|  |
| --- |
| **Year 6 Disciplinary Knowledge**  |
| Dance Invasion Games Gymnastics Net and Wall Athletics Striking and Fielding | **WTS** | **EXS** | **GDS** |
| Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. |  | Rest of class |  |
| Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. |  | Rest of class |  |
| Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. |  | Rest of class |  |
| Performance: understand how a leader can ensure our dance group performs together. |  | Rest of class |  |
| Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. |  | Rest of class |  |
| Sending & receiving: understand and make quick decisions about when, how and who to pass to. |  | Rest of class |  |
| Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. |  | Rest of class |  |
| Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession |  | Rest of class |  |
| Tactics: know how to create and apply a tactic for a specific situation or outcome. |  | Rest of class |  |
| Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating |  | Rest of class |  |
| Shapes: know which shapes to use for each skill. |  | Rest of class |  |
| Inverted movements: understand that spreading my weight across a base of support will help me to balance |  | Rest of class |  |
| Balances: know where and when to apply force to maintain control and balance. |  | Rest of class |  |
| Rolls: understand that I can use momentum to help me to roll and where that momentum comes from. |  | Rest of class |  |
| Jumps: understand that taking off from two feet will give me more height and therefore more time in the air |  | Rest of class |  |
| Strategy: know that if I use changes in formation it will help to make my sequence look interesting. |  | Rest of class |  |
| Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court. |  | Rest of class |  |
| Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. |  | Rest of class |  |
| Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. |  | Rest of class |  |
| Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot |  | Rest of class |  |
| Tactics: understand when to apply some tactics for attacking and/or defending. |  | Rest of class |  |
| Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating |  | Rest of class |  |
| Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. |  | Rest of class |  |
| Jumping: understand that a run up builds speed and power and enables me to jump further. |  | Rest of class |  |
| Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use |  | Rest of class |  |
| Rules: understand and apply rules in events that pose an increased risk. |  | Rest of class |  |
|  |  | Rest of class |  |
|  |  |  |  |
|  |  |  |  |
| Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. |  | Rest of class |  |
| Fielding: know which fielding action to apply for the situation. |  | Rest of class |  |
| Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. |  | Rest of class |  |
| Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. |  | Rest of class |  |
| Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating |  | Rest of class |  |

|  |
| --- |
| **Dance** |
|  | **WTS** | **EXS** | **GDS** |
| Actions: show controlled movements which express emotion and feeling |  | Rest of class |  |
| Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group |  | Rest of class |  |
| Space and relationships: use a variety of compositional principles when creating my own dances |   | Rest of class |   |
| Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. |  | Rest of class |  |

|  |
| --- |
| **Tag Rugby** |
|  | **WTS** | **EXS** | **GDS** |
| Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure |  | Rest of class |  |
| Dribbling: dribble consistently using a range of techniques with increasing control under pressure. |  | Rest of class |  |
| Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others |   | Rest of class |   |
| Attacking: confidently change direction to lose an opponent |  | Rest of class |  |
| Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations. |  | Rest of class |  |

|  |
| --- |
| **Gymnastics** |
|  | **WTS** | **EXS** | **GDS** |
| Shapes: combine and perform gymnastic shapes more fluently and effectively. |  | Rest of class |  |
| Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand |  | Rest of class |  |
| Balances: explore counter balance and counter tension. |   | Rest of class |   |
| Rolls: develop fluency and consistency in the straddle, forward and backward roll. |  | Rest of class |  |
| Jumps: combine and perform a range of gymnastic jumps more fluently and effectively. |  | Rest of class |  |

|  |
| --- |
| **Badminton** |
|  | **WTS** | **EXS** | **GDS** |
| Shots: demonstrate increased success and technique in a variety of shots. |  | Rest of class |  |
| Serving: serve accurately and consistently. |  | Rest of class |  |
| Rallying: successfully apply a variety of shots to keep a continuous rally. |  | Rest of class |  |
| Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing |  |  |  |

|  |
| --- |
| **Athletics** |
|  | **WTS** | **EXS** | **GDS** |
| Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. |  | Rest of class |  |
| Jumping: develop power, control and technique in the triple jump. |  | Rest of class |  |
| Throwing: develop power, control and technique when throwing discus and shot put. |   | Rest of class |   |

|  |
| --- |
| **Rounders** |
|  | **WTS** | **EXS** | **GDS** |
| Striking: strike a bowled ball with increasing accuracy and consistency. |  | Rest of class |  |
| Fielding: use a wider range of fielding skills with increasing control under pressure. |  | Rest of class |  |
| Throwing: consistently demonstrate good technique in throwing skills under pressure. |  | Rest of class |  |
| Catching: consistently demonstrate good technique in catching skills under pressure. |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**

**4)**

**5)**