Year 6 P.E. Knowledge Organisers.







	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	ΟΑΑ
Outdoor	Tag Rugby	Hockey	Netball	Tennis	Cricket	Athletics

- **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)



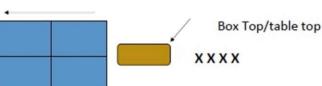
Year 6 - Gymnastics Unit 1 **Prior Learning** Unit Focus Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement. off high apparatus. **Key Questions** We are learning... 4. to incorporate equipment such as to use controlled flight onto high 1. hoops and balls into a group apparatus. sequence. 2. to dismount from high apparatus. to create a paired flight sequence 5. to develop a short sequence using flight in 3. using both canon and unison. or balls in a sequence? canon formation. 6. to create and perform a 6-element sequence to music. Equipment Vocabulary Concepts Mats, hoops, cones, wall bars, beanbags, Flight, consistent, vault, vaulting low apparatus, action cards, table tops, sequences, combinations, direction, box tops. dismount. **Assessment Overview** Head - Identify strengths and weaknesses of a performance.

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

- 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

The vault is a piece of artistic gymnastics apparatus that 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.

Hand - Experience flight on and off apparatus. Heart -Lead group warm up demonstrating the importance of strength and flexibility.



Knowledge Organiser

<u>Autumn Term 1</u> – Tag rugby (Outdoor)



Year 6 - Tag Rugby

Knowledge Organiser

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 distances.

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.

We are learning...

- 1. To create attacking continuity by supporting the player with the ball.
- 2. To use set plays in attack to create space for the ball carrier.
- 3. To develop the 3-step rule, compare and contrasting to the 3-second pass option.
- To attack the space as a ball carrier to create scoring opportunities.
- 5. To change from an attacking to a defensive formation when your team loses possession.
- To observe and anaylse our classmate's performance.

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?

Equipment

Rugby balls, tags, bibs and cones

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

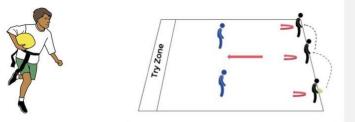
Vocabulary

Rules

- When tagged, the 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.

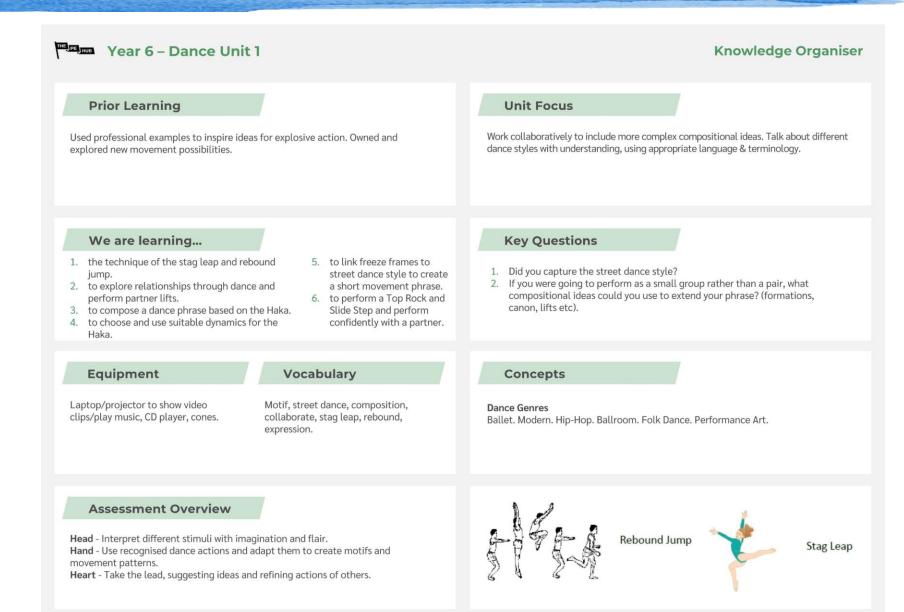
Assessment Overview

Head – Use STEP principle to plan a warm-up. Hand – Use speed and agility in gameplay. Heart – Suggest ways to improve set plays.



