

Title: Hockey

Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to take part in competitive games with a strong understanding of tactics and composition. how to create their own games using knowledge and skills. how to make suggestions as to what resources can be used to differentiate a game. how to apply basic skills for attacking and defending. how to use running, jumping, throwing and catching in isolation and combination. what works well in a group to develop various games. how to show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking	Session 1 Drag Control Session 3 Footwork Intercept Session 6 Free hit Bully off	Session 1 Revision of dribbling and correct use of a hockey stick - Remind children about hockey stick from Y5– no lifting stick above knee height, can only use the flat side of the stick. Right hand half way down, left hand at the top of the stick. Use right hand to twist the stick Activity 1 All ch to have a hockey stick and ball each, ask ch to dribble around the area – whilst dribbling the ch need to think about the correct teaching points for how to dribble Progression Spread cones around the area – ch to now avoid cones ch – to increase speed when they get to a cone Activity 2 – Dribbling around cones - Ch in pairs get 5 cones and 1 ball - Ch to set out cones as followed x x x – ch to take it in turns in their pairs to dribble the ball between the cones – Teacher to pick ch who are dribbling around correctly (turning stick to use backwards to drag ball across) and get these ch to demonstrate – then allow ch to practice using this technique – encourage ch to dribble at speed Progression 1 - Allow ch to decide when they have found that easier to add more cones in the middle and then to start making the cones closer together Progression 2 - Partners to take it in turns being defender – 1. Defender must stay static 2. Defender can move left and right 3. For MA ch – defender can put partner under pressure Activity 3 – King/queen of the court - All ch but 2 have a ball – ch to dribble around in netball court – the aim is for the ch to keep their ball from being knocked out of the area by the ch without a ball – when ball is knocked out ch to stand out – Q What are the TP's for dribble? Allow ch to discuss in small groups when they think dribbling is used and why? Q – Why do we need Session 2 Passing a ball accurately and knowing when best to pass the ball - Recap TP's for how to dribble and what dribbling is used for - Remind ch that they must not lift there stick above knee height
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to vary skills, actions and ideas and link these in ways that suit the activity of the game. how to confidently use ball skills in various ways, and can link these together effectively. how to keep possession of balls during games situations. how to consistently uses skills with coordination, control and fluency. how to modify competitive games.		

	how to compare and comment on skills to support the creation of new games. how to apply knowledge of skills for attacking and defending.	Activity 1 – <i>Identifying how to pass</i> - Ch to count how many passes they do in a minute – Allow ch to discuss what they think is the correct technique – THEN teacher to question ch to discover correct technique and teacher to show ch how to stop ball correctly - Then allow ch to practice passing the ball between them increasing distance between as they get confident with passing Progression – Stopping the ball on the left - Teacher demonstrates how to stop the ball and drag it across the body when the ball comes to the left - Ch to practice stopping the ball on the left and drag ball across to right and pass ball back to partner Activity 2 – Accurate passing - Ch in pairs to place 2 cones between them creating a gate – ch aim is to pass the ball accurately to their partner so it goes through the gate Progression for MA - Ch to make gate smaller and change angle they are passing from Activity 3 – Passing under pressure - Two pairs join together and play piggy in the middle (3v1) – In order to score 2 passes must be made, if the piggy gets it they get a point, 1st to 5 points then swap piggy Game play – Through the gate - 2 pitches set up with 4 goals on each pitch, 1 just inside each corner - In order to score the ball must be dribbled through the cone – then after 3 minutes swap teams round – this time to score a goal the ball must be passed through the goal to another player on the other side Allow teams to discuss when they think it was best to dribble the ball and when it is best to pass the ball Ch to go back in to their pairs from the start of the lesson and have a minute to see how many passes they can do – Allow time for ch to discuss their results - Q – Why did you get the results you did? Q - What are the teaching points for pass? Q – What to we do in order to pass further? Q – When should we dribble? When should we pass?
		Session 3 Passing the ball and shooting whilst moving. Recap passing technique from last lesson Activity 1 – Passing on the move Q – Why would we need to be able to pass on the move? - Ch in pairs to dribble around the playground passing the ball between them Progression

