather than a pair what compositional ideas could you use to extend your phrase? (formations, canon, lifts etc.)

Key Vocabulary/Skills

Use tension and extension to control body.

Explore space and relationships in dance.

Identify appropriate dynamics and group formations for a Hakka.

Perform some basic street dance skills.

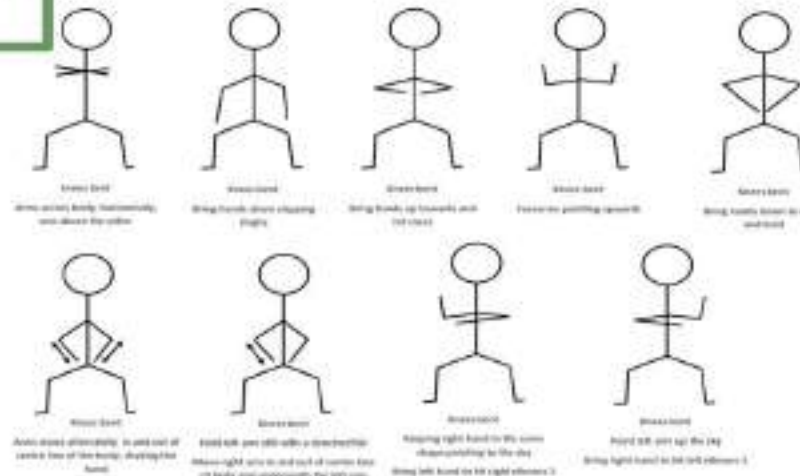
Compose a street dance performance.

Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression.

Head: Interpret different stimuli with imagination and flair.

Hand: Use recognised dance actions and adapt to create motifs and movement patterns.

Heart: Take the lead suggesting ideas and refining actions of others.



Concepts:
Dance Genres
 Ballet.
 Modern.
 Hip-Hop.
 Ballroom.
 Folk dance.
 Performance Art.



Autumn Term 2 – Hockey (Outdoor)

Knowledge Organiser: Year 6 Hockey



Prior Learning:

Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.

Unit Focus:

Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.

Equipment needed: Sticks, a range of balls (hard, foam or quick sticks balls), cones, goals, bibs, stopwatch.

Key Questions:

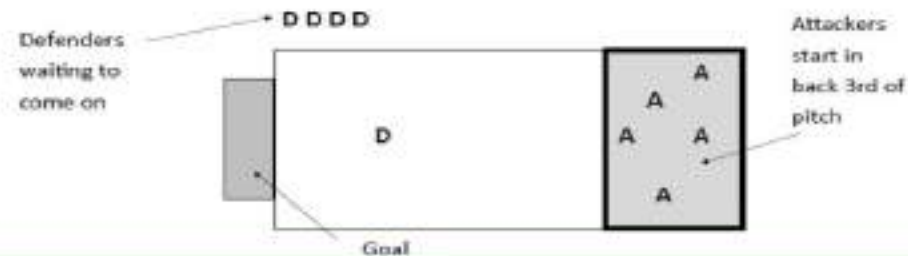
1. What set plays did you use in a game and were they successful?
2. When would you use Indian Dribble in a game situation?
3. What strategies did your team use to defend?

Key Vocabulary/Skills

Shooting from close range.	Power, distance, perform, consistent, fair play, tackle, covering, supporting.
Long corners.	
Goal side marking.	
Channel opposition players.	
Apply the self pass rule.	



Reverse stick



Head: Explain a self pass and how it is different in hockey to other invasion games.

Heart: Cooperate as a team to implement attacking and defending strategies.

Hand: Use and apply boundary rules such as corners, self pass and sideline.

Rules:

- Implement long corner for any ball unintentionally hit off the back line by the defence.
- If the attacking team hits the ball off the back line take a hit out.



Spring Term 1 – Gymnastics (Unit 2:Indoor)

Knowledge Organiser: Year 6 Gymnastics Unit 2



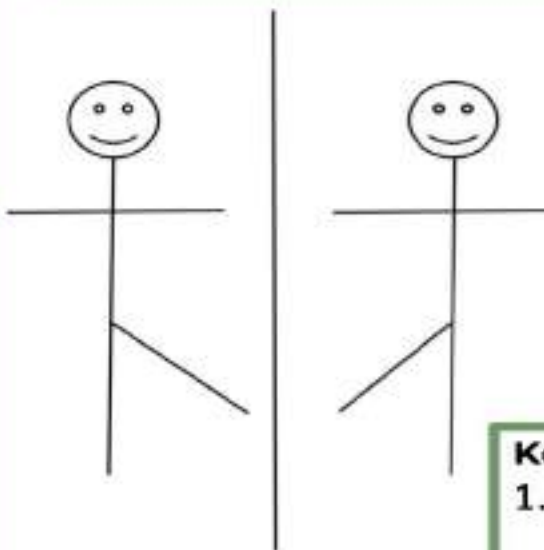
Prior Learning:

Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

Unit Focus:

Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.

