

Knowledge Organiser: Year 6 Gymnastics Unit 1



Prior Learning:

Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

Unit Focus:

Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus

Equipment needed: Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, table tops, box tops.

Key Questions:

1. How did the warm-up help your performance?
2. Why do unison and cannon work well together in a sequence?
3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence?

Key Vocabulary/Skills

Preparing for vaulting.	Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.
Dismounting.	
Including equipment.	
Flight using unison and cannon.	
Introduction of music (ready for unit 2).	

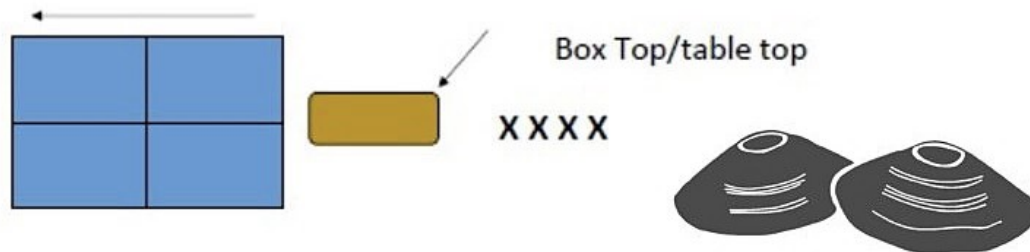
Concepts:

The vault is an artistic gymnastics apparatus which gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.

Head: Identify strengths and weakness about a performance.

Hand: Experience flight on and off of apparatus.

Heart: Lead group warm up demonstrating the importance of strength and flexibility.



Knowledge Organiser: Year 6 Dance Unit 1



Prior Learning:

Used professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.

Equipment needed: Laptop/projector to show video clips/play music, CD player, cones.

Unit Focus:

Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language & terminology.

Key Questions:

1. Do you think you captured the street dance style?
2. If you were going to perform as a small group rather than a pair, what compositional ideas could you use to extend your phrase? (formations, canon, lifts etc.)

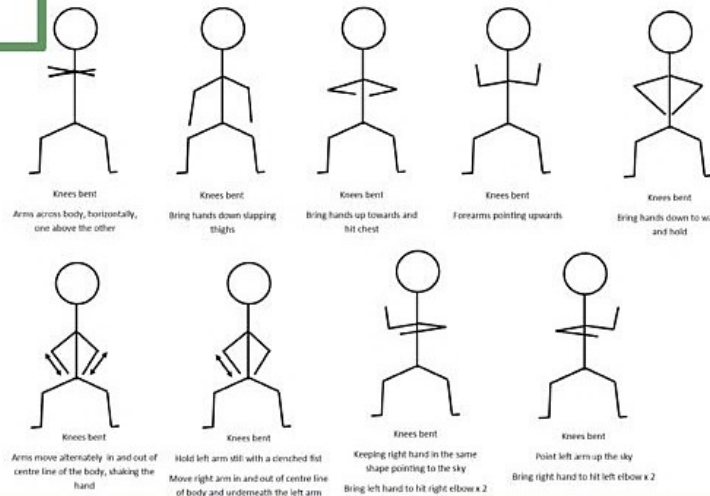
Key Vocabulary/Skills

Use tension and extension to control body.	Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression.
Explore space and relationships in dance.	
Identify appropriate dynamics and group formations for a Hakka.	
Perform some basic street dance skills.	
Compose a street dance performance.	

Head: Interpret different stimuli with imagination and flair.

Hand: Use recognised dance actions and adapt to create motifs and movement patterns.

Heart: Take the lead suggesting ideas and refining actions of others.



Concepts:
Dance Genres
 Ballet.
 Modern.
 Hip-Hop.
 Ballroom.
 Folk dance.
 Performance Art.



Knowledge Organiser: Year 6 Football



Prior Learning:

Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when performing movements at speed.

Unit Focus:

Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.

Equipment needed: Footballs, cones, goals, bibs, stopwatch.

Key Questions:

1. Compare week 6's performance to week 1, can you think of a way you have improved individually and as a team?
2. What is the role of the covering defender?
3. Which part of your foot is best to kick with for accuracy?

Key Vocabulary/Skills

Set up someone to shoot.

Deny space.

Attacking set play.

Attack in pairs.

Covering defender.

Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.



Step over

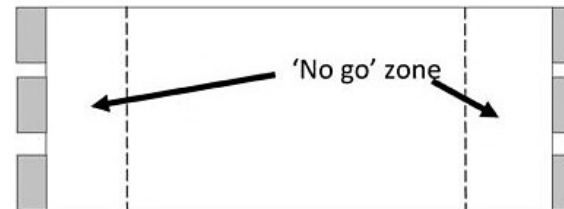
Rules:

- Penalty awarded for a professional foul when defending.
- Free pass if a foul is committed outside of the penalty area.