- Place gates around the playground in which children now have to pass the ball through to get to their partner

Activity 2 - Shooting

- Teacher to explain how to shoot – same as passing technique but more power behind
- 1. 5 equal groups of ch – set up 5 goals around the playground – 1 group at each goal
 - Place a cone 2m out from goal – ch to take it in turns to practice shooting from that cone
- 2. Place 5 cones in semicircle 3m out from goal – ch to take it in turns to try shooting from different angles

Progression

- Place 2 cones inside of goal close to edge of goal – discuss with ch why they think I now want them to aim for the small gaps at corners?
- Allow children to take it in turns to practice dribbling from a starting cone then shooting aiming for the small gaps at edge of goals

Activity 3 – Passing and shooting

- Ch in pairs to dribble and pass the ball to get near goal to shoot the ball. When they get to a cone they must pass the ball to their partner and do this for 3 cones, then child with ball at last cone shoots in to the goal – Have 5 areas set up as below. x = cones o = goal

x x o
 x o

Progression

- For ch finding this easy add in a defender in – remove cones from middle and ch to now try and pass the ball around defender until they are able to shoot. Defender tries to intercept the ball

Game play

- 2 pitches with 2 goal's at either end and 4 teams
- Aim is for teams to score a goal in either goal – when a goal is scored a ball starts in centre with team who haven't scored
- Play 4 minute games then rotate teams round

Q – Why do you think its important that we can pass on the move?

Q – What is the correct shooting technique?

Q – Why do we aim for the corners of the goal?

Session 4

Tackling and defending in game situations

Recap all skills learnt in previous lesson

Activity 1 – Tackling

- Ch in pairs take it in turns to try to tackle partner who is trying to dribble round them – ch to count how many times they successfully tackle their partner THEN allow ch to discuss what they think is the tackling technique then teacher **questions** children to gain correct

technique

- Then ch to go back and try again and once again see how many times they tackle their partner

Activity 2 – Defending

1. Ch in groups of 3 – 1 defender and 2 children trying to pass the ball between them, swap defender every time they get the ball – Aim is for the ch to identify where is best to stand to defend the ball? – THEN allow children to go back and try defending again

2. In same groups – 1 person defender, 2 attackers – defender passes ball to 1 of the attackers and then closes them down - Attackers take it in turns to pass ball to defender (defender has 4 tries then swap roles) – **Q** - what are we trying to do when we chase the ball down?

Game Play

- 4 equal teams and 2 pitches set up and divided in to 2 halves with no goals

- The teams must stay in their own halves their aim is to try and make 5 passes to score a goal – whilst 4 people from the other team run in to their half to try and defend the ball – if defenders get ball they get a point and ball goes in to their half for them to now attack and 4 ch from other team come in to defend – make sure all ch get a turn at defending

Q – What is the correct tackling technique?

Q – When defending how do we stand?

Q – Why is closing the attacker down important?

Session 5

Evaluate and improve tactics in hockey

Recap all knowledge learnt in previous lesson

Activity 1 –Evaluate and improve

- Ask Ch to think about there own performance and decide on which area of their game they want to work on – then get ch to get in to groups of 4 with ch who want to improve the same skill

- Ch in their small groups to discuss and decide on a drill to develop chosen skill

- Ch then set up drill and take it in turns to carry out

- After 4 minutes ask ch to change their drill to another one

Activity 2 - Tactics

Q - What are tactics? Why are they important?

- Ch in groups of 5 – set up a square playing area – Teacher demonstrate size of area

- 3 ch are attackers and 2 are defenders – Allow attackers and defenders time to discuss the tactics they are going to use – then let ch play for 3 minutes

THEN – let groups discuss the tactics they have used and then rotate roles and discuss new set of tactics

