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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 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. |
| **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. 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. Why is it an advantage to get closer to shoot?  2. What areas of your game would you like to improve?  3. What should you do if you are closely marked by a player when you are trying to find space? | 1. Working with your partner, can you think of ways to support a player driving to the net?  2. Why would you use the v-cut tactic when attacking?  3. Can you suggest other ways to beat the defenders putting pressure on you? |
| **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 |