

MTP PE Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Topic title – Health and Fitness (cross curricular link with science)</b></p> <p><b>Key Knowledge –</b> Heart Rate: how many times the heart pumps blood around the body over a set amount of time. Recovery: the ability for the heart rate to return to its resting rate. Exercise: an activity requiring physical effort Muscular Strength: is the amount of force a muscle can produce in a single effort. Muscular Endurance: to repeatedly use the same muscle or group of muscles for an extended period of time. Flexibility: how much a muscle or joint can move through its full range of motion. Cardiovascular Fitness: being able to</p>	<p><b>Topic title – Sequences and Movement</b></p> <p><b>Key Knowledge –</b> Gymnastics is a sport in which we perform exercises that need strength, balance, flexibility and control. In gymnastics, we may use lots of different skills, for example running, jumping, balancing, stretching, bending and tumbling. In upper KS2 gymnastics, we develop our understanding of compositional principles, e.g. applying previously learnt movements and holds with variations in level, direction and pathway. We work in larger groups, using formations to develop aesthetics (the way performances look), and put our ideas together into more complex sequences.</p>	<p><b>Topic title – O.A.A</b></p> <p><b>Key Knowledge –</b> Outdoor and adventurous activities involve sports and games played in natural settings, for example, forests, mountains, fields and rivers. Some examples of outdoor and adventurous activities include team games, mountain biking, abseiling, orienteering, high rope courses, skiing and many more! School-based OAA tasks are often challenges that require problem-solving skills, teamwork and communication. Outdoor and adventurous activities often involve a great deal of excitement and risk.</p> <p><b>Key Skills -</b> I can select appropriate equipment for OAA I can identify possible risks and think of ways</p>	<p><b>Topic title – Floor work speed, direction, level and body rotation.</b></p> <p><b>Key Knowledge –</b> Gymnastics is a sport in which we perform exercises that need strength, balance, flexibility and control. In gymnastics, we may use lots of different skills, for example running, jumping, balancing, stretching, bending and tumbling. In upper KS2 gymnastics, we develop our understanding of compositional principles, e.g. applying previously learnt movements and holds with variations in level, direction and pathway. We work in larger groups, using formations to develop aesthetics (the way performances look), and put our ideas together into more</p>	<p><b>Topic title – Rounders</b></p> <p><b>Key Knowledge –</b> Rounder is a bat and ball game played between two teams. It is a striking and fielding game. It involves batting, (hitting a ball with a bat) and running around a circuit of bases. -Opponents use fielding to prevent the batter running around the circuit. This involves catching, tracking and stopping the ball, and throwing it to others. -When fielding, it is important to work as a team, thinking about our position &amp; the position of others. -We should always follow the rules and correct techniques of striking and fielding to stay safe</p> <p><b>Key Skills –</b> I can strike a bowled or volleyed ball with increasing accuracy I can field, defend and</p>	<p><b>Topic title – Athletics</b></p> <p><b>Key Knowledge –</b> Athletics is the name for a group of sporting events that require strength, endurance and skill. Athletics tests the skills of running, jumping and throwing, and includes track and field events. Track events involve running and sprinting. Examples are the 100 metre sprint, 110 metre hurdles, the 400 metres and the 1500 metres. Field events often use skills like jumping (for distance and height) and throwing (for distance and accuracy). Examples include the long jump, the high jump, the shot-put throw and the javelin.</p> <p><b>Key Skills –</b> I can choose the best place for running over a variety of distances I show control in take-off and landing when</p>