Game play

- 2 pitches with a goal at either end and 4 teams

		- Allow teams time to discuss tactics they are going to use - Aim is for teams to score a goal – when a goal is scored a ball starts in centre with team who haven't scored - Play 4 minute games then rotate teams round – before playing 2nd game allow teams to re-assess tactics and discuss new tactics Q – Why did you choose the skill you chose to improve? Q – Why are tactics important? Q – What tactics did you use? Q – Who changed their tactics and why? Session 6 Playing games in hockey Recap all skills learnt in previous lesson - Have 3 small pitches set up – with goals at either end - Divide ch in to 5 teams of 6 (mixed ability/gender teams) – have 3 teams in bibs <u>Activity 1</u> - Allow all teams to go away and practice all skills learnt <u>Game Play</u> - Play 5 minute games and rotate the bib teams down to next pitch – <u>Intra competition</u>
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Medium Term Plan – Outdoor PE – Year 6 Autumn 2:

Title: Netball

Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to take part in competitive games with a strong understanding of tactics and composition. how to create their own games using knowledge and skills. what resources can be used to differentiate a game.	Session 2 Jump stop Stride stop Session 5 Referee Umpire	Session 1 Keeping possession of the ball during game situations Q) What is important when catching and throwing a ball? Chest pass Pairs to stand on sports 2-3 meters apart Pairs practise chest pass (after modelled by teacher) Ask children to demonstrate good chest passes. How many can they do in 30 seconds when confident? Bounce pass

	how to apply basic skills for attacking and defending. how to use running, jumping, throwing and catching in isolation and combination. what works well in a group to develop various games. that I need to show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking		Bounce pass demonstrated, should land after 1 bounce in children's stomach area. Ask children to demonstrated good bounce pass How many can they do in 30 seconds? Shoulder pass Children to stand on sport 3-5 meters apart Children to practise after teacher modelling Children to demonstrate good shoulder pass. Ball should land in the child's chest area. How many in 30 seconds can the children do when confident? Extension: Children to increase distance if competent over the shorter distance. Pass and move Children into teams of 5/6 Children to stand on spots in their group facing another group approx. 5 meters apart Child 1 passes to the other group and goes to the back of their group and the process continues. First group to go through everyone is the winner. (Teacher can decide if to focus each time on a different type of pass or let children choose. Finally, ask the children to step into their pass and then move as this will be what they need to do when playing Application Set up a court Split children into equal teams with bibs. One child to stand in the circle (this is a bit like zoneball which they have done last half term in REAL PE) Rules: No moving with the ball, players to stay 1 metre apart, 4 seconds to pass, When ball goes in the hooped area=point to the team. Main emphasis is on the passing and moving and not who wins. Change teams after several minutes.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to vary skills, actions and ideas and link these in ways that suit the activity of the game. how to keep possession of balls during games situations. and consistently uses skills with coordination, control and fluency. how to Modify competitive games. how to compare and comment on skills to support the creation of new games. skills for attacking and defending.		Session 2 Performing a stop and pivot when receiving a ball with control Warm up (Tails) In pairs, player 1 has a bib tucked into their shorts Player 2 chases player 1 until they catch the tag. Then rotate. Activity 1 Recap on stride stop Children to jog around the area. If teacher calls out stride stop, they children perform a stride stop. Repeat several times then add in a PIVOT Recap on jump stop and stopping and receiving from Y5 Model a jump stop. Children to jog around the area. If teacher calls out jump stop, they children perform a jump stop.

Repeat several times then add in a PIVOT

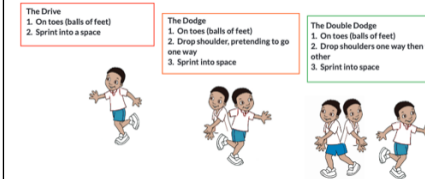
Activity 2

Dodging

A=Drive into their own space

B=Dodge into their own space

C= Double dodge into their own space



Activity 3

Dodging 2

Part 1

Why do we need to dodge when playing netball?

Children to stay on toes and be moving into space



Children to dodge around the children in the middle in a zig zag motion on their toes.

After several goes, children in the middle rotate with others.

Part 2

Children in the middle can move ½ meter when the other children are zig zagging. Children dodging to adjust.

Part 3

As above but children in the middle can move 1 metre.

Application

Line ball

Children to play in teams of 5. Line ball means you have to get the ball to the other side of the area (1/3 of a netball court.) Ball to be placed at the end of the other team's zone. Rules: 4 seconds with the ball, correct passing, no contact. Children to be on the move at all times.

