

YEAR 6

LEARNING OUTCOMES

for

YEAR 6

HEALTH RELATED FITNESS	MOVEMENT AND GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>6.1.1 Muscular Strength & Endurance</p> <ul style="list-style-type: none"> Identify that the body has many muscles. Introduce more specific muscle groups ex. Triceps. Identify the purpose of muscles. <p>(In relation with the above mentioned muscle group ex. to open up one's arm)</p> <ul style="list-style-type: none"> Perform activities to achieve strong muscles. (using own body weight as resistance; introduce also free weights ex. Bottles with water) focus on above mentioned muscle groups ex. triceps extensions. Revise correct procedure for lifting objects i.e. squatting down and keeping back straight. 	<p>6.2.1 TRAVELLING <i>combination of running and jumping</i></p> <p>6.2.2 ROLLING <i>including a roll whilst traveling</i></p> <p>6.2.3 BALANCING <i>link balances with traveling actions</i></p>	<p>6.3.1. Dive entry</p>	<p>6.4.1. Walking/Endurance Running: Cross-country running on a soft bouncy surface. Proper planning of distribution of energy reserves.</p> <p>6.4.2. Sprinting: Aim at improving the personal best performance of every child following the lessons learnt from previous years.</p>	<p>6.5.1. Racket Games: game situation</p>
<p>6.1.2 Cardio Respiratory Endurance Practice measuring heartbeat. (At rest, during and after exercise.) Arteries and Veins. Identify activities that are considered as aerobic exercise (Using Oxygen)</p>	<p>6.2.4 TAKING WEIGHT ON HANDS <i>refining the cartwheel technique</i></p>	<p>6.3.2. Fun games in 4 strokes</p>	<p>6.4.3. Hurdling: Aim at improving the personal best performance of every child following the lessons learnt from previous years</p>	<p>6.5.2. Implement Games: Setting up of offensive strategies and game situations</p>

Develop ability to understand and perform pacing and distance runs.				
<p>6.1.3. Healthy Habits Develop knowledge of Carbohydrates, Protein, Fats and their function. Develop awareness of the damage done to the body by the use of drugs, alcohol and cigarettes. Develop awareness of importance of adequate rest even for other activities.</p>	<p>6.2.5. JUMPING <i>Practise jumping including jumps in a sequence</i></p>	<p>6.3.3. Swimming Practise swimming against personal time</p>	<p>6.4.4. Jumping: Sequence jumping: Triple Jump= hop, skip, jump Master the co-ordination and sudden change of base support during the sequence.</p>	<p>6.5.3. Team Games: Offensive and Defensive Strategies; Game Situation</p>
<p>6.1.4. Flexibility Develop ability to hold a stretch position for 25-30 seconds</p>	<p>6.2.6. PARTNER WORK <i>Practise shadowing</i></p>		<p>6.4.5. Throwing: Aim at improving the personal best performance of every child following the lessons learnt from previous years</p>	

