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| **Physical Education**  **Core Curriculum**  **Year 5&6**  **Spring Term Year B** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Gymnastics  Unit 1 (Year 6) | Dance  Unit 1 (Year 6) | Gymnastics  Unit 2 (year 6) | Swimming  (Advanced) |
| **Prior Learning** | Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement. | Used professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities. | Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus. | Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. |
| **Unit Focus – Key Knowledge & Skills** | Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus | Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language & terminology. | Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions. | Bring control and fluency to at least two recognised strokes. Implement good breathing technique. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke. |
| **Key Questions** | 1. How did the warm-up help your performance?  2. Why do unison and cannon work well together in a sequence?  3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence? | 1. Do you think you captured the street dance style?  2. If you were going to perform as a small group rather than a pair, what compositional ideas could you use to extend your phrase? (formations, canon, lifts etc. | 1. Why is it a challenge to adapt your sequence to fit in with a timescale?  2. Which were your favourite elements to perform?  3. What is stimuli?  4. Can you suggest any different compositional ideas that may be used? | 1. What was the most challenging part of the swimming course?  2. If you were to swim the course again how would you try and improve your time?  3. When would you use head up water entry? |
| **Progression of Learning in lessons-Objectives covered** | * I can use controlled flight onto high apparatus * I can dismount safely from high apparatus * I can develop a short sequence using flight in a canon formation * I can incorporate equipment into a group sequence * I can create a paired flight sequence using both canon and unison * I can create and perform a 6 element group sequence to music | * I can use a stag leap and rebound jump * I can explore relationships through dance and perform partner lifts * I can perform a dance phrase based on the Hakka * I can choose and use suitable dynamics for a Hakka * I can link freeze frames in a street dance style to create short movement phrases * I can perform a Top Rock and Slide Step and perform confidently with a partner | * I can perform a 10-element group sequence using floor and apparatus * I can perform with equipment and respond creatively to music * I can create a judging criteria and then assess performances * I can create and perform interesting patterns in a group * I can select and apply the appropriate walk and presentation to start a sequence * I can perform a 10 element sequence within a 1 minute time limit | * I can float and tread water for a sustained period of time * I can efficiently use backstroke * I can perform a crouching dive and head up entry to enter the water * I can swim, surface dive and move objects without stopping * I can use a tumble turn when swimming * I can use breaststroke, front crawl and backstroke |
| **Vocabulary** | Flight, consistent, vault, vaulting sequences, combinations, direction, dismount. | Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression. | Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match. | Meters, distance, back crawl, front crawl, breaststroke, compete, improve, challenge, personal survival, treading, crouching. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Identify strengths and weakness about a performance. * Hand: Experience flight on and off of apparatus. * Heart: Lead group warm up demonstrating the importance of strength and flexibility. | * Head: Interpret different stimuli with imagination and flair. * Hand: Use recognised dance actions and adapt to create motifs and movement patterns. * Heart: Take the lead suggesting ideas and refining actions of others. | * Head: Compose a sequence which will achieve the highest score against criteria. * Hand: Perform increasingly complex sequences. * Heart: Work independently and in small groups to make up sequences to perform to an audience. | * Head: Swim competently, confidently and proficiently over a distance of at least 25 metres. * Hand: Link lengths together with turns and attempt a tumble turn in isolation and during stroke. * Heart: Work in pairs to refine stroke technique and suggest ways they can improve. |
| **Application Task** | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups | Swimming instructor assessment |