Session 3

Using different tactics to attack and defend

Rules:

Players must be 1m away from the person with the ball.

No jumping up and down in front of a player

Warm up

In pairs, one player is to try to follow their partner around the coned area. When the teacher blows their whistle, is the chaser can touch their partner they get a point. If they can't, the other person gets a point.

Defending

- 1) Children to get into groups of three
- 2) One is the feeder, defender and attacker.
- 3) The feeder starts with the ball, says go and they must try to get the ball to the attacker
- 4) Attacker has to dodge away from the defender to receive the ball.
- 5) Defender has to try to intercept.
- 6) Children swap roles after several attempts
- 7) Add time limits to it. 4 seconds to pass the ball.

Application

Line ball

Children to play in teams of 5. Line ball means you have to get the ball to the other side of the area (1/3 of a netball court.) Ball to be placed at the end of the other team's zone. Rules: 4 seconds with the ball, correct passing, no contact. Children to be on the move at all times.

Session 4 Shooting

Warm up

Children to jog in the area.

Teacher calls:

Jump stop (children to find a space and do a jump stop)

Jump stop and pivot

Stride stop and pivot

Stride stop and pivot

Change direction

Dodge

Activity 1

Children to stand holding the ball in the correct position. Children to make a window with their hands above their head.

Children to stand in space and shoot, pushing the ball high into the air and pointing in the direction of flight

Bend, push and point

Station 1

Children face a partner. One person holds hands in the air ready to catch. Their partner uses the correct technique and shoot. They are to try and get the ball to land in their partners hands without them moving.

Station 2

Children to try to get it into the net. 1 point if they hit the rim and 2 if they get it in. Children can choose where to stand.

**Station 3**

Children to pair up. 1 person throws at the net and the other person tries to collect the rebound before their partner. If shooter scores or gets the rebound = 1 point. If rebounder collects = 1 point.

Session 5 adapting tactics in a game situation**Warm up**

Domes and dishes

Activity 1

How to start a game of netball.

! child starts in the middle.

Use throw down strips to make a line and have a Centre, Goal Attack, Goal shooter.

GA and GS start on the line towards the middle.

Centre calls play

Children run to the front of the line to receive the ball from the Centre ©

Add in Goal keeper and Goal defence to try to intercept the ball.

Activity 2

Children to play High 5 netball (See rules)

<https://www.bhjs.org.uk/wp-content/uploads/2014/02/High-Five-Netball.pdf>

Session 6

Intra class competition within the class and then winning team to play year 5 winning team.

Title: Dance

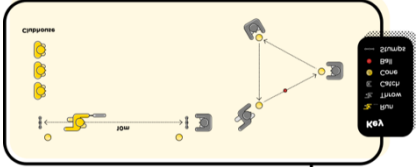
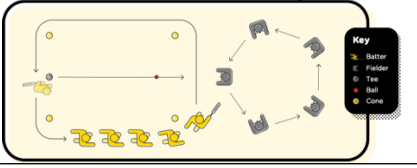
Length of unit – 6 sessions