Head: Devise a drill that develops a particular skill.

Hand: Apply correct body positioning when closing down a player to defend.

Heart: Collaborate with a partner to implement simple defensive techniques..



Knowledge Organiser: Year 6 Hockey



Prior Learning:

Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.

Unit Focus:

Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.

Equipment needed: Sticks, a range of balls (hard, foam or quick sticks balls), cones, goals, bibs, stopwatch.

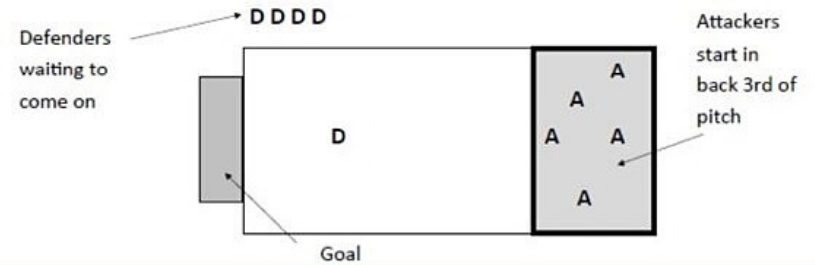
Key Questions:

1. What set plays did you use in a game and were they successful?
2. When would you use Indian Dribble in a game situation?
3. What strategies did your team use to defend?

Key Vocabulary/Skills	
Shooting from close range.	Power, distance, perform, consistent, fair play, tackle, covering, supporting.
Long corners.	
Goal side marking.	
Channel opposition players.	
Apply the self pass rule.	



Reverse stick



Head: Choose and implement a range of strategies to attack and defend.

Hand: Shoot from close range.

Heart: Use and apply boundary rules such as corners, self pass and sideline.

Rules:

- Implement long corner for any ball unintentionally hit off the back line by the defence.
- If the attacking team hits the ball off the back line take a hit out.



Knowledge Organiser: Year 6 Basketball



Prior Learning: Use strength, agility and coordination when defending. Move the ball accurately in a variety of situations. Select and apply a range of tactics and techniques to play with consistency.

Unit Focus: Apply aspects of fitness to the game such as power, strength. Choose and implement a range of strategies to play defensively and offensively. Grasp more technical aspects of the game.

Head: Implement a range of strategies to attack and defend such as restricting attackers' space.

Hand: Able to track and control a rebound from shot (penalty or open play).

Heart: Counterattack with team using the fast break.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.

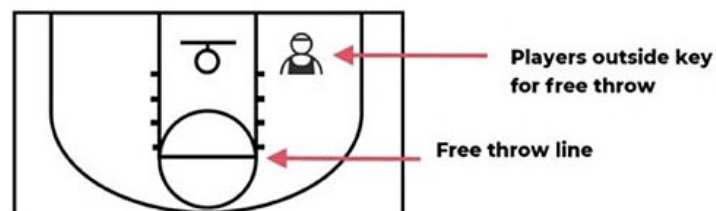
Rules: If a player commits a personal foul to someone as they are attempting a 3 point shot, they get a free throw. If the shooter scores even though fouled, they could therefore win 4 points (3 from the three-point shot and 1 for the free throw).

Key Vocabulary/Skills

Counterattack using fast break.	Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down.
Retreat dribble.	
Free throw rules.	
Cutting to outwit opponent.	
3 point shot	

Key Questions:

1. Working with your partner, can you think of ways you can support a player driving to the net?
2. Why would you use the v-cut tactic when attacking?
3. Can you suggest some other ways to beat the defenders who are putting pressure on you?



Knowledge Organiser: Year 6 Netball



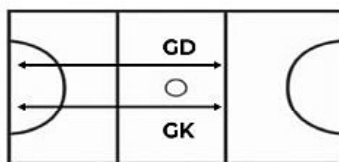
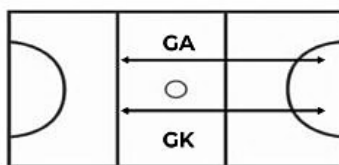
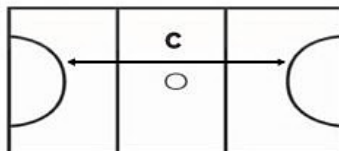
Prior Learning:

Used specific netball skills in games. Played efficiently in different positions on the pitch both attack and defence. Increased power and strength of passes, moving the ball over longer distances.