	<p>sustain physical activity and the ability to deliver oxygen to the working muscles. Diet: the kinds of food and drink that you intake</p> <p><b>Key Skills –</b> I compete with others and keep track of personal best performances, setting challenging targets for improvement</p> <p><b>Key Vocabulary –</b> Heart rate, exercise, muscular endurance, cardiovascular, diet, flexibility, strength, exercise</p> <p><b>Fundamental Movements</b> Sprint Run Skip</p>	<p><b>Key Skills –</b> I can create complex and well executed sequences that include a range of movements: -springing -flight -vaults -inversions -rotations -hold shapes that are strong, fluent and expressive. I can practice and refine the gymnastic techniques listed above I can use equipment to vault and to swing, remaining upright.</p> <p><b>Key Vocabulary –</b> Gymnastics, Composition, Principles, Formations, Aesthetics, Sequences, Backward Roll, Counter Balance, Cartwheel, Headstand, Vault, Responsibility, Collaboration</p> <p><b>Fundamental Movements</b> Balance on 1 foot Forward Roll</p>	<p>to manage them I ask for and listen to expert advice I embrace leadership and team roles I can gain the commitment and respect of my team I remain positive even in the most challenging of circumstance I show empathy towards others and offer support without being asked. I seek support from the team and experts if in any doubt I can use a range of devices in order to orientate myself I quickly assess changing conditions and adapt plans to ensure safety comes first.</p> <p><b>Key Vocabulary –</b> Outdoor Adventurous Activities, Hand-Eye Coordination, Strategy Problem-Solving, Compass, Role, Map Key, Trust, Route, Inclusion, Confidence, orienteering, canoeing, abseiling, climbing, ghyll scramble</p>	<p>complex sequences.</p> <p><b>Key Skills –</b> I can vary speed, direction, level and body rotation during floor performances I can practice and refine the gymnastic techniques listed above</p> <p><b>Key Vocabulary –</b> Gymnastics, Composition, Principles, Formations, Aesthetics, Sequences, Backward Roll, Counter Balance, Cartwheel, Headstand, Vault, Responsibility, Collaboration</p> <p><b>Fundamental Movements</b> Balance on 1 foot Forward Roll Climb Bench Walk</p>	<p>attack tactically by anticipating the direction of play. I can lead others when called upon. I am a good role model to others</p> <p><b>Key Vocabulary –</b> Rounders, Fielding, Throwing, Stumping, Striking, Tracking, Bowler, Batter, Backstop, Collaboration, Honesty, Fair Play, Persevering</p> <p><b>Fundamental Movements</b> Underarm Throw Over arm Throw Catch Small ball 1 Handed Strike</p>	<p>jumping I compete with others and keep track of personal best performances, setting challenging targets for improvement</p> <p><b>Key Vocabulary –</b> Athletics, Pace, Stamina, Endurance, Maintain, Respiration, Discus, Overhand, Triple Jump Hop, Step, Jump, Fling, Personal Best, Resilience</p> <p><b>Fundamental Movements</b> Sprint Run Skip Hop Gallop Side Gallop Jump for Height Jump for Distance Dodge Leap (continuous)</p>
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		Climb Bench Walk	<b>Fundamental Movements</b> Sprint Run Skip Hop			
Lesson 1	Children to move around the hall trying out and completing different stations on the circuit. Emphasis for the lesson on correct technique and increasing heart rate.	Travel over, under, through, along across apparatus. Can you travel, using the apparatus and on the teacher's command demonstrate a PUSHING balance against the equipment? Vary body shape and part of body in contact with the equipment. Show demonstrations and repeat. With your partner – can you adapt the floor balances to the apparatus? What are you pushing against to hold the balance? (partner, equipment, bolt?) Show demonstrations to class.	Children attend residential and will take part in numerous activities throughout the week	Recognise and follow safety procedures in gymnastics Develop and refine different ways to travel To further develop basic rolls – forward roll, teddy roll, log roll	Skill – throwing and catching  Game of kick rounders (throwing and catching larger ball)	Sprint Relays  Technique and compete