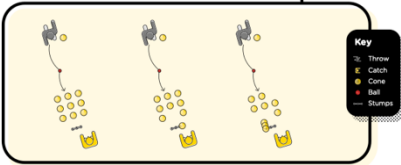
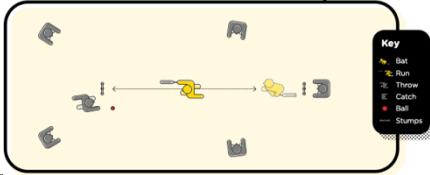
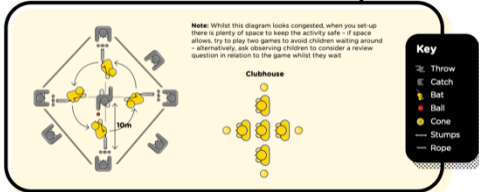
Pre-learning	Knowledge	Vocabulary	Learning Sequence (see REAL Dance platform)
	Declarative To know how to:		
Shapes * Create multiple standing and floor shapes - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways. * Travel between shapes including rotation -on the floor and in the air. -in different directions Circles * Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into: - turning. - jumping with good height, speed and various body shapes in the air. Partnering (Shapes) * Create standing and floor shapes: - at different levels. - without contact. - with 1 hand contact. * Jump with backward rotation when moving between shapes. Partnering (Circles) * Create exact and repeatable movement led by both single arm and leg circles and semi- circles leading into: - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps).	Shapes * Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. * Travel between shapes including rotation - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds. Circles * Create complex movement led by a combination of circles made with different body parts and in different planes leading into - stepping, body movements and turns. - jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards). Partnering (Shapes) * Create standing and floor shapes in close contact - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. * Travel with my partner - incorporating spirals, rotation on the floor, jumping and cross. - bodied finishing positions. Partnering (Circles) * Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring. Partnering (Lifts) * Create sequences of movement, turning and jumping - leading into and out of partner supports. - leaning towards and away from my partner.	Dynamics Tempo Musicality Rhythm Composition	Shapes solo Dance battles Shapes solo Making it happen Moving from a painting Gift cards
			Circles solo Dance battles Circles solo Get turning Using large props as inspiration Gift cards
			Artistry abstraction Dance battles Partnering shapes Make like silk Freeze frames Gift cards
			Shapes solo Dance battles Shapes solo Making it happen Moving from a painting Gift cards
			Artistry musicality Follow the leader Partnering lifts Feel the music Using the movements of various creatures Comfort, panic, stretch
			Partnering lifts Follow the leader Partnering circles Flying and leaning

* Create sequences of movement led by large horizontal and vertical single arm and leg circles and semi- circles - with turns led by arms, foot and knee. - in unison. - at different speeds/directions. Partnering (Lifts) * Create and support jumps palm to palm/palm to lower back - with 360° rotation in the air. - with 1 foot take-off and landing. - holding star shape in the air. - finishing by leaning against my partner. - in canon. Artistry (Abstraction) * Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes. Artistry (Musicality)* * Create combination of shapes, circle and silk moves - matching the energy of the music. - in time to the beat and the rhythm. - matching 1 instrument playing off the main beat. * Perform both in my and my partner's place. Artistry (Making) * Create a sequence of a minimum of 5 moves - with limbs in different planes and directions. * Perform both in my and my partner's place.	- in unison. - in canon. - independently from my partner. Artistry (Abstraction) * Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping. Artistry (Musicality) * Create a combination of shapes, circle and silk moves - both matching and in contrast to the melody or the main song line. - responding to musical phrases. Artistry (Making) * Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs. - in unison followed by moves in contrast and performed independently of my partner.		Revisiting moving from a painting Comfort, panic, stretch Artistry making Follow the leader Artistry making Epic performance Working with a theme Comfort, panic, stretch
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Title: Cricket

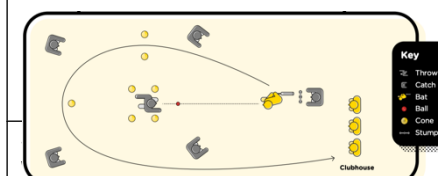
Length of unit – 6 sessions

	Disciplinary and Substantive Knowledge	Vocabulary	Learning Sequence
Pre-learning	how to use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency. different ways on how to bowl how to bat effectively, using different types of shot from both sides of body how to throw overarm with accuracy and for a good distance	Session 2 Overarm Wide No ball Session 4 Straight drive Pull shot Defend Session 5 Runout Boundaries Extras	Session 1 Improving catching on the move Warm up Children to move around in the designated area. When call made, children freeze and adopt correct stance. Catch high/low, catch to the left/right, catch left hand/right hand, catch with a partner. Activity 1 Child 1 on the batting team begins running to the far crease and back, once child 1 has done this, child 2 takes over and repeats. Fielders, upon the first call, begin to throw the ball to one another under-arm, counting catches as they go. Fielders must complete 20 catches as quickly as possible. Once the 20th catch is complete, the ball is thrown to the wicket keeper who touches the ball on the stumps and shouts stop Teams swap over and the game repeats. The team with the most runs is deemed winners  Activity 2 Batter hits the ball and runs around the cones followed by the rest of the batting team One point for each cone passed by the last runner (no overtaking) Fielders stop batters by fielding the ball and passing it to each member of the team before shouting stop Swap once all batters have had one turn 
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) how to use an increasing range of skills in their practices and game with confidence, control and accuracy which skills relate to different parts of a game, or to different roles in a game how to use skills effectively in different types of game how to create a side on position for bowling how to improve my catching skills whilst on the move how to use a variety of techniques to throw a ball.		Session 2 Improve accuracy in overarm bowling Warm up Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.) Call out “Ready” children take up the bowling ready position and wait for the next command: bowl fast/slow, spin the ball, bowl to a batter (find partner), hit the stumps

