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| Fitness Benchmark | **Year 6** | Fitness Benchmark |
| How many laps around a 200m course in 15mins**Find recording document in KS2 comparing performances folder** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | How many laps around a 200m course in 15mins**Find recording document in KS2 comparing performances folder** |
| Athletics  | Developing Fitness  | Dance  | Gymnastics | Athletics  | OAA – Orienteering  |
| Invasion Games | Striking and Fielding | Invasion Games | Striking and Fielding | Competitive Games | Competitive Games  |
| **Children need to compare their performances with previous ones and demonstrate improvement to achieve their personal best.** |

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| Progression Statements  |
| **Invasion games** | **Striking & Fielding Games** | **Dance** | **Gymnastics** | **Athletics** | **OAA** |
| **Football** Dribble making small touches into space with speed, to beat defenders. Make decisions regarding how and when to send a football to someone in team. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. Know how space changes within a game and when and how to move into changing spaces. Draw defender away to create space. Position body to defend effectively, making successful interceptions.**Tag Rugby** Be able to evade and tag opponents.Be able to pass and receive a pass at speed.Running at speed, changing direction at speed.Develop tactics as a team.Play effectively in attack and defenceScore points against oppositionSupport player with the ball | **Netball** Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. **COULD ALSO LOOK AT HANDBALL**   | **Hockey** Use speed, changing of direction and Indian dribbling to advance towards team’s goal. Make a direct pass while dribbling.Use a range of passes knowing which one depending on the distance of the pass.Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). Know when to defend and what defence skills could be used. Seize an opportunity to score, sometimes quite quickly. | **Rounders** Apply consistently rounders rules in conditioned gamesPlay small sided games using standard rounders pitch layoutUse a range of tactics for attacking and defending in role of bowler, batter and fielder**Tennis** Turn and run to the ball getting into a forehand or backhand position en routeUse ‘move-hit-recover’ approach within a game showing facing forward on recoveryShow a range of grips when demonstrating a backhand (continental, chopper, hammer grip).Use the correct swing technique and control with smooth swings keeping the path of the racquet the sameServe the ball accurately making team mates have to move to send it back  | Create & perform dances in a variety of styles consistentlyBe aware of & use musical structure, rhythm & mood & can dance accordinglyUse appropriate criteria & terminology to evaluate performances  | Select a suitable routine to perform to different audiences, bearing in mind *who* the audience is. Transfer sequence above onto suitably arranged apparatus & floorPerform 6-8 part floor sequence as individual, pair & small group to a piece of music Demonstrate 3 paired balances in sequence using various skills/actions | Investigate running styles and changes of speed.Practise throwing with power and accuracy.Explore different footwork patterns.Understand which technique is most effective when jumping for distance. | Draw maps and plans and set trails for others to followUse the eight points of the compass to orientate Plan an orienteering challengePlan and share roles within the group based on each other’s strengthsUnderstand individuals’ roles and responsibilities. Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safePlan strategies to solve problems/plan routes/follow trails/build shelters etc.Implement and refine strategies |