PROGRAMME

for

YEAR 6

6.1 NUMBER AND ALGEBRA

Learning Outcome	Notes
6.1.1 Muscular Strength & Endurance	
<ul style="list-style-type: none"> Identify that the body has many muscles. Introduce more specific muscle groups ex. Triceps. 	<ul style="list-style-type: none"> Identify location, size and function of the heart. (Years 1-6) Identify parts and functions of the circulatory or respiratory system (Years 3-6) Identify where to find the hear beat (Years 4- 6)
<ul style="list-style-type: none"> Identify the purpose of muscles. (In relation with the above mentioned muscle group ex. To open up one’s arm) 	<ul style="list-style-type: none"> Identify the effects of rest and exercise on the heart (Years 5 -6) Identify activities and habits that don’t help the heart (Years 5 – 6) Perform activities that do help the heart – healthy heart activities (Years 1 -6) Understand how to measure a strong heart (Years 1 -6) Endurance challenges including the 1 mile run / walk or 9 minute run / walk.
<ul style="list-style-type: none"> Perform activities to achieve strong muscles. <ul style="list-style-type: none"> - using own body weight as resistance - introduce also free weights ex. Bottles with water Focus on above mentioned muscle groups ex. triceps extensions. 	<ul style="list-style-type: none"> Identify that the body has many muscles. Identify the purpose of muscles Identify correct procedures for lifting objects
<ul style="list-style-type: none"> Revise correct procedure for lifting objects i.e. squatting down and keeping back straight. 	<ul style="list-style-type: none"> Perform activities and exercises to achieve strong muscles Identify and practice appropriate activities for specific group of muscles Learn to correctly perform exercises using their own body weight as resistance
6.1.2 Cardio Respiratory Endurance	
Practise measuring heartbeat. (At rest, during and after exercise.) Arteries and Veins.	
Identify activities that are considered as aerobic exercise (Using Oxygen)	<ul style="list-style-type: none"> Identify the meaning of stretching Perform the correct procedures for safe stretching Learn the meaning of healthy habits (Years 1 -6) Identify habits that are healthy for the body: <ul style="list-style-type: none"> Getting regular activity – movement to play (Years 1- 6) Eating breakfast – avoiding unhealthy snacks (Years 1 – 6) Eating from the food groups pyramid (healthy breakfast concept) – Years 3 – 6. Getting adequate rest (Years 1 -6) Maintaining cleanliness and hygiene (Years 1 -6) Avoiding drugs and alcohol (Years 1 -6) Live tobacco free
Develop ability to understand and perform Pacing and Distance runs.	
6.1.3 Healthy Habits	
Develop knowledge of Carbohydrates, Protein, Fats and their function.	
Develop awareness of the damage done to the body by the use of drugs, alcohol and cigarettes.	
Develop awareness of importance of adequate rest even for other activities.	
6.1.4 Flexibility	
Develop ability to hold a stretch position for 25-30 seconds	

6.2 MOVEMENT AND GYMNASTICS


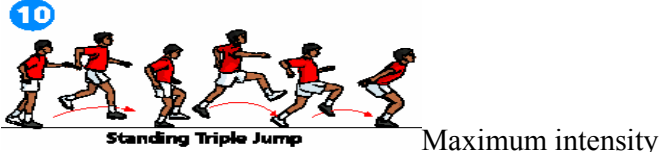
Learning Outcome	Notes
<p>TRAVELLING</p> <ul style="list-style-type: none"> • <i>Travel using a combination of running and jumping</i> <ul style="list-style-type: none"> • Run, jump and land • Jump as far as possible • Run, jump, spin and roll • Run, jump, turn and slide • Link a jump, a roll and an action using hands and feet • Choose 3 different kinds of travel and make up a sequence using each action twice. 	
<p>ROLLING</p> <ul style="list-style-type: none"> • <i>Roll whilst travelling</i> <ul style="list-style-type: none"> • Roll, spin and step out of roll • Step, roll and spin • Step, roll and jump • Perform the same roll, first very slowly and then very quickly • Perform three different rolls, alternating slow, quick, slow 	
<p>BALANCING</p> <ul style="list-style-type: none"> • <i>Link balances with travelling actions</i> <ul style="list-style-type: none"> • Choose 3 balances and link them using a roll, a jump and a spinning action • Choose a balance and perform it 3 times in a sequence, using a different linking movement each time • Perform stunt balances in groups 	
<p>TAKING WEIGHT ON HANDS</p> <ul style="list-style-type: none"> • <i>Practise refining the cartwheel technique</i> <ul style="list-style-type: none"> • Practise cartwheel progressions • Take weight on hands, turn round or over and take weight on feet • Choose one action involving taking weight on hands and add flight onto the hands (e.g. Dive forward roll, dive cartwheel) 	<p><u>CARTWHEEL</u> Refer to YEAR 5</p>

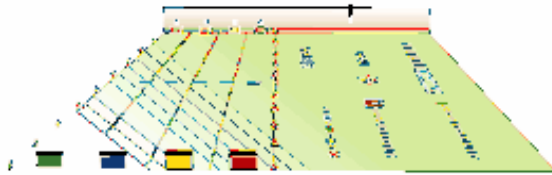
<p>JUMPING</p> <ul style="list-style-type: none"> • <i>Practise jumping including jumps in a sequence</i> • Jump sideways, taking off from one foot and landing on two feet (use free leg to help jump) • Jump showing one body shape, land, roll and jump again showing a different body shape • Jump, land and balance. Roll and jump again using a different take off from the first jump. 	
<p>PARTNER WORK</p> <ul style="list-style-type: none"> • <i>Practise shadowing</i> • Move side by side/one after the other, trying to copy exactly leader's movements • Perform contrasting movements 	

6.3 SWIMMING

<i>Learning Outcome</i>	<i>Notes</i>
<p>6.3.1. Dive entry Practise dive entry.</p>	<p>Toes round the edge, bend knees, crouch down, stretch out arms, head in line with arms. Start push from legs and aim for distance not for height. Entry in water from a small area.</p> <p>Hit the target Diving for objects Waterpolo</p>
<p>6.3.2. Perform fun games in 4 strokes</p>	
<p>6.3.3. Practise swimming against personal time</p>	<p>The children should practise the swimming strokes over specified distance. It will be ideal to group children according to abilities and ask them to try to beat their times always focusing on proper and efficient technique</p>

6.4 ATHLETICS

Learning Outcome	Notes
6.4.1. Walking/Endurance Running:	
Perform cross-country running on a soft bouncy surface.	Limit distances \leq 1Km.
Develop ability for proper planning of distribution of energy reserves.	Aim at finishing the distance.
Develop ability to participate in inter-schools Cross-Country (grass only)	Cross-country race \leq 1Km. (STRONGLY discourage longer distance races).
6.4.2. Sprinting:	
Improve the personal best performance of every child following the lessons learnt from previous years. **	 <p data-bbox="1455 691 1948 719">Use healthy competitions as a motivator.</p>
6.4.3. Hurdling:	
Aim at improving the personal best performance of every child following the lessons learnt from previous years. **	Use healthy competitions as a motivator.
6.4.4. Jumping:	
Sequence jumping: Triple Jump= hop, skip, jump	Awareness of distances covered over the HOP, SKIP, and JUMP.
Master the co-ordination and sudden change of base support during the sequence.	Execute the jumps as separate hop; skip; jump OR hop+skip; skip+jump.
<u>Standing Triple Jump Test</u> **	
6.4.5. Throwing:	
Aim at improving the personal best performance of every child following the lessons learnt from previous years. **	Use healthy competitions as a motivator.



Track and Field Events for young people with no need for a stadium. The competition equipment is safe and brightly coloured with the track equipment having colour co-ordinate individual lanes of Red, Yellow, Blue and Green.

6.5 GAMES

<i>Learning Outcome</i>	<i>Notes</i>
<p>6.5.1. Racket Games: Perform game situation</p>	<p>Hitting a bouncing ball with racket and repositioning quickly after striking Hitting the ball in self and general space, e.g. over the net and against the wall, in different directions and at different levels Relationships with body parts whilst hitting and repositioning (posture, positioning, eye/hand coordination, follow-through) with objects (racket, net, ball) and with others (groups, 2s, opponent) Proper force selection while striking for correct repositioning (weight transference, flow), whilst moving at different speeds</p> <p>Improving reception skills of the students receiving ball to their right or left</p> <ul style="list-style-type: none"> • one feeder and one hitter, feeder throwing the ball to either side of hitter • short and long balls • low and high balls • hitting ball over net • provide a fun orientated competitive activity for all students • divided in different teams and competition is organized so that they have to play several single matches

6.5.2. Implement Games:

Setting up of offensive strategies and game situations

- A wide array of motor and manipulative skills during a game situation
- Performing different offensive strategies in confined general space using different directions and pathways
- Different non- locomotor movements involved in separate skills during the game
- With team mates and opponents in a game situation
- Performing different skills such as passing, trapping and shooting whilst using the components of time, flow and force in a game situation

Offensive and Defensive Strategies
Game Situation

- be off the ground when you shoot a lay up shot
- go towards the basket from an angle
- make your bent knee pull you high in the air (right knee for right hand lay up and left knee for left hand lay up)
- jump for height
- stretch your body as far as you can
- passers pass the ball in front of the receiver
- give the passer a target by showing your hands
- break to the basket each time you can
- when one player has the ball the other players have to look for an open space

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| | <ul style="list-style-type: none">• Recognize a straight line as the shortest pathway between 2 points.• Run forward as soon as you receive the pass.• Create open spaces while moving in general space.• Always follow the player with the ball to avoid being in an offside position (Offside Rule).• Always stay in a line when defending.• Use hip movements to avoid being tagged.• Always pass sideways or backwards.• No contact whatsoever is allowed; Just Try and Tag the Others ONLY.• A free pass is awarded if an infringement is committed.• The team who scores a “Try” is awarded a point. |
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