

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

Which of the events do you think you are strongest at? Why and what makes you good at it?

Do any of these events remind you of skills you need for other activities you have done in PE?

When evaluating, which parts of your technique did you identify to improve on?

What advice would you give to someone who wanted to improve their PB in a jumping event?

Knowledge Organiser - Year 6 Athletics (Field)

National Curriculum Objectives:

- Develop flexibility, strength, technique, control and balance.
 - Apply and develop a broader range of skills.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.
- Compare performances with previous ones and demonstrate improvement to achieve personal bests.

Curriculum Pillars being taught:

Learners for Life: Be able to adopt different roles in PE/sport.

Connectivity: Make links between activities and suggest how skills and conventions can be transferred.

Key Learning:

- Perform a controlled long jump and a triple jump with a short run up for distance.
- Perform a scissor kick high jump with a run up for height.
- Extend techniques for javelin, shot and discus.
- Mark, measure and record jumps and throws confidently.
- Officiate throwing and jumping competitions – be able to apply the basic rules fairly and consistently.
- Evaluate own performance and identify areas for improvement.
- Evaluate other people's performances and give feedback on how to improve.

Key Vocab:

Components of Fitness – different elements that help you to be fit

Strength – the maximum force you can apply

Stamina/endurance – being able to exercise for a long period without tiring

Reaction time – the time taken to respond to something/a stimulus

Power – using your maximum strength at speed

Speed – being able to move body parts quickly

Record – write down scores accurately

Key Questions:

What components of fitness do you need for each of the events? Why are they needed?

What could you do to improve your performance in this event?

Can you give advice to someone else in the group – what could they do to improve their PB?

How could you use the skills learned here in other PE activities you have done? Give examples.

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

Which of the events do you think you are strongest at? Why and what makes you good at it?

What are the benefits of doing regular exercise? How does it affect your body?

How does knowing what your PB is help you to improve?

What advice would you give to someone who wanted to improve their PB in a long-distance event?

Knowledge Organiser - Year 6 Athletics (Track)

National Curriculum Objectives:

- Develop flexibility, strength, technique, control and balance.
 - Apply and develop a broader range of skills.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.
- Compare performances with previous ones and demonstrate improvement to achieve personal bests.

Curriculum Pillars being taught:

Enquiry: Show an interest in finding out more about the activity/lesson; ask questions to extend their knowledge and support their learning.

Ambition and Fairness: Be able to evaluate how to improve and aim to improve your personal best.

Key Learning:

- Complete sprint, middle distance and longer distance events.
- Work collaboratively as a team in relay events.
- Be able to perform a relay changeover using the correct technique.
- Officiate races using the correct terminology.
- Record times accurately using a stopwatch.
- Be able to link the components of fitness to each event: (eg strength – sprinting, stamina – long distance).
- Evaluate own performances and attempt to improve PBs.

Key Vocab:

Middle distance – longer than a sprint – 800m/1500m

World Record – the best recorded score for that event in the world

Components of Fitness – different elements that help you to be fit

Strength – the maximum force you can apply

Stamina/endurance – being able to exercise for a long period without tiring

Reaction time – the time taken to respond to something/a stimulus

Power – using your maximum strength at speed

Speed – being able to move body parts quickly

Key Questions:

What components of fitness do you need for each of the events? Why are they needed?

What could you do to improve your performance in this event?

Can you give advice to someone else in the group – what could they do to improve their PB?

What can you do as a team to improve your relay PB?

Knowledge Organiser - Year 6 Basketball

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
- Apply basic principles suitable for attacking and defending.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Learners for Life: Display enjoyment for being active and trying new things.

Collaboration: Work tactically as a team making decisions together on how to make changes.

Key Learning:

- Dribble with control and be able to change direction
- Pass the ball using chest, javelin and bounce passes
- Shoot with developing accuracy using set shot technique
- Make good decisions as to when to pass/dribble/shoot
- Work as a team to attack and defend
- Win the ball by intercepting and tackling
- Understand and apply basic rules – double dribble, travelling, 5 second rule, fouls
- Evaluate your own technique and identify ways to improve

Key Vocab:

- **Dribble** – bouncing the ball with one hand whilst moving
- **Double dribble** – taking the ball in two hands after dribbling and then setting off to dribble again
- **Chest pass** – two handed pass from chest height
- **Javelin pass** – one handed pass from shoulder height
- **Bounce pass** – passing the ball by bouncing it
- **Set shot** – shooting technique when standing still
- **Foul** – breaking a rule, eg contacting a player unfairly
- **Travelling** – taking more than one step without bouncing the ball

Key Questions:

What TPs do you know for dribbling/set shot/chest pass/javelin pass/bounce pass?

How can a team work together to attack and score baskets?

How can a team work together to defend and prevent the other team from scoring baskets?

