



St. Francis Xavier's RC Primary School

PE Unit Guidance and Formative Assessment

Year Group:	6	Subject:	P. E.
Units:	Ultimate frisbee Futsal Dance Tag Rugby Tennis Swimming and rounders	Prerequisite Learning and Curriculum Links	EYFS ELG Gross Motor Skills: To negotiate space and obstacles safely with consideration for themselves and others; demonstrate strength, balance and co-ordination when playing; move energetically such as running, jumping, dancing, hopping, skipping and climbing. Year 1: futsal, dance Year 2: futsal, dance, rounders Year 3: hockey, swimming, futsal, rounders Year 4: hockey, swimming, futsal, tennis, rounders Year 5: swimming Cross-curricular links: Human circulatory system, describing the functions of the heart, bloody vessels and blood all linked to exercise (science).

ROCKS (Remembering Our Curriculum Knowledge and Skills)

Ultimate frisbee:

Use throwing and catching in isolation and in a competitive match.
 Play a competitive game following the rules.
 Apply basic principles for attacking and defending.

Futsal:

Play a competitive game following the rules.
 Apply basic principles for attacking and defending.

Dance:

Perform dances using a range of movement patterns.
 Develop balance and control.
 Develop flexibility and strength.

Tag rugby:

Use throwing and catching in isolation and in a competitive match.
 Play a competitive game following the rules.
 Apply basic principles for attacking and defending.

Tennis:

Play competitive games of tennis.

Develop techniques for a variety of strokes.

Rounders:

Use jumping, throwing and catching in isolation and in combination.

Work as part of a team.

Progressive Journey:	Skills:
Autumn 1 Ultimate frisbee- linked to Real PE skills 8 and 12. Coordination with equipment and agility reaction/response	<ul style="list-style-type: none">• To understand the basic rules of ultimate frisbee.• To work as a team, using hand-eye coordination skills.• To pass using balance and coordination.• To apply rules and skills learned to a game.• To play in a mini competition.• Apply knowledge of skills for attacking and defending.• Consistently uses skills with coordination, control and fluency.
Autumn 2 Futsal- linked to real PE skills 1 and 9. Static balance (one leg) and coordination ball skills	<ul style="list-style-type: none">• Vary skills, actions and ideas and link these in ways that suit the activity of the game.• Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.• Keeps possession of balls during games situations.• Consistently uses skills with coordination, control and fluency.• Takes part in competitive games with a strong understanding of tactics and composition.• Can create their own games using knowledge and skills.• Modifies competitive games.• Compares and comments on skills to support the creation of new games.• Can make suggestions as to what resources can be used to differentiate a game.• Apply knowledge of skills for attacking and defending.
Spring 1 Dance - linked to real PE skills 7 and 3. Dynamic balance (pairs) and static balance (floor)	<ul style="list-style-type: none">• Exaggerate dance movements and motifs (using expression when moving)• Performs with confidence, using a range of movement patterns.• Demonstrates a strong imagination when creating own dance sequences and motifs.• Demonstrates strong movements throughout a dance sequence.• Combines flexibility, techniques and movements to create a fluent sequence.• Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.• Beginning to show a change of pace and timing in their movements.• Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.• Dances with fluency, linking all movements and ensuring they flow.• Demonstrates consistent precision when performing dance sequences.• Modifies parts of a sequence as a result of self and peer evaluation.• Uses more complex dance vocabulary to compare and improve work.

<p>Spring 2</p> <p>Tag rugby- linked to Real PE skills 10 and 4. Coordination floor movement and agility ball chasing.</p>	<ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition.
<p>Summer 1</p> <p>Tennis- linked to Real PE skills 12 and 8. Agility reaction/response and coordination with equipment</p>	<ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • To develop children’s ability to perform and understand the ‘overhead clear’ shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
<p>Summer 2</p> <p>Swimming/rounders - linked to real PE skills 6 and 9. Dynamic balance (agility) and coordination ball skills</p>	<ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water. <p>For swimming see separate swimming unit plan.</p>
<p>Key Vocabulary</p> <p>Frisbee, futsal, tag rugby, tennis and rounders: keeping possession, passing, dribbling, shooting, support, marking, attackers, defenders, team play, batting, fielding, bowler, defending, hitting, offside, pitch, forehand and backhand.</p> <p>Dance: travel, stillness, direction, space, body parts, levels, speed, space, repetition, action, reaction, pattern, style, technique, pattern, rhythm, variation, unison, canon, action and reaction</p>	