Equipment needed: Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops, box tops, stopwatch, music player.



Key Vocabulary/Skills

Choose appropriate elements.	Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.
Perform to music.	
Devise sequence using a criteria.	
Group patterns.	
Timing.	

Key Questions:

1. Why is it a challenge to adapt your sequence to fit in with a timescale?
2. Which were your favourite elements to perform?
3. What is stimuli?
4. Can you suggest any different compositional ideas that may be used?

Concepts:

Stimulus is something that causes a reaction, especially interest, excitement or energy added into a gymnastics sequence such as music or objects including ribbons and balls.



Head: Compose a sequence which will achieve the highest score against criteria.

Hand: Perform increasingly complex sequences.

Heart: Work independently and in small groups to make up sequences to perform to an audience.

Spring Term 1 – Netball (Outdoor)

Knowledge Organiser: Year 6 Netball



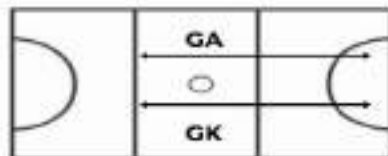
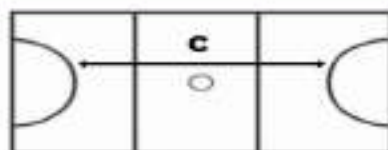
Prior Learning:

Used specific netball skills in games. Played efficiently in different positions on the pitch both attack and defence. Increased power and strength of passes, moving the ball over longer distances.

Unit Focus:

Work as a team to improve group tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills.

Equipment needed: Netballs, cones, bibs, stopwatch, Goals—Junior posts if possible, hoops.



Key Vocabulary/Skills

Double bounce.	Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside.
Marking the pass or shot.	
Organisation around the D.	
Attempt rebounds as attacker and defender.	
Knocking the ball away.	

Key Questions:

1. Why are rebounds so important as the attacker and as the defender?
2. Why are some passes more appropriate for different distances?
3. Why would you attempt to knock the ball away?

Rules:

- Players cannot throw the ball from a prone/lying or sitting position.
- The ball cannot be thrown over one complete third without it being touched or caught by a player in that third.

Head: Make quicker decisions in games (on and off the ball).

Hand: Anticipate and attempt to get rebounds as attacker and defender.

Heart: Explain how you helped your team in attack and defense.



Knowledge Organiser: Year 6 Dance Unit 2



Prior Learning:

Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language & terminology.

Unit Focus:

Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.

Equipment needed: Videos of modelled movements, posters, music.

Group Devices

Canon
When each person starts the dance slightly after the person before.
Can you think of some examples?



Contrast
Two people or groups do opposite types of movement to each other.
- High / Low
- Fast / Slow
- Using arms / Using legs
Can you think of any more?



Variation
Two people or groups do the same movement but in a slightly different way.
- Jolly / Smooth
- Sharp / Silky
- Pulsey / Graceful
Can you think of any more?



Key Vocabulary/Skills

Create a phrase of gestures which communicate the theme.

Describe the meaning of several types of devices.

Formations for tension & relationships.

Create and perform a live aural setting.

Explore the use of dynamics to communicate an attack.

Narrative, tension & relationships, aural setting, accompany, contact, quality, confidence.

Head: Identify in others and self where good performance qualities are achieved.

Hand: Practise and refine coordination skills through activities such as live aural setting.

Heart: Use facial expression to communicate emotion and a further narrative.

Key Questions:

1. How do the movements you learned show an attack?
2. How did you create sounds here? How does the movement match the sound?
3. How did the aural setting impact the performances you watched of others?

Concepts:

Aural setting = aural choices the choreographer decides upon in the creation of a work, i.e. music, the spoken word, sound effects, natural sound, found sound, the audible aspects of dancing, silence.



Spring Term 2 – Tennis (Outdoor)

Knowledge Organiser: Year 6 Tennis

Prior Learning:

Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.

Unit Focus:

Develop backhand shots
Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.

Equipment needed: Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.



Key Vocabulary/Skills

Defend points against opposition using teamwork.

Describe why and when to use a backhand shot.

Demonstrate a lob shot in isolated situations.

Score a tennis game using full tennis rules.

Work as a pair to develop tactics against other pairs.

Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Head: Make appropriate choices in games about the best shot to use.

Hand: Begin to use full scoring systems.

Heart: Use speaking and listening skills to umpire and play with peers without dispute.

Key Questions:

1. What tactics did you try to implement as a pair?
2. Can you explain the deuce scoring in tennis?
3. How can the lob shot help you to score points in a game?

