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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 5) | Netball  (Year 5) | Basketball  (Year 6) |
| **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. | Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | Introduced netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork. Introduced the concept of preliminary moves. | Used strength, agility and coordination when defending. Moved the ball accurately in a variety of situations. Selected and applied a range of tactics and techniques to play with consistency. |
| **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 | Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. | Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court. | Apply aspects of fitness to the game, such as power and strength. Choose and implement a range of strategies to play defensively and offensively. Grasp more technical aspects of the game. |
| **5 Essential Key Knowledge and/or Skills** | * Use controlled flight onto high apparatus. * Perform advanced partner balances with confidence. * Perform a leap, throw, balance and turn using rhythmic gymnastic equipment. * Perform a group routine meeting set criteria with confidence. * Evaluate performances offering a development point. | * Perform a non-locomotive and a locomotive movement. * Move in and out of different formations confidently. * Perform basic line dance steps to the count of 8 beats. * Combine 3 steps to make a short movement phrase. * Perform a small group dance with confidence. | * Choose chest, shoulder or bounce pass for appropriate scenarios. * Dodge and lead to find space in a game. * Pivot using both feet as my grounded and none grounded foot * Apply a strategy to get into better shooting positions * Play in high-five netball games implementing some rules | * Counterattack using the fast break technique * Perform retreat dribble to maintain possession * Perform a free throw with consistency * Drive to the basket using strength and coordination. * Know the difference between a 2 and 3 point shot |
| **Progression of Learning in lessons-Objectives covered** | * Can I use controlled flight onto high apparatus? * Can I dismount safely from high apparatus? * Can I develop a short sequence using flight in a canon formation? * Can I incorporate equipment into a group sequence? * Can I create a paired flight sequence using both canon and unison? * Can I create and perform a 6 element group sequence to music? | * 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 choose the appropriate pass for different scenarios? * Can I find space to receive in a game? * Can I use different dodging techniques to outwit a defender and get free? * Can I practice and perform pivoting and quick turns? * Can I get into closer shooting positions? * Can I react and move quickly in isolation and in games? | * Can I counterattack using the fast break? * Can I use retreat dribble to maintain possession? * Can I perform a free throw with consistency? * Can I use speed and agility to perform a v-cut to get free from a defender? * Can I drive to the basket using strength and coordination? * Can I use the three-point shot and discuss how different points are awarded? |
| **Vocabulary** | Flight, consistent, vault, vaulting sequences, combinations, direction, dismount. | Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns. | Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle. | Fast break, counterattack, retreat, maintain, pressure, free throw, L-cut, V-cut, pin down. |
| **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: 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 techniques for different passes. * Hand – Attempt to get into better shooting positions. * Heart – Use verbal and non-verbal communication to show teammates where you want to ball. | * Head – Implement a range of strategies to attack and defend, such as restricting attackers’ space. * Hand – Able to track and control a rebound from a shot (penalty or open play). * Heart – Counterattack with team using the fast break. |
| **Application Task** | Intra-competition in house groups  CNSS Competition Link | Intra-competition in house groups | Intra-competition in house groups  CNSS Competition Link | Intra-competition in house groups |