



YEAR: 6

TERM: Autumn Term 1:1

TITLE: RealPE Unit 2

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT- Builds on Y5 RealPE Unit 2	<ul style="list-style-type: none"> NC LINKS Develop flexibility, strength, technique, control and balance Compare performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Static balance- seated (FUNS Station 2) Static balance- floor work (FUNS Station 3) <p>End of Upper KS2 Expectation- Blue/ Pink</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Creative Some L6- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. Many L5- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. 	<ul style="list-style-type: none"> Application to Gymnastics- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. <p>Resources\Gymnastics</p>	<p>School Games Values:</p> <p>Teamwork Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p>	<p>Inter competitions: Cross Country SZapp</p>

	<ul style="list-style-type: none">▪ All L4- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.			
ASSESSMENT CRITERIA Physical: <ul style="list-style-type: none">▪ I can make longer, more complex sequences, including changes of direction, level and speed; choosing and applying a range of compositional principles in gymnastics.▪ I can perform with consistency and control. Social/ Personal: <ul style="list-style-type: none">▪ I can play/ perform effectively as part of a team or group and collaborate appropriately▪ I am sensitive to those around me when giving feedback Cognitive/ Creative: <ul style="list-style-type: none">▪ I can recognise my own and others' strengths and weaknesses and can suggest ideas that will improve performance▪ I can effectively identify appropriate exercises and activities for warming up. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: FUNS 8- Pink Level How many times can you pass the cone over whilst in a v-sit on a bench in 30 seconds?	
KEY VOCABULARY (building on previous) Dive forward roll; backward roll to standing pike; pike backward roll; cat leap full-turn; stag leap.				



YEAR: 6

TERM: Autumn Term 1:2

TITLE: RealPE Unit 5

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND / REVISIT- Builds on Y5 RealPE Unit 5	<ul style="list-style-type: none"> NC LINKS Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Static Balance- Stance (FUNS Station 4) Co-ordination- Footwork (FUNS Station 10) <p>End of Upper KS2 Expectation- Blue/ Pink</p>	<ul style="list-style-type: none"> Application to Dance- Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance moments and motifs. Perform with confidence, using a range of movement patterns. Move 	<p>School Games Values:</p> <p>Self- Belief</p> <p>You've got to believe to achieve. Have the self-belief and confidence to succeed and achieve your personal best.</p>	<p>Inter competitions:</p> <p>SZapp</p>
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Health and Fitness Some L6- I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Many L5- I can self-select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. 			

		<ul style="list-style-type: none"> ▪ All L4- I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. 	<p>appropriately and with the required style in relation to the stimulus.</p> <p>Resources\Dance</p>		
ASSESSMENT CRITERIA Physical: <ul style="list-style-type: none"> ▪ I can make up longer, more complex sequences, including changes of direction, level and speed; choosing and applying a range of composition techniques in dance. ▪ I can perform with consistency and control. Social/ Personal: <ul style="list-style-type: none"> ▪ I can play/ perform effectively as part of a team or group and collaborate appropriately ▪ I am sensitive to those around me when giving feedback Cognitive/ Creative: <ul style="list-style-type: none"> ▪ I can recognise my own and others' strengths and weaknesses and can suggest ideas that will improve performance ▪ I can effectively identify appropriate exercises and activities for warming up. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>					PERSONAL BEST CHALLENGE: FUNS 10- Pink Level How many balls can you strike back to your partner with a racket in 30 seconds whilst balancing on a line?
KEY VOCABULARY Rhythm; expression; sequence; motif; stimuli; improvise; style; pace; timing; creativity; transition; modify; fluency; precision.					