Autumn Term 2 – Dance (Unit 1:Indoor)





<u>Autumn Term 2</u> – Hockey (Outdoor)



Year 6 - Hockey **Knowledge Organiser Prior Learning** Unit Focus Developed passing, dribbling and shooting skills. Can confidently select and apply Choose and implement a range of strategies and tactics. Combine and perform more basic skills in a game situation. Learnt ways of marking and defending. complex skills at great speed. Recognise and describe good individual and team performances. **Key Questions** We are learning... 1. To shoot under pressure from close range. 4. To use a banana run to force an What set plays did you use in a game, and were they successful? oncoming attacker out wide. 2. When would you use Indian Dribble in a game situation? 2. To perform long corner routines as part of a team. 5. To use a hit-out to successfully 3. What strategies did your team use to defend? 3. To use goal-side marking to prevent an restart a game attacker from getting closer to the goal. 6. Indian dribble and to play competitively using new skills. Equipment Vocabulary **Rules** Sticks, a range of balls (hard, foam or Power, distance, perform, consistent, • Implement a long corner for any ball unintentionally hit off the back line by the quick sticks balls), cones, goals, bibs, fair play, tackle, covering, supporting. defence. stopwatch. • If the attacking team hit the ball of the back line, take a hit out. DDDD Attackers Defenders **Assessment Overview** start in waiting to A back 3rd of A come on **Head** – Choose and implement a range of strategies to attack and defend. pitch D A A Hand - Shoot from close range. Heart - Use and apply boundary rules such as corners, self pass and sideline. A

Goal

Spring Term 1 – Gymnastics (Unit 2:Indoor)



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.

Knowledge Organiser

Unit Focus

Key Questions

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.

1. Why is it a challenge to adapt your sequence to fit in with a timescale?

4. Can you suggest any different compositional ideas that may be used?

2. Which were your favourite elements to perform?

We are learning...

- 1. to perform a 10-element sequence using 4. to create and perform interesting both floor and apparatus.
- 2. to perform with equipment and respond 5. to select and apply the appropriate creatively to music.
- 3. to create judging criteria and assess performances against it.
- patterns as part of a group.
- walk and presentation to start a sequence.
- 6. to perform a 10-element sequence with a 1-minute time limit.

Equipment

Vocabulary

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

Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

Concepts

3. What is stimuli?

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.

Assessment Overview

Head - Compose a sequence that will achieve the highest score against the criteria. Hand - Perform increasingly complex sequences.

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



<u>Spring Term 1</u> – Netball (Outdoor)



Year 6 - Netball **Knowledge Organiser Prior Learning Unit Focus** Choose and implement a range of strategies to attack and defend. Perform a wider 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 range of more complex skills. Recognise and describe good performances. ball over longer distances. **Key Questions** We are learning... 1. Ways to improve coordination. 5. To stay active to intercept a pass. 1. Why are rebounds so important for the attacker and for the defender? 2. To mark the pass or the shot. 6. To stay onside in games depending 2. Why are some passes more appropriate for different distances? 3. Organisation in and around the semion the position being played. 3. What is intercepting? When can you intercept? circle. 4. To compete to win the rebounding ball. Equipment Vocabulary **Rules** Netballs (size 4), cones, bibs, stopwatch, Tactics, gameplay, blocking, free, Players must stay in the areas their position allows. metre, organisation, rebounds, prone, Goals—Junior posts, if possible, hoops. • The ball cannot be thrown over one complete third without being touched or thirds, area, offside, intercepting. caught by a player in that third. **Assessment Overview** Head - Umpire a game, explain decisions where necessary. Hand – Anticipate, track and control a rebounding ball from a shot. Heart - As a team, decide tactics to implement into the game.

