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| **Physical Education**  **Core Curriculum**  **Year 5&6**  **Spring Term Year A** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Gymnastics  Unit 1 (Year 5) | Dance  Unit 1 (Year 5) | Gymnastics  Unit 2 (Year 5) | Football  (Year 6) |
| **Prior Learning** | Have become more confident to perform skills consistently. Can work to improve sequences and individual actions. Can work in groups and aim to perform sequences in time with others. Can make changes to sequences using compositional ideas. | Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement. | 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 – Key Knowledge & Skills** | Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement. | Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. | Take responsibility for own warm-up. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions. | 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. |
| **Key Questions** | 1. What makes a performance aesthetically pleasing?  2. How can you be a good partner in counterbalances?  3. Why do you need good communication with a partner or group? | 1. Why is it easier to create more exciting movement patterns with larger groups instead of as an individual or pair?  2. Why do they call the dance move ‘around the world’?  3. What are some of the key characteristics of line dancing? | 1. Describe an asymmetrical balance you saw in someone else work  2. Why is it important to warm-up before performing specific actions?  3. What are some of the things you must do when linking two cartwheels together? | 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? |
| **Progression of Learning in lessons-Objectives covered** | * Can I learn the key steps to performing a round-off? * Can I create and perform a partner sequence using symmetry? * Can I create and perform a partner sequence using asymmetry? * Can I perform counter-balances with a partner? * Can I transition smoothly between counter balances using different levels? * Can I evaluate each other’s work and suggest improvements? | * Can I understand non-locomotor movements and use them in a dance? * Can I perform locomotor and non-locomotor movements together? * Can I create new and exciting group patterns? * Can I perform a simple Line Dance routine? * Can I create a 3-step line dance with a partner? * Can I work collaboratively within a group to improve performance? | * Can I use space creatively along an L shapes pathway? * Can I refine my round-off technique? * Can I refine over-the-shoulder roll and attempt a handstand finish? * Can I smoothly link 2 cartwheels to perform a double cartwheel? * Can I transition into a bridge with control? * Can I develop a 6 element partner sequence incorporating asymmetry? | * Can I set up a shooting opportunity for a teammate? * Can I restrict an opponent’s space by defending with my partner? * Can I perform a penalty kick with power and accuracy? * Can I attack and shoot as a pair? * Can I perform the role of a cover defender to stop attack? * Can I use close control to keep possession of the ball under pressure? |
| **Vocabulary** | Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance. | Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns. | Speed, partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature. | Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Selects a component for improvement and use guidance from others. * Hand: Attempt to perform more complex skills in isolation such as round-off. * Heart: Work responsibly in trust exercises and when counterbalancing. | * Head: Confidently participate in dances from different parts of the world. * Hand: Refine & improve dances adapting them to include rhythm & expression. * Heart: Adapt a pair dance into a small group dance. | * Head: Explain the significance of a warm-up and how it relates to gymnastics activity. * Hand: Work within/on set pathways. * Heart: Lead others in a warmup with confidence in own preparation. | * 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. |
| **Application Task** | Intra-competition in house groups  CNSSP Competition link | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups |