

**PE Unit of Work
Year 6**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Table tennis	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game choosing the correct technique • Develop a range of skills for sending and receiving the ball accurately • Practise the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance. 	<ul style="list-style-type: none"> • Successfully score an ace from a serve • Score a countershot from a serve • Take part in a rally of over ten strokes 	<ul style="list-style-type: none"> • Table tennis is different to ping pong • You can't play tennis with your left hand • You play table tennis with a racket.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to use the successful hitting techniques in a game to return the ball to best position • Know when to use a range of skills and techniques for sending and receiving the ball. • Know which tactics to use in a game situation 		<ul style="list-style-type: none"> • Game point • Fault • Let • Let serve • Umpire
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Demonstrate successful and accurate hitting skills in a game choosing the correct technique • Develop and improve a range of skills for sending and receiving the ball accurately • Practise and progress the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance with greater speed 		<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier.
Assessment Outcomes	<ul style="list-style-type: none"> • I can serve the ball to the correct position on the table • I can return the ball from a serve with increased accuracy • I can take part in a rally with an increased number of returned shots • I can score points against my opponent by producing unreturnable shots 		
Significant people/places	<ul style="list-style-type: none"> • Liverpool table tennis academy 		

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Dance	<ul style="list-style-type: none"> • Compose a dance that reflects the chosen style. • Confidently improvise with a partner or on their own. 	<ul style="list-style-type: none"> • Adapt their sequences to fit new criteria or suggestions. • Combine equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Dancing is only for girls. • There is only one type of dance.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to modify a dance based off feedback from a performance. • Know how to compose a dance that reflects a particular style of dance. 		<ul style="list-style-type: none"> • Variation • Unison • Canon • Action • Reaction
Procedural Knowledge:			Sports Knowledge
	<ul style="list-style-type: none"> • I can compose for a chosen style. • I can demonstrate controlled movements throughout a dance Combine flexibility, techniques to create a fluent sequence. • I can move rhythmically in dance sequences. • I can modify some elements of a sequence. Use dance vocab. 		<ul style="list-style-type: none"> • Describe how the body feels before and after exercise. • Carry and place equipment safely.
Assessment Outcomes	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Significant people/places	<ul style="list-style-type: none"> • Explore age appropriate tiktok dancing 		

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Gymnastics	<ul style="list-style-type: none"> • Create their own complex sequences. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Gymnastics isn't a sport • Only girls do gymnastics • You can only do gymnastics if you're flexible • You can only do gymnastics if you're strong
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Use running and jumping in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Knowledge:		Key Vocabulary	
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to develop and progress their own complex sequences either solo or in groups • Know how to confidently use equipment to vault with a greater degree of success • Know how to apply skills and techniques consistently within a sequence of movements 	<ul style="list-style-type: none"> • maneuvers • aerial • Performance • Evaluation 	
		Sports Knowledge	
Procedural Knowledge:	<ul style="list-style-type: none"> • Create their own complex sequences solo and with groups to a greater degree of success • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances with greater control. • Confidently use equipment to vault and incorporate this into sequences showing greater balance and co-ordination • Apply skills and techniques consistently, showing precision and control more consistently. 	<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier. 	
Assessment Outcomes	<ul style="list-style-type: none"> • I can combine my own work with that of others. • I can sequence to specific timings. 		
Significant people/places	<ul style="list-style-type: none"> • Recognise current members of team GB 		

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Tennis	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game choosing the correct technique • Develop a range of skills for sending and receiving the ball accurately • Practise the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Tennis is only played on grass • You can't play tennis with your left hand • Tennis is only a 1 V 1 sport.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to use the successful hitting techniques in a game to return the ball to best position • Know when to use a range of skills and techniques for sending and receiving the ball. • Know which tactics to use in a game situation 		<ul style="list-style-type: none"> • Drop shot • Fault • Let • Lob • Set
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Demonstrate successful and accurate hitting skills in a game choosing the correct technique • Develop and improve a range of skills for sending and receiving the ball accurately • Practise and progress the correct techniques to a more controlled level • Develop accurate sending and receiving skills over a greater distance with greater speed 		<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier.
Assessment Outcomes	<ul style="list-style-type: none"> • I can serve the ball to the correct position on the court • I can return the ball from a serve with increased accuracy • I can take part in a rally with an increased number of returned shots • I can score points against my opponent by producing unreturnable shots 		
Significant people/places	<ul style="list-style-type: none"> • Liverpool international tennis 		

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Basketball/Netball	<ul style="list-style-type: none"> • Use a range of attacking and defending skills. • Use fielding skills to prevent a player scoring. • Vary the tactics they use in a game. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • You have to be tall to be good at Basketball/Netball • You can move with the ball in Netball
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop strength, technique and control. • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games where appropriate and apply basic principles for attacking and defending 		
Knowledge:		Key Vocabulary	
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Choose the best tactics for attacking and defending. • Know when to pass and when to dribble in a game. 	<ul style="list-style-type: none"> • Coaching • Feedback 	
		Sports Knowledge	
Procedural Knowledge:	<ul style="list-style-type: none"> • Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. • Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. 	<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier. 	
Assessment Outcomes	<ul style="list-style-type: none"> • I can play to agreed rules. • I can explain rules to others. • I can make a team and communicate a plan. • I can lead others in a game situation. 		
Significant people/places	<ul style="list-style-type: none"> • Liverpool Basketball Club 		

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Cricket	<ul style="list-style-type: none"> • Accurately serve underarm. • Use at least two different shots in game. 	<ul style="list-style-type: none"> • Bowl using the overarm technique • Accurately send the ball to a specific area 	<ul style="list-style-type: none"> • Cricket is not a team sport • The harder you can hit the ball the better you are • Batting is more important than fielding
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop strength, technique and control. • Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Play competitive games where appropriate and apply basic principles for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Use different techniques to hit a ball. • Explore when different shots are best used. • Develop a backhand technique and use it. 		<ul style="list-style-type: none"> • Striking • Grasping 3 • Fielder • Bowler • Bowling
Procedural Knowledge:			Sports Knowledge
	<ul style="list-style-type: none"> • Hit a bowled ball over longer distances. • Use good hand-eye coordination to be able to direct a ball when striking or hitting. • Apply basic technique for over arm fast bowling 		<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier.
Assessment Outcomes	<ul style="list-style-type: none"> • I can bowl to steal a wicket • I can hit the ball to achieve 6 runs • I can tactically position myself when fielding to catch people out 		
Significant people/places	<ul style="list-style-type: none"> • Liverpool Cricket club 		