YEAR: 6

TERM: Spring Term 2:1

TITLE: RealPE Unit 4

REVISION / REMIND / REVISIT - Builds on Y5 RealPE Unit 4	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Use running, jumping, throwing and catching in isolation and in combination Compare performance to previous and demonstrate improvement to achieve personal best 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Static balance- one leg standing (FUNS Station 1) Dynamic balance to agility (FUNS Station 6) <p>End of Upper KS2 Expectation- Blue/ Pink</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Physical Some L6- I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations Many L5- I can use combinations of skills confidently in sport specific contexts. 	<ul style="list-style-type: none"> Application to Sports hall athletics - Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Develop the technique for the standing vertical jump. Develop and improve technique for jumping for height and for distance. Develop techniques to throw for increased distance and accuracy. Perform and compete with precision and consistency. <p>Resources\Athletics</p>	<p>School Games Values:</p> <p>Honesty With others and with yourself, have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p>	<p>Inter competitions: Sports hall Athletics</p> <p>Netball teams Football teams</p> <p>SZapp</p>

		<p>I can perform a range of skills fluently and accurately in practice situations</p> <ul style="list-style-type: none"> ▪ All L4- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. 			
<p>ASSESSMENT CRITERIA</p> <p>Physical:</p> <ul style="list-style-type: none"> ▪ I can show accuracy and good technique when throwing and jumping for distance or height. ▪ I can choose the best pace for running event sprinting or distance and improve my personal performance. <p>Social/ Personal:</p> <ul style="list-style-type: none"> ▪ I can apply rules consistently and fairly, when playing or officiating ▪ I am sensitive to those around me when giving feedback ▪ I am able to lead small groups in warm up activities or skill practices <p>Cognitive/ Creative:</p> <ul style="list-style-type: none"> ▪ I can recognise my own and others' strengths and weaknesses and can suggest ideas that will improve performance ▪ I can effectively identify appropriate exercises and activities for warming up. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>					<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 1- Black level</p> <p>How long does it take you to pick up the cones at 12, 3, 6 and 9 on one foot?</p>
<p>KEY VOCABULARY (building on previous)</p> <p>Refine; sprint; lead leg; technique; stride; accelerate; endurance; stamina; accuracy.</p>					



YEAR: 6

TERM: Spring Term 2:2

TITLE: RealPE Unit 1

REVISION / REMIND / REVISIT - Builds on Y5 RealPE Unit 1	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> ▪ NC LINKS ▪ Use running, jumping, throwing and catching in isolation and in combination. ▪ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ▪ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> ▪ Co-ordination - Ball skills (FUNS Station 9) ▪ Agility- reaction/ response (FUNS Station 12) <p>End of Upper KS2 Expectation- Blue/ Pink</p> <ul style="list-style-type: none"> ▪ Real PE Learning Behaviour- Cognitive ▪ Some L6- I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. ▪ Many L5- I can develop methods to outwit opponents. 	<ul style="list-style-type: none"> ▪ Application to Invasion Games - Tag Rugby- throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency. Keep and win back 	<p>School Games Values:</p> <p>Determination</p> <p>Never give up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best they can be.</p>	<p>Inter competitions:</p> <p>X- Country</p> <p>Tag Rugby (Arden)</p> <p>SZapp</p>

	<ul style="list-style-type: none">▪ All L4- I can understand ways (criteria) to judge performance.	possession of the ball effectively and in a range of ways. Resources\Invasion Games		
ASSESSMENT CRITERIA (Physical): <ul style="list-style-type: none">• I can use marking, tackling and/or interception to improve my defence• I can use skills I prefer with competence and consistency in games to outwit opponents• I can perform with consistency and control Cognitive/ Creative: <ul style="list-style-type: none">• I can recognise and suggest strategies and tactics which will increase chances of success• I can recognise my own and others' strengths and weaknesses and can suggest ideas that will improve performance Pupils also use FUNS cards to self and peer-assess throughout lessons			PERSONAL BEST CHALLENGE: FUNS 12- Pink Level How many times in a row can you, standing 1m away from your partner, turn and catch a ball after 1 bounce on signal in 30 seconds?	
KEY VOCABULARY Speed; accuracy; possession; tactics; attack; defend; opposition; competitive.				