Spring Term 2 – Dance (Unit 2:Indoor)



Year 6 - Dance Unit 2 **Knowledge Organiser Prior Learning Unit Focus** Worked collaboratively to include more complex compositional ideas. Talked about Demonstrating narrative through contact and relationships. Showing tension different dance styles with understanding, using appropriate language & through pattern and formation. terminology. **Key Questions** We are learning... 4. to use claps, stamps and slaps to 1. to portray the theme of gangs through our perform a live aural setting. 1. How do the movements you learned show an attack? movements and gestures. 2. How did you create sounds here? How does the movement match the sound? 5. to dance as opposing gangs 2. to use devices such as contrast and 3. How did the aural setting impact the performances you watched of others? attacking each other. variation in a group dance. 6. to show performance qualities in 3. to use formations to demonstrate tension our gang dance and evaluate our in relationships between performers. work. Equipment Vocabulary Concepts Videos of modelled movements, Narrative, tension & relationships, aural Aural setting = aural choices the choreographer decides upon in creating a work, i.e., music, the spoken word, sound effects, natural sound, found sound, posters, music. setting, accompany, contact, quality, confidence. the audible aspects of dancing, and silence. **Assessment Overview** Variation Contrast Two people or groups do the same movement but in a slightly Two people or groups do opposite types of movement to each different way. other Head - Identify in others and self where good performance qualities are achieved. High / Low Jolty / Smooth Hand - Practise and refine coordination skills through activities such as live aural Fast / Slow Sharp / Silky Using arms /Using legs setting. Pulsing / Graceful

Heart - Use facial expressions to communicate emotion and a further narrative.

Can you think of any more?

Can you think of any more?

<u>Spring Term 2</u> – Tennis (Outdoor)



Year 6 - Tennis

Knowledge Organiser

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.

We are learning...

- 1. To communicate clearly with a partner to 5. To play in different doubles score points in doubles play. 5. To play in different doubles
- 2. To attempt a two-handed backhand shot with control.
- To perform a lob shot to hit the ball over our opponent's head.
- To apply the correct rules and scoring system in games.
 To play in different doubles
- formations and work with our partner to improve. 6. To discuss and apply a range of
- tactics in doubles play to achieve success.

Key Questions

Unit Focus

- 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?

Equipment

Vocabulary

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

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

Rules

• Play rules where if the ball is hit out of the playing area, the point is awarded to the other player.

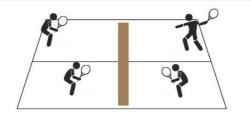
Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring

systems. Continue developing doubles play and tactics to improve.

 Balls need to be hit inside the boundaries of the court—if a ball lands in a boundary and the player misses, the point goes to the other team/player.

Assessment Overview

Head – Make good 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.



Summer Term 1 - Football (Indoor)



Year 6 - Football **Knowledge Organiser Prior Learning Unit Focus** Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when plan and lead simple drills for given skills. performing movements at speed. **Key Questions** We are learning... 1. To set up a shooting opportunity for a 5. To perform the role of cover teammate. defender to stop the opposition's improved individually and as a team? 2. To restrict an opponent's space by attack. 2. What is the role of the covering defender? defending with my partner. 6. To use close control to keep 3. Which part of your foot is best to kick with for accuracy? 3. To perform a penalty kick with power and possession of the ball under accuracy. pressure. 4. To attack and shoot as a pair. Equipment Vocabulary **Rules** Footballs, cones, goals, bibs, stopwatch. Fair play, tackle, covering, supporting, Penalty awarded for a professional foul when defending. strategy, set up, assist, deny, set play, Free pass if a foul is committed outside of the penalty area. covering, defender. **Assessment Overview** Ť Head - Devise a drill that develops a particular skill. Hand - Apply correct body position when closing down a player to defend. Heart - Collaborate with a partner to implement simple defensive techniques.

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,

1. Compare week 6's performance to week 1. Can you think of a way you have

Summer Term 1 – Cricket (Outdoor)



