

	Year 6	PE		Provision Audit across the Year/Key Stage
	Autumn	Spring	Summer	<p>COVERED</p> <p>NOT COVERED</p> <p>Opportunities provided</p>
	<p>First Half Term PE – Evolution of Dance Linked to topic. Children experience dance through different decades and use this as a starting point to create their own Evolution of Dance. ♣ perform dances using a range of movement patterns</p> <p>Games – Invasion Games</p> <ul style="list-style-type: none"> • Football • Hockey • Tag Rugby • Netball <p>Progression of skills. Focus on specific drill and tactics that can then be implemented in small game situations. ♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Second Half Term PE – Indoor Athletics Focus on team events – relays, obstacle race as well as individual events in both field and track. Refine performance and try to beat personal best in all events. ♣ use running, jumping,</p>	<p>First Half term PE – Gymnastics (Synchronisation and cannon) Apparatus work. Building confidence to use apparatus in sequence both individually, with a partner and in group situations. To analyse and comment on skills and techniques in their own and others work ♣ develop flexibility, strength, technique, control and balance</p> <p>Games – Invasion Games</p> <ul style="list-style-type: none"> • Football • Hockey • Tag Rugby • Netball <p>Progression of skills. Focus on specific drill and tactics that can then be implemented in small game situations. ♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Second Half Term PE – Badminton/Volleyball Refine skills and techniques. Able to put these into game situations. Look at how to play with a</p>	<p>First Half Term PE – Street Dance Using Diversity as a starting point they create their own street dance routine, recording their performance in order to refine and improve. ♣ perform dances using a range of movement patterns</p> <p>Games – Striking and Fielding</p> <ul style="list-style-type: none"> • Rounders • Stoolball • Cricket • Tennis <p>To select appropriate tactics depending on fielding layout/ batters ability. Respond to changes in game situations. ♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Second Half Term PE – Athletics Focus on both field and track events. Introduce children to the hurdles and the technique needed in this event. Pupils select and combine skills and</p>	<p>The curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives. <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ swim competently, confidently and proficiently over a

	<p>throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Games – Invasion Games</p> <ul style="list-style-type: none"> • Football • Hockey • Tag Rugby • Netball <p>Progression of skills. Focus on specific drill and tactics that can then be implemented in small game situations.</p> <ul style="list-style-type: none"> ♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>partner and how this alters the game.</p> <ul style="list-style-type: none"> ♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <p>Games – OAA</p> <p>Team building activities as well as the basics needed for orienteering.</p> <ul style="list-style-type: none"> ♣ take part in outdoor and adventurous activity challenges both individually and within a team 	<p>techniques and use these to improve their personal best. use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Games – Striking and Fielding</p> <ul style="list-style-type: none"> • Rounders • Stoolball • Cricket • Tennis <p>To select appropriate tactics depending on fielding layout/ batters ability. Respond to changes in game situations.</p> <ul style="list-style-type: none"> ♣ play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>distance of at least 25 metres</p> <ul style="list-style-type: none"> ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.
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