YEAR: 6

TERM: Summer Term 3:1

TITLE: RealPE Unit 3

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y5 RealPE 3	<ul style="list-style-type: none"> NC LINKS 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>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic Balance on a Line (FUNS Station 5) Counter Balance with a Partner (FUNS Station 7) <p>End of Upper KS2 Expectation- Blue/ Pink</p>	<ul style="list-style-type: none"> Application to Outdoor and Adventurous/ Athletics <p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenges. Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team. Choose the best equipment for an outdoor activity. Communicate clearly and effectively with others.</p> <p>Resources\Outdoor and Adventurous</p>	<p>School Games Values:</p> <p>Passion</p> <p>Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.</p>	<p>Inter competitions:</p> <p>Boreatton Residential</p> <p>Borough Sports</p> <p>SZapp</p>

		<p>improve myself and others.</p> <ul style="list-style-type: none">▪ All L4- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	<p>Athletics: Recap, practice and refine an effective sprinting technique, including reaction time. Work as a team to competitively perform a relay. Maintain control at each of the different jump stages. Perform a heave throw.</p> <p>Resources\Athletics</p>		
<p>ASSESSMENT CRITERIA (Social/ Personal):</p> <ul style="list-style-type: none">▪ I can play/ perform effectively as part of a team or group and collaborate appropriately. <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ I can recognise my own and others' strengths and weaknesses and can suggest ideas that will improve performance. <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 7 Pink Level</p> <ul style="list-style-type: none">▪ How many times can you or your partner counter balance/ swap places on a bench in 30 seconds? (Another pair to check technique.)		
<p>KEY VOCABULARY</p> <p>Orientate, navigate, map, compass, trail, communication.</p>					



YEAR: 6

TERM: Summer Term 3:2

TITLE: RealPE Unit 6

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y5 RealPE 6	<ul style="list-style-type: none"> NC LINKS Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Coordination- Sending and Receiving (FUNS Station 8) Agility- Ball Chasing (FUNS Station 11) <p>End of Upper KS2 Expectation- Blue/ Pink</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Personal Some L6- I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. Many L5- I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. All L4- I can persevere with a task and improve my 	<ul style="list-style-type: none"> Application to Athletics/ Tennis/ Rounders <p>Recap, practice and refine an effective sprinting technique, including reaction time. Work as a team to competitively perform a relay. Maintain control at each of the different jump stages. Perform a heave throw.</p> <p>Tennis/ Rounders: Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and</p>	<p>School Games Values:</p> <p>Respect</p> <p>For the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, for every sport and for everyone.</p>	<p>Inter competitions:</p> <p>Solihull Borough Sports</p> <p>School Games Day</p> <p>SZapp</p>

		<p>performance through regular practice. I cope well and react positively when things become difficult</p>	<p>successfully under pressure in a game.</p> <p>Resources\Striking and Fielding</p>		
<p>ASSESSMENT CRITERIA</p> <p>Physical:</p> <ul style="list-style-type: none"> I can choose the best pace for a running event, sprinting or distance, and improve my personal performance. I can show accuracy and good technique when throwing and jumping for distance and height. I can perform with consistency and control. <p>Social/ Personal:</p> <ul style="list-style-type: none"> I can play/ perform effectively as part of a team or group and collaborate appropriately I can apply rules consistently and fairly, when playing or officiating <p>Cognitive/ Creative:</p> <ul style="list-style-type: none"> I can recognise my own and others' strengths and weaknesses and can suggest ideas that will improve performance <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>					<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 8- Pink Level</p> <p>How many successful passes (tennis and football) can you and your partner complete in 30 seconds?</p>
<p>KEY VOCABULARY</p> <p>Sprinting technique, reaction time, relay, jump stage, heave throw, striking.</p>					