What have you improved at? How do you know this?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

When fielding, what did you do well? How could you improve your performance further?

What are the key TPs for batting? Which do you do well and which could you improve

Why is communication important in cricket? Give some examples of when/how it is used.

What skills does a wicket keeper need? Why?

Knowledge Organiser - Year 6 Cricket

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Ambition and Fairness: Be able to officiate fairly.

Learners for Life: Have had experience of a variety of activities; understand and be able to apply the conventions of different sports.

Key Learning:

- Use a long barrier effectively when fielding.
- Bowl overarm with accuracy in small sided games.
- Work as a pair to make runs when batting.
- Make quick decisions about where to throw when fielding.
- Evaluate own/others' performances and identify basic www.ebi.
- Begin to use team tactics when fielding to be more Successful.

Key Vocab:

Over – 6 balls bowled by the same bowler

Umpire – official in charge of the game

Run out – when a batter is forced to run as their partner has started running and then is stumped out

Stumped out – when the stumps are hit with the ball by a fielder as the batter is running towards them

Skills – things you need to do to be able to play well eg throwing, catching, quick reactions, decision making

Key Questions:

What are the similarities and differences between cricket and rounders?

How do you choose which shot to play or where to place your shot?

What tactics can you use as a team when you're fielding to be successful/to win?

What do you need to do as a team to be successful?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

Why is it important to have rules? Why is it important that rules are followed fairly?

How are you working as a team to score goals/win points?

What do you have to do to pass and receive the ball successfully when moving?

How are you working as a team to make it harder for your opponents to score?

Knowledge Organiser - Year 6 Hockey

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
- Apply basic principles suitable for attacking and defending.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Connectivity: Make links between activities and suggest how skills and conventions can be/are transferred.

Enquiry: Show an interest in finding out more about the activity/lesson focus.

Key Learning:

- Dribble effectively and consistently in games
- Block tackle safely with control
- Push pass consistently accurately in games
- Help to create attacking/defending tactics in a team
- Take on leadership roles in a team
- Give feedback on own and others' performances to make improvements
- Apply rules to games while officiating

Key Vocab:

Tackle – to win the ball from another player using your stick to contact the ball.

Block tackle – a tackle where your stick is on the ground and you put pressure on the ball to win it from your opponent.

Officiate – act as an umpire/referee in charge of a game/competition

Umpire – the official in charge of a game of hockey

Attacking tactics – a plan your team uses when attacking to be successful and score goals.

Defending tactics – a plan your team uses when defending to stop your opponents scoring goals.

Key Questions:

What different attacking tactics could you use in hockey?
Why would these be effective?

What different defending tactics could you use in hockey?
Why would these be effective?

What would you like to improve in your own/your team performance? Why?

What safety considerations are there in hockey? What rules do we use to keep players safe?

Knowledge Organiser - Year 6 HRF (2022/23)

National Curriculum Objectives:

- Compare performances with previous ones and demonstrate improvement to achieve their personal best.
 - Develop flexibility, strength, technique, control and balance.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Learners for Life: Have a wider knowledge of the range of activities available and be willing to try new opportunities when offered.

Collaboration: Work with others to evaluate and give feedback.

Key Learning:

- Be able to identify the effects of exercise on the body
- Be able to identify different components of fitness through circuit activities: CV endurance, muscular endurance, balance, and flexibility
- Understand how we are improving fitness in each activity
- Understand and apply the correct technique for circuit activities
- Be able to exercise safely when doing circuit stations
- Focus on achieving your personal best by challenging yourself
- Work with a partner to give support and complete the activities

Key Vocab:

Circuit training – different activities with a short rest between each

Flexibility – bending easily

Balance –

Cardiovascular – exercise that works your heart and lungs hard

CV Endurance – your heart and lungs working hard for a long period of time

Muscular Endurance – a group of muscles working hard for a long period of time

Warm up – getting the body ready to take part in exercise

Cool down – helping the body to recover from exercise

Key Questions:

Why is it important to warm up/cool down before/after exercise?

How does knowing your PB help you to improve? Why?

What areas of fitness do you need in other sports/activities that you've done in PE? Why?

What are the benefits of regular exercise on the body?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

What can you do to make it difficult for your opponent to get to the ball/object?

What can you do to make sure your throw/hit is accurate?

Where is the space on a court?

Why is it important to know where the space is on court?

Knowledge Organiser - Year 6 Net/Wall Games

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
- Apply basic principles suitable for attacking and defending.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Ambition and Fairness: Be able to officiate fairly; be able to evaluate others' performances and give advice on how to improve.

Learners for Life: Have had experience of a variety of activities; Display enjoyment for being active and trying new things.

Key Learning:

- Throw/hit a variety of balls/objects accurately over a net.
- Use awareness of space to make decisions about where to place shots.
- Use attacking tactics to move your opponent around the court and win points.
- Make decisions quickly and react quickly to your opponent's decisions and shots.