Unit Focus:

Work as a team to improve group tactics and gameplay. Play within the rules using blocking skills for shots and passes. Develop defensive skills.

Equipment needed: Netballs, cones, bibs, stopwatch, Goals—Junior posts if possible, hoops.



Key Vocabulary/Skills

Double bounce.	Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside.
Marking the pass or shot.	
Organisation around the D.	
Attempt rebounds as attacker and defender.	
Knocking the ball away.	

Key Questions:

1. Why are rebounds so important as the attacker and as the defender?
2. Why are some passes more appropriate for different distances?
3. Why would you attempt to knock the ball away?

Rules:

- Players cannot throw the ball from a prone/lying or sitting position.
- The ball cannot be thrown over one complete third without it being touched or caught by a player in that third.

Head: Make choices about where to pass the ball.

Hand: Anticipate, track and control a rebounding ball from a shot.

Heart: Play in high 5 squad rotations.



Knowledge Organiser: Year 6 Badminton



Prior Learning: Used different types of serves & shots in-game. Played with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques.

Unit Focus: Develop a wider range of shots including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in doubles scenarios.

Equipment needed: Badminton racquets, nets, sponge balls, tennis balls, cones, hoops, bench, throw down markers.

Rules:

- The shuttle must reach your opponents' service box in their half of the court. 8.
- The serve is good even if the shuttlecock hits the top of the net providing it reaches the service boundaries.

Key Vocabulary/Skills

Introducing the smash.	Smash shot, offensive, attacking, defending, rally, drop shot, net play.
Demonstrate a drop shot in isolated situations.	
Net Play.	
Play using offensive court position for doubles.	
Defending formations.	

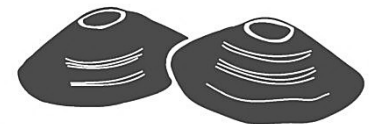
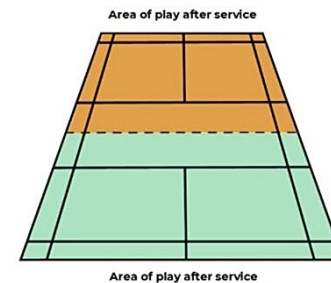
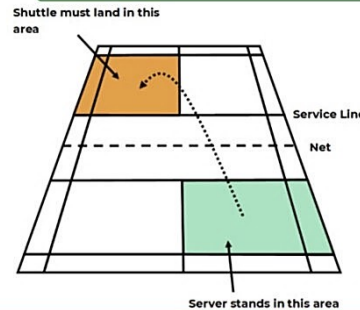
Key Questions:

1. Why is good communication essential for attacking positioning to work well?
2. What is meant by net play?
3. Where are you looking for the shuttle to land when executing a drop shot?

Head: Make appropriate choices in games about shot selection.

Hand: Use forehand, backhand and overhead shots with more confidence in games.

Heart: Develop doubles play further implementing basic positioning tactics.



Year 6 – Tag Rugby

Knowledge Organiser

Prior Learning

Combined basic tag rugby skills such as catching and quickly passing in one movement. Selected and implemented appropriate skills in a game situation. Begun to play effectively when attacking and defending. Increased the power of passes so the ball can be moved quickly over greater distance.

We are learning...

1. to create attacking continuity by supporting the player with the ball
2. to use set plays in attack to create space for the ball carrier
3. to develop the 3-step rule, comparing and contrasting to the 3-second pass option
4. to attack the space as a ball carrier to create scoring opportunities
5. to change from an attacking to a defensive formation when your team loses possession
6. to observe and analyse our classmate's performance

Assessment Overview

Head – Use STEP principle to plan a warm-up

Hand – Use speed and agility in gameplay

Heart – Suggest ways to improve set plays

Equipment

Rugby balls, tags, bibs and cones

Vocabulary

Transition, principle, STEP, agility, turnover, support, observe, analyse.

Unit Focus

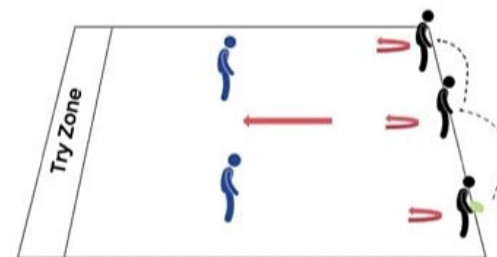
Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.

Key Questions

1. How should we tell other players the areas they need to improve on?
2. Why is it important to organise your team quickly into defensive positions?
3. Being able to change speed and direction quickly helps our defending; why?