		Activity 1 In pairs or small groups, bowlers attempt to hit the cones and stumps Bowlers rotate with wicket-keeper after each attempt If a cone is hit, it is placed on the stumps Use a set time (e.g. 3 minutes) and see which team can remove the most cones  Activity 2 Children in groups of 4 The aim is for the batter to last as many balls as possible, before getting out Using an overarm bowl, the bowler aims to bowl and hit the stumps. Batters change after they are out but have as many goes as possible in the time available (keep swapping) 
		Session 3 Fielding by throwing accurately and collecting the ball quickly. Game 1 Bowler can bowl at any of the four batters Fielders retrieve the ball and return it to the bowler, who can bowl immediately All batters run anticlockwise while the ball is being fielded Batters can be out caught, bowled or hit wicket, with the fielding side gaining a bonus of 2 runs for each wicket taken One run is given each time a successful rotation is made (if playing competitively) Rotate batters so everyone gets a turn  Children to return the ball to the closest wicketkeeper. Underarm throw for close fielding and overarm throw for long fielding.

Game 2

The bowler (can be the teacher/coach) uses an underarm bowl towards the stumps
The batter aims to hit the ball into the space, away from the fielders
Fielders must return the ball to the bowler as fast as possible
The batter must then run (whether they hit it or not) through the marked line, round the cone marker and to the back of the queue
The bat then gets passed along the line to the next person without a bat
As soon as the ball has been played, the next batter can step up
Each team has the same time allocated to bat (e.g. 5 minutes) at which point, the fielding and batting side swap

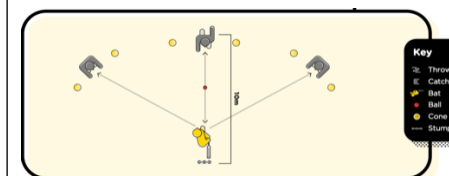


when batting

Children to move around in the space, using a variety of movement types and changing directions (e.g. walk, run, skip etc.)
Call out various batting related commands for the children to respond to and act out, such as big six, defend the ball, four along the floor – or if confident, use suitable shot names (e.g. pull shot, straight drive)

Activity 1

Hitting the ball either off a tee/cone, or hitting a moving ball, the batter aims to hit the ball through the gates
Each batter has 6 goes, scoring 1 point if they hit it through the gate
After 6 goes, swap with another child and ensure everyone has lots of goes
Points can be given to fielders catching any ball to add to their overall personal total, to encourage good fielding

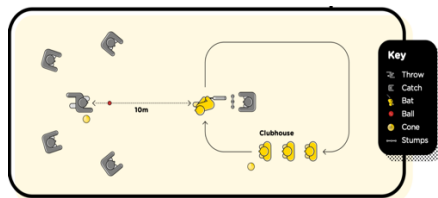


Session 5 Application in a game situation

Game 1

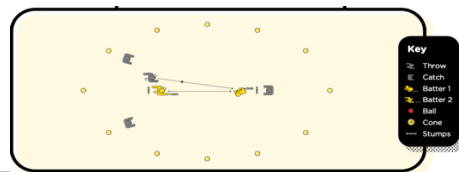
Batters face 5 balls each (max 40 balls per team)

Bowler feeds to batter, who faces one delivery and attempts to hit it to score a run
 Batter can hit ball past boundary to score 4 or 6 runs
 Batter runs to end of batting line after their delivery, with next batter running to stumps to face the next ball
 Player who faced the delivery, will pass their bat to the next player in the queue as they run back
 Every time a wicket is lost, the team loses a bat – if all bats are lost before the max balls are faced, the innings ends early