Lesson 2	<p>Begin by finding pulse (relate to science work. Heart pumping faster during exercise to get oxygen to the muscles to enable them to work harder. Breathing deeper and faster to inhale more oxygen.) Practise taking resting pulse and pulse during and after exercise in the lesson.</p> <p>Outside if weather is fine.</p> <p>Shuttle runs across the playground (various distances) with sit ups on mats as they return – keeping the children moving as much as possible</p>	<p>Travel over, under through, along, across apparatus.</p> <p>Can you perform PUSHING balances of different levels, using the apparatus?</p> <p>With your partner, explore ways of counter-balancing where each person is on a different level.</p> <p>Can the balances from the floor be adapted? Link together a jump on floor → balance using apparatus → roll/turning movement away from apparatus.</p> <p>Add to your sequence travel → balance (with matching body shapes → travel)</p> <p>Practise and improve the links and quality of movements.</p>		<p>Develop and explore different ways to move across and along a bench</p> <p>To develop the ability to link different moves together (including a bench in floor routine)</p>	<p>Skill – fielding, finding space</p> <p>Game of kick rounders (throwing and catching larger ball)</p>	<p>Standing long jump</p> <p>Three spring jump</p> <p>Technique and compete</p>
Lesson 3	<p>Children to complete circuit stations in the hall</p> <p>Taking resting heart rate and after heart</p>	<p>With your partner – experiment with some of the counter-balances performed on the floor.</p>		<p>To develop basic jumps and rolls off a bench (tuck, pike, straddle)</p> <p>To link together jumps</p>	<p>Skill – batting</p> <p>Game of rounders (focus on batting)</p>	<p>Throwing</p> <p>Under arm and over arm</p> <p>Javelin and cricket ball/rounder's ball</p>

	<p>rate after exercise, one minute after and five minutes after exercise.</p> <p>Why are the children panting?</p> <p>Why is their heart beating faster?</p> <p>(keep results to use for graphs in science)</p>	<p>Can you adapt the floor sequence to the apparatus? (canon → balance → matching/mirroring actions).</p> <p>Select a balance from above. Begin with a jump → balance → travel using synchronised actions (vary the direction and speed).</p> <p>Create a sequence with partner using some of the actions eg travel – balance – jump – mirroring action using the floor and apparatus.</p> <p>Watch other groups and give constructive feedback.</p>		<p>and rolls and compose a sequence</p> <p>Think about twists, full twist, half twist</p>		<p>Technique and compete</p>
Lesson 4	<p>Children to participate in Hiit training led by teacher.</p> <p>A range of exercises to complete with rest intervals. Children to be aware of resting pulse rate and heart rate after exercise.</p> <p>Children to work at own level whilst still</p>	<p>Work in pairs or small groups from floor work and look at the sequence map created.</p> <p>Adapt the sequence to include apparatus.</p> <p>Think about adapting the balances and entry/exit points to apparatus.</p> <p>Allow plenty of time for experimentation,</p>		<p>Children to put their sequences together in pairs or small groups</p>	<p>Rules of rounders, combine all skills</p> <p>Throwing</p> <p>Catching</p> <p>Bowling</p> <p>Batting</p>	<p>Long distance</p> <p>Throwing and jumping</p> <p>Technique and compete</p>

	<p>pushing themselves out of their level of comfort.</p> <p>Continue to recognise and discuss changes in body and why they are happening. Sweating, panting, increased heart rate, muscles hurting.</p>	<p>practise, demonstrations and evaluation of the performance.</p>				
Lesson 5	<p>Children to participate in Hiit/ circuit training led by teacher. Work with a partner to give rest time.</p> <p>A range of exercises to complete with rest intervals. Children to be aware of resting pulse rate and heart rate after exercise. Children to work at own level whilst still pushing themselves out of their level of comfort.</p> <p>Continue to recognise and discuss changes in body and why they are happening. Sweating,</p>	<p>Create final sequence in groups. Use the floor and equipment</p>		<p>Children to put their sequences together in pairs or small groups – let the children try putting their sequence to music</p>	<p>Rules of rounders, combine all skills Throwing Catching Bowling Batting</p>	<p>Relays Sprint</p> <p>Technique and compete</p>

	panting, increased heart rate, muscles hurting. Link to science work.					
Lesson 6	ASSESS and hand to leader	ASSESS and hand to leader	ASSESS and hand to leader		<p>Rounders, combine all skills          Throwing          Catching          Bowling          Batting</p> <p>ASSESS and hand to leader</p>	<p>Mixed – children try and bet their personal best</p> <p>Technique and compete          ASSESS and hand to leader</p>
Lesson 7				ASSESS and hand to leader		
Lesson 8						