



# SCHEME OF WORK

## Year 6

### Unit Overview:

In Year 6, children build further on their experience of fitness circuits by focusing on improving the quality, intensity and consistency of their performance across a range of exercises. They will continue to refine their technique while working for longer periods of time and reducing rest, increasing the physical challenge of each circuit.

Children will continue to compete against themselves, aiming to improve their personal best (PB) by comparing previous performances. They will develop a deeper understanding of how exercises help improve different components of fitness such as strength, endurance, balance and coordination.

During the unit, children will monitor their bodies during exercise by accurately locating their pulse in their neck or wrist and counting it for a set period of time. They will begin to interpret what their pulse rate tells them about how hard their body is working and understand how exercise affects the heart, lungs, muscles and bones, as well as the benefits for mental health and overall wellbeing.

Children will be challenged to work with greater independence, attempting more demanding exercises and completing circuits with increased stamina and resilience. They will repeat circuits and analyse their performance in order to make improvements.

Throughout the unit, children will work collaboratively to design, adapt and lead their own fitness circuits, selecting exercises that target different components of fitness. They will take on leadership roles, acting as mini coaches by leading warm-ups, offering constructive feedback and helping others improve their technique and performance.

### Learning Intentions:

|                 |   |
|-----------------|---|
| <b>Lesson 1</b> | How can you take your pulse when exercising?                            |
| <b>Lesson 2</b> | How can you compare your performances and show improvement?             |
| <b>Lesson 3</b> | How can you improve your strength?                                      |
| <b>Lesson 4</b> | How can you challenge yourself to work continuously?                    |
| <b>Lesson 5</b> | How can you improve your performance?                                   |
| <b>Lesson 6</b> | How can you communicate and collaborate as a group to create a circuit? |

## Unit End Points:



### Physical Me

- Can exercise and feel pulse in their neck or wrist- and count it for 30 seconds.
- Can compare previous performances and improve their speed, strength, and balance to achieve a PB.
- Can create a strength circuit that can help improve strength.
- Can attempt the challenges at every station (harder exercises)
- Can challenge themselves to complete the exercises at each station without stopping.



### Thinking Me

- Can give constructive feedback, encouraging their peers, evaluating and helping to improve their own and others performance.
- Can recall key knowledge from across units and use to improve performance.
- Can apply Rules, Strategies and Tactics (RST) across units.



### Social Me

- Can collaborate in a group, encouraging everyone to perform the best they can by using evaluation and feedback.
- Can lead effectively as a mini coach in different elements of the lesson e.g. lead, officiate or choreograph.



### Value Me

- Can demonstrate Key Values.



### Healthy Me

- Can explain how exercise affects the heart, lungs, muscles and bones.
- Can explain how regular exercise supports my physical and mental health.
- Can begin to identify some components of fitness and explain how they are used in different sports.

## End of KS2 Attainment Target:

- Can use running and jumping in isolation and in combination.
- Has developed flexibility, strength, technique, control and balance.
- Can communicate and collaborate with others in a variety of activities.
- Can compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Can begin to evaluate performance and recognise their own success.
- Children understand the effect regular exercise has on key organs, such as the heart, lungs and muscles, and how this helps keep their body healthy and strong.



## Physical Me

- AGILITY
- BALANCE
- COORDINATION
- RUNNING
- SPEED
- JUMPING
- STRENGTH
- POWER
- FLEXIBILITY
- CONTROL
- STAMINA
- ENDURANCE

## Social Me



- CO-OPERATE WITH OTHERS
- MINI COACH
- TEAM WORK
- UNDERSTANDING CONSTRUCTIVE "HELPFUL" FEEDBACK
- COLLABORATION
- COMMUNICATION

## Thinking Me



- SELECT AND APPLY SKILLS
- USE TECHNICAL TERMS FOR MOVEMENTS
- IMPROVING ON LEARNT SKILLS TO IMPROVE TECHNIQUES
- UNDERSTANDING HOW TO CONTROL MY BODY (TENSING CERTAIN MUSCLES)

## Healthy Me



- WARMING UP
- KNOW THAT EXERCISE KEEPS YOUR HEART HEALTHY
- COOL DOWN
- STAY HYDRATED
- UNDERSTAND WHICH EXERCISES / MOVEMENTS INCREASE THE HEART RATE / PULSE RATE

## Value Me



Throughout the PE lesson, teachers should highlight and reward any key values shown in individual, paired, or group activities. Use short reflections or "Value Me" shout-outs to celebrate pupils who show effort, cooperation, and self-improvement, connecting their physical progress with personal growth.



## Health & Safety:

- Children to stay hydrated
- Warm up and down before and after the lesson
  - Children to wear appropriate footwear