Key Vocab:

Drop shot – a shot that drops low and close to the net in your opponent's court

Lob – a shot that goes high over your opponent's head

Baseline – the line at the back of the court

Shuttlecock – the feathered object you strike in badminton

Wrong footed – moving in one direction and not being able to change direction to move to play a shot

Volley – playing the ball before it bounces AND a shot in volleyball using your fingers to play the ball

Key Questions:

What combination of shots could you play to outwit your opponent?

What will you do to make it hard for your opponent to score points?

Why is reacting quickly important in these games?

What are the similarities between the skills needed in the different games you have played?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

What did you do well to be successful?

How did your group work together to be successful?

What could you change to complete the challenge more easily/more quickly?

What can your group do to work even better/more successfully together?

Knowledge Organiser - Year 6 OAA

National Curriculum Objectives:

- Apply and develop a broader range of skills.
- Have opportunities to communicate and collaborate.
- Develop an understanding of how evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Ambition and Fairness: Be able to evaluate how to improve; be able to evaluate others' performances and give advice on how to improve.

Collaboration: Work with others to evaluate and give feedback: work tactically as a team and make decisions together on how to make changes.

Key Learning:

- Devise appropriate responses to more complex challenges
- Show good control, balance, strength and flexibility
- Evaluate own and others' performances more independently
- Communicate clearly using a variety of methods (verbal/non-verbal)
- Collaborate with others to plan solutions and evaluate Ideas.

Key Vocab:

Devise - plan

Evaluate – to be able to say what went well and what could be improved

Communicate – share or pass on information

Non-verbal communication – share or pass on information without using words or speech

Collaborate - work together

Solutions – finding ways to solve/answer a problem or puzzle

Key Questions:

Which group were most successful? Why?
What did they do?

What advice would you give another group to help them improve further?

What skills do you need to solve activities when you're working as a group?

What skills would you like to develop further? Why would they help you to be successful?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

When fielding, what did you do well? How could you improve your performance

What are the key TPs for batting? Which do you do well and which could you improve

Why is communication important in cricket? Give some examples of when/how it is used.

What skills does a wicket keeper need? Why?

Knowledge Organiser - Year 6 Rounders

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Enquiry: Show an interest in finding out more about the activity/lesson focus; ask questions to extend their knowledge.

Ambition and Fairness: Be able to officiate fairly.

Key Learning:

- Gain consistency in hitting the ball using a rounders bat.
- Catch the ball with confidence when fielding.
- Use an underarm and an overarm throw within games.
- Use a basic underarm bowl accurately (Extension - begin to develop speed and spin).
- Be able to field a ball individually and within a team.
- Understand the basic tactics of base running and how to avoid getting out when running.
- Be able to be a base fielder or a backstop in games.

Key Vocab:

Backstop – the fielder positioned behind the batter

Base fielders – the fielders standing on the inside of each of the four bases who will receive the ball to stump that base

Run out – when a batter is forced to run and is out from running to a stumped base

No ball – a bowl that is above shoulder/below knee/outside the batting box

Bowling box – the area the bowler must be in when they bowl or have possession of the ball in to stop play

Key Questions:

What happens when the ball is hit behind the batter?

What are the different ways you can score points? What is the score for each?

How can you make your bowl harder for the batter to hit?

Why is communication important in rounders? Who needs to communicate and why?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

What do you need to do to successfully tag an opponent?

What can you do to avoid being tagged by another player?

What do you have to do to pass and receive the ball successfully when moving at speed?

How are you working as a team to make it harder for your opponents to score?

Knowledge Organiser - Year 6 Tag Rugby

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
- Apply basic principles suitable for attacking and defending.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Ambition and Fairness: Be able to officiate fairly.

Collaboration: Work tactically as a team and make decisions together on how to make changes.

Key Learning:

- Refine attacking and defending skills as a team
- Understand and apply a defensive line
- Understand and implement an attacking formation
- Change quickly between attacking and defending roles as a team in competitive situations
- Apply and evaluate own team tactics in game situations
- Officiate small games and apply rules fairly
- Evaluate your own performance and identify ways to improve

Key Vocab:

Defensive line – using your team to form a 'wall', moving together to Reduce space and make it harder for your opponents to attack

Tactics – a plan your team uses to be successful when attacking or defending

Evaluate – be able to say what has gone well and what could be improved

Performance – what you do when you are playing your sport/doing your activity

Refine – make changes to improve what you are doing

Officiate – act as an umpire/referee in charge of a game/competition

Key Questions:

What would you like to improve in your performance?
Why?

What have you improved at?
How has this helped your performance?

Why is officiating an important role?
What skills are needed to do it well?

How does working as a team improve how successful you are?