Rules

- When tagged, the ball carrier must either stop and pass the ball within three seconds or keep moving and pass within the three steps.
- If the ball leaves the field of play, the opposition will restart with a free pass from where the ball left the field.



Knowledge Organiser: Year 6 Cricket

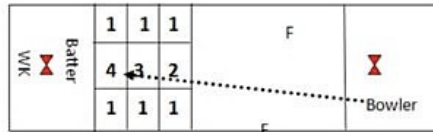


Prior Learning:

Linked a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.

Unit Focus: Apply with cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

Equipment needed: A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.



Key Vocabulary/Skills

Demonstrate urgency in acquiring runs.	Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off drive, slip, short leg, cover, innings, retires.
Tracking & catching a high ball.	
Using the short ball to tempt players to hit high.	
Work as pairs to field long balls.	
Attempt an on drive.	

Key Questions:

1. Which shot allowed you to score more runs?
2. What are the reasons for working in pairs to retrieve the long ball?
3. What is the benefit of bowling the short ball?

Rules:

- 50% of the team bat in the first innings and the remaining 50% in the second innings.
- A batter retires at 15, but the last scoring hit counts (i.e., if on 14 and score 6 on next hit the batter retires on 20).
- Batters change ends at the end of each over.



Head: Apply with consistency standard rules of (modified) games.

Hand: Attempt to track and catch high balls in isolation and game play.

Heart: Work as a pair to field long balls.

Year 6 - Athletics

Knowledge Organiser

Prior Learning

Sustain pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws.

We are learning...

1. Sprint start technique to increase our running speed.
2. the three phrases of triple jump.
3. to heave throw technique and what it is used for.
4. to assess our own ability to play our role in parlauf.
5. the scissor jump technique and when it would be used in athletics
6. to record and relay results over a range of track and field events.

Assessment Overview

Head - Accurately and confidently record multiple scores under pressure.

Hand - Combine different jumping skills to accurately replicate the triple jump technique.

Heart - Judge your strengths and weaknesses to fulfil; your role in a running challenge.

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, hurdles, stopwatches, measuring tape, metre rule, skipping ropes, foam discus, hurdles, flexibar.

Vocabulary

Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.

Unit Focus

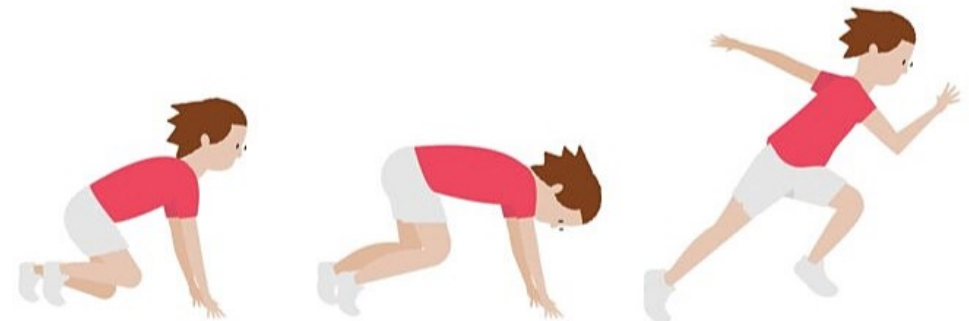
Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

Key Questions

1. In which Olympic athletics event is the heave throw used?
2. How can you develop your fitness through parlauf running?
3. What are the 3 phases of triple jump?

Concepts

- Running for time and running for distance
- Linking sport-specific movements to everyday tasks



Knowledge Organiser: Year 6 Tennis

Prior Learning:

Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.

Unit Focus:

Develop backhand shots
Introduce the lob. Begin to use full tennis scoring systems.
Continue developing doubles play and tactics to improve.

Equipment needed: Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.



Key Vocabulary/Skills

Defend points against opposition using teamwork.

Describe why and when to use a backhand shot.

Demonstrate a lob shot in isolated situations.

Score a tennis game using full tennis rules.

Work as a pair to develop tactics against other pairs.

Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Head: Make good choices in games about the best shot to use.

Hand: Begin to use full scoring systems.

Heart: Use speaking and listening skills to umpire and play with peers without dispute.

Key Questions:

1. What tactics did you try to implement as a pair?
2. Can you explain the deuce scoring in tennis?
3. How can the lob shot help you to score points in a game?

Rules:

- Play using full tennis scoring system (Love, 15, 30, 40, Game)
- When underarm serving (where ability allows) the ball must not be bounced before being hit.
- Players should serve diagonally, underarm or overarm.

