Physical Education

Essential Characteristics of Physically Active Students

* The ability to acquire new knowledge and skills exceptionally well and develop an in-depth knowledge of PE.
* The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
* High levels of physical fitness.
* A healthy lifestyle achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
* The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
* The ability to take the initiative and become excellent young leaders, organising and officiating and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitude in others.
* Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others performance and the ability to work independently for extended periods of time without the need for guidance or support.
* A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
* The ability to swim at least 25 metres by the end of year 6 and knowledge of how to remain safe in and around the water.

Key Concepts:

* Develop practical skills in order to participate, compete and lead a healthy lifestyle.

PE Coverage Y6 (milestone 3)

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|  | **CYCLE A** | **CYCLE B** | **CYCLE C** |
| **To develop practical skills in order to participate, compete and lead a healthy lifestyle**  | **AUT****19** | **SPR****20** | **SUM****20** | **AUT****20** | **SPR****21** | **SUM****21** | **AUT****21** | **SPR****22** | **SUM****22** |
| **Games**  |  |  |  |  |  |  |  |  |  |
| Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  | ✓ | ✓ |  |  |  |  |  |  |  |
| Work alone, or with team mates in order to gain points or possession.  | ✓ | ✓ |  |  |  |  |  |  |  |
| Strike a bowled or volleyed ball with accuracy.  |  |  | ✓ |  |  |  |  |  |  |
| Field, defend and attack tactically by anticipating the direction of play.  |  | ✓ |  |  |  |  |  |  |  |
| Choose the most appropriate tactics for a game.  |  | ✓ |  |  |  |  |  |  |  |
| Uphold the spirit of fair play and respect in all competitive situations.  | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| Lead others when called upon and act as a good role model within a team.  |  | ✓ | ✓ |  |  |  |  |  |  |
| **Dance**  |  |  |  |  |  |  |  |  |  |
| Compose creative and imaginative dance sequences.  | ✓ |  |  |  |  |  |  |  |  |
| Perform expressively and hold a precise and strong body posture.  | ✓ |  |  |  |  |  |  |  |  |
| Perform and create complex sequences.  | ✓ |  |  |  |  |  |  |  |  |
| Express an idea in original and imaginative ways.  | ✓ |  |  |  |  |  |  |  |  |
| Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.  | ✓ |  |  |  |  |  |  |  |  |
| Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).  | ✓ |  |  |  |  |  |  |  |  |
| **Gymnastics** |  |  |  |  |  |  |  |  |  |
| Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills.  |  | ✓ |  |  |  |  |  |  |  |
| **Swimming** |  |  |  |  |  |  |  |  |  |
| Swim over 100 metres unaided. |  |  | ✓ |  |  |  |  |  |  |
| Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. |  |  | ✓ |  |  |  |  |  |  |
| Swim fluently with controlled strokes. |  |  | ✓ |  |  |  |  |  |  |
| Turn efficiently at the end of a length. |  |  | ✓ |  |  |  |  |  |  |
| **Athletics** |  |  |  |  |  |  |  |  |  |
| Combine sprinting with low hurdles over 60 metres. |  |  | ✓ |  |  |  |  |  |  |
| Choose the best place for running over a variety of distances. |  |  | ✓ |  |  |  |  |  |  |
| Throw accurately and refine performance by analysing technique and body shape. |  |  | ✓ |  |  |  |  |  |  |
| Show control in take off and landings when jumping. |  |  | ✓ |  |  |  |  |  |  |
| Compete with others and keep track of personal best performances, setting targets for improvement. |  |  | ✓ |  |  |  |  |  |  |