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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 6) | Badminton  (Year 5) | Swimming  (Advanced) |
| **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. | Used professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities. | Explored and used different shots with both the forehand and backhand. Demonstrated different badminton skills. Practised some trick shots in isolation. | 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** | 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. | Work collaboratively to include more complex compositional ideas. Talk about different styles of dance with understanding, using appropriate language & terminology. | Use different types of serves and shots in-game. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques. | 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. |
| **5 Essential Key Knowledge and/or Skills** | * Confidently take weight onto hands to move my body forward. * Create and perform a partner sequence using symmetry. * Perform counter-balances with a partner. * Transition smoothly from balances both individually and with a partner. * Evaluate each other’s work and suggest improvements. | * Develop a simple sequence using actions and dynamics. * Explore space and relationships in dance an describe their impact. * Create a simple motif for a small group around a theme. * Use formations in dance to create impact. * Perform with confidence in front of others using facial expressions. | * Return using a forehand and a backhand shot. * Serve accurately to the correct area of a court. * Apply basic court positions in singles play. * Communicate effectively with partner/team during games. * Know and explain basic rules of badminton. | * Perform a mushroom float for a sustained period of time. * Use breaststroke arms and swim with fluency. * Use front crawl arms and swim with fluency. * Tread water and use a rescue aid for a sustainable period of time. * Swim competently, confidently and proficiently over a distance of at least 25 metres |
| **Progression of Learning in lessons-Objectives covered** | * I can learn the key steps to performing a round-off. * I can create and perform a partner sequence using symmetry. * I can create and perform a partner sequence using asymmetry. * I can perform counter-balances with a partner. * I can transition smoothly between counter balances using different levels. * I can evaluate each other’s work and suggest improvements. | * 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 make it difficult for our opponent to score points. * I can apply basic court positions in singles play. * I can accurately hit both long and short sleeves. * I can close control, including net shots. * I can use footwork to recover after lunging and moving after shots. * I can apply a range of movements and shots in competition. | * 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** | Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance. | Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression. | Clear, overhead, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement. | Meters, distance, back crawl, front crawl, breaststroke, compete, improve, challenge, personal survival, treading, crouching. |
| **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: 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 – Recognise how reaction time can impact play. * Hand – Demonstrate a variety of service shots in isolation and some gameplay. * Heart – Play with others with some flow to the game. | * 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  CNSSP Competition link | Intra-competition in house groups | Intra-competition in house groups | Swimming instructor assessment |