Game 2

Split into groups of 6(8) & create 3(4)x pairs
 4(6)x fielders & 2x batters at every point
 Each batting pair will face 20(15) balls, and try to score as many runs as possible
 Bowler bowls to batter, who can run between wicket to score runs or hit boundary
 Next pair to bat after 20(15) balls
 Fielding team rotate around every 5 bowls, with each child bowling 5 bowls in a row



Session 6

As above choosing 1 of the games for intra schools competition.

Length of unit – 6 sessions

Pre-learning (Year 5)	Knowledge	Vocabulary	Learning Sequence (see REAL Dance platform)
	Declarative To know how to:		
Effectively disguise what I am about to do next. Use variety and creativity to engage an audience. Respond imaginatively to different situations. Adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.	Effectively disguise what I am about to do next.	Counter-tension	Follow my leader Partner work Introduction to partner balance Hand tap game Questions carousel
	Use variety and creativity to engage an audience.	Counter-balance	
	Respond imaginatively to different situations.	Criteria	Follow my leader Partner work Up the beat Chance choreography Questions carousel
	Adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.	Performance	
	Link actions and develop sequences of movements that express my own ideas.	Imaginative	
	Change tactics, rules or tasks to make activities more fun or more challenging.	Parallel	Follow my leader Partner work Up the beat Chance choreography Questions carousel
		Aesthetically	Skiping Large apparatus Learning to fly Apparatus circuit Comfort, stretch, panic
			Skiping Large apparatus Run, run, run Dice, frenzy, jumps Comfort, stretch, panic
			Skiping Large apparatus Run, run, run Dice, frenzy, jumps Comfort, stretch, panic

Medium Term Plan – Outdoor PE – Year 6 Summer 2:

Title: Athletics

	Disciplinary and Substantive Knowledge (to know)	Vocabulary	Learning Sequence
Pre-learning	and use a variety of running techniques. and perform a running jump with more than one component. e.g. hop skip jump (triple jump) how to begin to record peers' performances, and evaluate these.	Session 3 Transfer Session 5 Orienteering Strategy Compass point Pacing Control point	Session 1 Sprinting (Revision) Hold your torso straight and vertical - (<i>Run tall</i>) Hold your head still, but relax your face and neck - (<i>Jelly Jaw</i>) Bend your elbows at 90 degrees. Pretend you are lightly gripping a small bird in each hand. Pump your arms so your hands travel from "hip to lip", and keep your arms close to your sides. As you pump your arms, keep your shoulders steady but relaxed. With each stride, lift your front knee high ("knee drive") and straighten your back leg completely to deliver full power. At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum. Feet hit the ground just missing the heels to land flat foot Use – Heads, Shoulders, knees and toes (really fast) Activity Relay Children to complete in a set of relay races. Children to see that they need to start running before their partner gets to them. Children to practice in pairs then develop into 4 per team. Hurdles Can you adapt your sprinting to hurdling? Children to see that hurdling requires the person to maintain your stride whilst moving over the hurdles. Children to practice in single lines before attempting in a full out sprint.
Learning in this unit	Specific Knowledge: (conceptual knowledge- to know) and confidently use a variety of running techniques and use with confidence. and confidently perform a running jump with more than one component. e.g. hop skip jump (triple jump) how to records peers' performances, and evaluate these. how apply my athletics skills to complete physical tasks? how to perform a variety of throws using a selection of equipment how to lead others in warm ups and activities.		Session 2 Developing stamina through long distance running Ask several of the children why warming up is important and what parts of the body need to be warmed up. Have several of them to demonstrate and all follow. Hold your torso straight and slightly leaning forward Hold your head still, but relax your face and neck - (<i>Jelly Jaw</i>) Bend your elbows at 90 degrees. Pretend you are lightly gripping a crisp between finger and thumb. Feet hit the ground just missing the heels to land flat foot. Children to complete a series of distanced races (including relay races) and reflect on their technique and strategy whilst racing. Did they go off too fast? What would they do next time? Children to repeat activity and adapt their technique based on discussions

		Children to complete a mile run (7 laps of the field) for their final activity and it to be timed. Children to try to beat that time in their final session. Children to time each other
Resources	• Sports day box out of the PE cupboard. (Contains eggs, spoons and sacks) • Hurdles • Cones • Skipping ropes • Quoits • Bean bags • Hula hoops • Foam Javelins • Maps • Orienteering markers • Stopwatch • Tennis balls • Relay batons • Tape measure	Session 3 Throwing the Javelin with greater distance. Children to be given a tennis ball and asked to throw it as far as they can. Children to place a marker down for how far they threw their ball. Look at the technique of throwing. Stand side on and aim with your free arm pointing into the direction you want the ball to go. Extend your arm and put your weight on your back foot. Transfer the weight to your front foot and release always keeping the ball aimed forwards. The children should be standing with their hips twisted to the side and as the ball is pulling forward, the hips should twist and face forward at the same time. Have the children practice the technique and then throw a tennis ball for a second time. Can they get it further using the correct technique? Javelin Grip the javelin by resting the javelin on the palm of your hand with the point aiming away from your body. If you straighten your arm the javelin should point towards you. Hold the javelin in the middle. (You could let the children explore where to hold it) Stand side on and aim with your free arm pointing into the direction you want the javelin to go. Extend your arm and put your weight on your back foot. Transfer the weight to your front foot and release always keeping the javelin aimed forwards. The children should be standing with their hips twisted to the side and as the javelin is pulling forward, the hips should twist and face forward at the same time. Session 4 Application of techniques (sports day practice) 60M sprint. Children to practise their sprinting technique over 60m but children to be graded ready for sports day. (Timing children then working out fastest ones) Depending on class size, put children into 2 groups. What technique will they use and are they going to have a particular strategy? Start slower-finish stronger? Children to do staggered races. Children who finished the previous race in front start the next races from the back and try to overcome any handicap. Skipping. Ask the children what technique they would use. Is it the same as sprinting or long-distance stamina work? Children to have a practise at skipping over 30m

		Javelin. Remember the technique you used in normal PE lessons. Straight arm, 45degree angle, follow through, step forward.
		<u>Session 5 Orienteering using long distance running techniques</u> Warm up: Cups and domes - Sets up a court with half the cones pointing upwards like a cup and half the cones pointing downwards like a dome. With two teams, one team must turn the cups over to make them domes and the other team must turn the domes over to make cups. Main activity: In threes, with a map of the school on which a large number of controls are marked and a control card. Each pair sets off at the same time and aims to visit as many controls as possible, within the set time e.g. 15 minutes. The threes must stay together, record each control on their control card and return to the start within the time limit. Set a fixed planning time e.g. 3 minutes before the start. To avoid/minimise congestion at the start, the first one/two controls should be stated by the teacher. This specific information should be included on the individual maps which are allocated to each pair. When each group has completed their task, ask them if there was a quicker way of doing it. Can they plot a quicker way? Children to think of the running technique they have been using. Are you thinking about your technique for longer distances? Are they pacing themselves?
		Session 6: Confidently perform a running long jump Children to warm up with the help of other children leading. Children to do several plyometric activities. Feet together and bouncing in a straight line and over hurdles. Long lunges. Emphasise that this is stretching the muscles which will help with jumping activities. Children to then perform a standing long jump. Feet together, arms out and fling arms forward whilst jumping. (Measure) Children to try and improve with 3 attempts. Children to then perform standing triple jump. Hop onto the same foot, step forward and then jump off landing foot to land with two feet. 3 attempts. The quicker the sequence is done the further you will go. Speed and weight transfer essential. When the children are confident the children to then take several steps back. Children to run and then as they approach the take off area they are to jump as far as they can.

			Application Obstacle race. Sprinting technique and hurdling technique. How do you combine the 2 effectively? Sack race. Bouncing over 30m. Can we apply any of the skills to this activity? Egg and spoon race. Over 45m walking technique or jogging. No holding the egg and spoon must be held where the tape is. What elements of our skills can we apply and what do we need to modify?
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