Year 6 - Cricket **Knowledge Organiser Prior Learning Unit Focus** Linked a range of skills and use in combination. Collaborated with a team to choose, Apply cricket rules in a variety of styles of games. Attempt a small range of use and adapt rules in games. Recognised how some aspects of fitness apply to recognised shots. Use a range of tactics for attacking and defending in the role of cricket, e.g., power, flexibility and cardiovascular endurance. bowler, batter and fielder. We are learning... **Key Questions** 1. to create pressure on a batter by using a 4. to work in a pair to restrict runs 1. What is an attacking field? scored when fielding. 2. What are the reasons for working in pairs to retrieve the long ball? ring field. 2. to track and catch a high ball consistently. 5. to play an on-drive. 3. What is the benefit of bowling the short ball? 3. to perform a short-pitched bowl to get a 6. to set an attacking field. batter to hit the ball in the air. Equipment Vocabulary Concept A range of balls, a range of bats and Urgency, acquire, high ball, tracking, • The cricket field is split into two imaginary halves, the on side and the off side. striking equipment, stumps, button short delivery, long balls, on drive, off These sides change depending on whether the batter is left or right-handed. cones, batting cones, hoops. side, on side, slip, short leg, silly point, innings, retires, attack On Side Off Side Off Side On Side **Assessment Overview** fid-Or Head - Apply with consistency standard rules of (modified) games. Hand – Attempt to track and catch high balls in isolation and gameplay. Heart - Work as a pair to field long balls. Fielding ring

Fielding ring

Left-handed batter

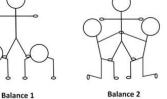
Right-handed batter

Summer Term 2 – OAA (Indoor)



Year 6 - OAA **Knowledge Organiser Prior Learning Unit Focus** Explored ways of communicating in a range of challenging activities. Navigated and Use information given by others to complete tasks and work collaboratively. solved problems from memory. Developed and used trust to complete the task and Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE performed under pressure. and physical activities to suggest design ideas & amendments to games. **Key Questions** We are learning... 1. To work with a partner to successfully 4. To work efficiently as part of a 1. Did their designs change or evolve? orient and follow a map. team to complete a range of tasks. 2. What are the key uses for a reef knot? 2. To identify objects for a scavenger hunt 5. To create a fun and challenging 3. What are the traits or characteristics of good leadership and teamwork? from a written description. game for others to complete. 3. To safely perform a pyramid balance in a 6. To listen to others to refine and adapt ideas to complete a complex small group. task. Equipment Vocabulary Concepts Variety of ropes, hoops, bean bags, a Maps, diagrams, scale, symbols, • A reef knot is a binding knot and is used to hold things together such as parcels, variety of sports equipment, teaching orienteering, compass, challenges, or for tying a triangular bandage. It is a knot used with a single piece of rope and resource cards, softballs, bibs/bands, design, instructions, extend, knot, is not used to tie two different ropes together. compass, egg, cups, straws, paperclips, orient. tape, and scissors. **Assessment Overview** Head - Use knowledge of games in PE to suggest adaptations and variations to activities. Hand - Refine and adapt ideas in group tasks.

Heart - Takes responsibility for a role in a task.



Summer Term 2 – Athletics (Outdoor)



Year 6 - Athletics **Knowledge Organiser Prior Learning Unit Focus** Sustained pace over short and longer distances. Ran as part of a relay team. Apply strength and flexibility to throwing, running and jumping. Accurately and Performed a range of jumps and throws. improvement. We are learning... **Key Questions** 1. sprint start technique to increase our 5. the scissor jump technique and 1. In which Olympic athletics event is the heave throw used? running speed. when it would be used in athletics. 2. How can you develop your fitness through parlauff running? 2. the three phrases of triple jump. 6. to record and relay results over a 3. the heave throw technique and what it is 3. What are the 3 phases of triple jump? range of track and field events. used for. 4. to assess our own ability to play our role in parlauff. Equipment Vocabulary Concepts A variety of balls, hoops, bean bags, Safety, rules, targets, record, set, take Running for time and running for distance. quoits, throw-down markers, hurdles, over, pass, strength, judge, trajectory, • Linking sport-specific movements to everyday tasks. stopwatches, measuring tape, metre sprint, shuttle, assess. rule, skipping ropes, foam discus, hurdles, flexibar. Assessment Overview Head - Accurately and confidently record multiple scores under pressure.

Hand - Combine different jumping skills to accurately replicate the triple jump technique.

Heart - Judge your strengths and weaknesses to fulfil your role in a running challenge.

confidently judge across a variety of activities. Work in collaboration to demonstrate