Rules:

- Play using full tennis scoring system (Love, 15, 30, 40, Game)
- When underarm serving (where ability allows) the ball must not be bounced before being hit.
- Players should serve diagonally, underarm or overarm.



Summer Term 1 - Football (Indoor)

Knowledge Organiser: Year 6 Football



Prior Learning:

Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when performing movements at speed.

Unit Focus:

Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.

Equipment needed: Footballs, cones, goals, bibs, stopwatch.

Key Questions:

1. Compare week 6's performance to week 1, can you think of a way you have improved individually and as a team?
2. What is the role of the covering defender?
3. Which part of your foot is best to kick with for accuracy?

Key Vocabulary/Skills

Set up someone to shoot.

Deny space.

Attacking set play.

Attack in pairs.

Covering defender.

Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.



Step over



Head: Choose and implement a range of strategies to attack and defend.

Hand: Apply correct body positioning when closing down a player to defend.

Heart: Work as a pair to improve defense.

Rules:

- Penalty awarded for a professional foul when defending.
- Free pass if a foul is committed outside of the penalty area.



Summer Term 1 – Cricket (Outdoor)

Knowledge Organiser: Year 6 Cricket

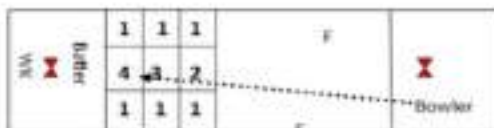


Prior Learning:

Linked a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.

Unit Focus: Apply with cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

Equipment needed: A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.



Key Vocabulary/Skills

Demonstrate urgency in acquiring runs.	Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off drive, slip, short leg, cover, innings, retires.
Tracking & catching a high ball.	
Using the short ball to tempt players to hit high.	
Work as pairs to field long balls.	
Attempt an on drive.	

Key Questions:

1. Which shot allowed you to score more runs?
2. What are the reasons for working in pairs to retrieve the long ball?
3. What is the benefit of bowling the short ball?

Rules:

- 50% of the team bat in the first innings and the remaining 50% in the second innings.
- A batter retires at 15, but the last scoring hit counts (i.e. if on 14 and score 6 on next hit the batter retires on 20).
- Batters change ends at the end of each over.



Head: Apply with consistency standard rules of (modified) games.

Hand: Attempt to track and catch high balls in isolation and game play.

Heart: Work collaboratively in teams to compete against themselves and others.

Summer Term 2 – OAA (Indoor)

Knowledge Organiser: Year 6 OAA

Prior Learning:

Explored ways of communicating in a range of challenging activities. Navigated and solved problems from memory. Developed and use trust to complete the task and performed under pressure.

Unit Focus:

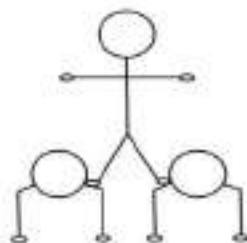
Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.

Head: Use knowledge of games in PE to suggest adaptations and variations to activities.

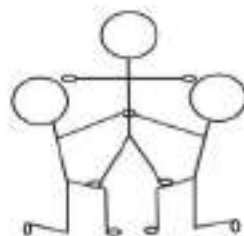
Hand: Refine and adapt ideas in group task.

Heart: Takes responsibility for a role in a task.

Equipment needed: Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, compass, egg, cups, straws, paperclips, tape, scissors.



Balance 1



Balance 2

Key Vocabulary/Skills

Follow and orient a map.

Identify objects in scavenger hunt.

Pyramid balances.

Tie a reef knot.

Game design.

Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.

Key Questions:

1. Did their designs change or evolve?
2. What are the key uses for a reef knot?
3. What are the traits or characteristics of good leadership and teamwork?

Concepts:

A reef knot is a binding knot and is used to hold things together such as parcels or for tying a triangular bandage. It is a knot used with a single piece of rope and is not used to tie two different ropes together.



Summer Term 2 – Athletics (Outdoor)

Knowledge Organiser: Year 6 Athletics

Prior Learning: Sustain pace over short and longer distances. Ran as part of a relay team. Performed range of jumps and throws.

Unit Focus: Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, hurdles.



Key Vocabulary/Skills

Power in the sprint start.

Run up for long jump.

Recording data for throws.

Work collaboratively to judge others.

Shuttle relays.

Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, STEP.

Head: Accurately and confidently judge across a range of athletics activities.

Hand: Choose appropriate run up distance for athletic jumps.

Heart: Use appropriate language to deliver a taught activity to their peers.

Key Questions:

1. How can we improve data recording?
2. What is the STEP principle?
3. What are the differences in the types of throws?

Rules:

- Measuring jump from the take off board.
- Starting position for a race.
- Timing a race.

