



Physical Education

Dance: Titanic

Unit Purpose

The unit of work will challenge pupils to recreate the story of The Titanic through controlled movements and balances.

Pupils will perform **choreographed** movements and balances that incorporate **emotion, expression** and **characterisation**.

Inspire Me

Did you know... The Titanic sank on 15 April 1912 in the North Atlantic Ocean, four days into her maiden voyage from Southampton to New York City. The Titanic had an estimated 2,224 people on board only 706 survived.



Key Success Criteria

- P** Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements and balances with accurate expression and emotion.
- C** Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.
- S** Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.
- W** Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

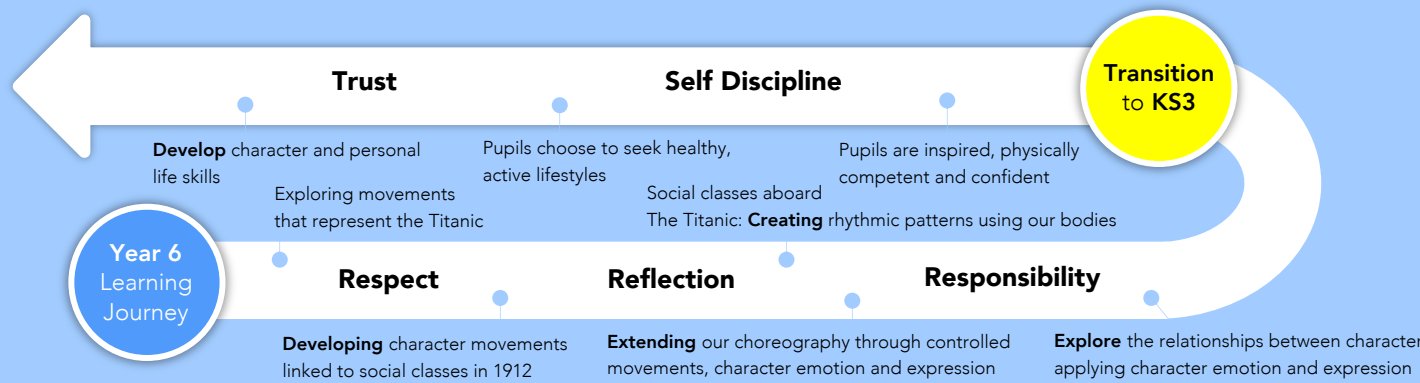


Sport Specific Vocabulary

Motif: is a series of movements that are repeated.

Rhythm: is a repeated pattern of movements or sounds.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.





Physical Education

Football Year 6

Unit Purpose

Pupils will learn to **consistently** apply effective **attacking** skills, applying **decision making** in order to keep possession and score.

Pupils will in turn apply pressure when **defending** to regain **possession** effectively.

Inspire Me

Did you know... the first women's football match in England took place in 1895 where the North beat the South 7-1. The FA banned women's football in 1921 until the Women's Football Association was formed in 1969.



Key Success Criteria

- P** Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team
- C** Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.
- S** Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- W** Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Counter Attack: A counter attack is a tactic employed by the team gaining possession who immediately attack after regaining the ball from defending the opponent's attack.

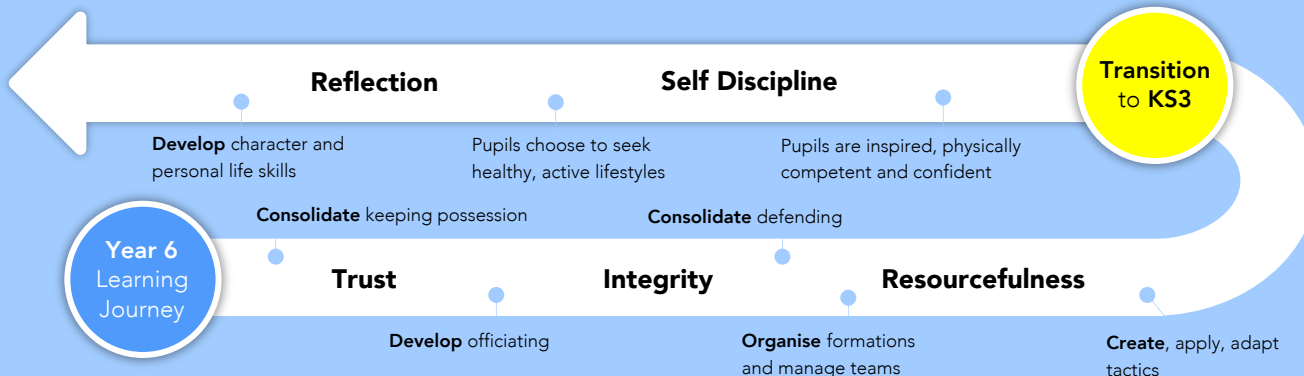
Referee: is an official who enforces the rules and is responsible for making sure that the game is played fairly. The referee will resolve any disagreements and their decision is final and should be respected.



Sport Specific Vocabulary

Through Ball: Is a pass made to create a shooting opportunity. The attacker in possession of the ball, passes it between opposing defenders, into open space that a team member can run onto.

Man-to-Man Marking: is a defensive tactic used where each player is assigned to defend and follow the movements of a particular player on the opposite team.





Physical Education

Gymnastics Year 6

Unit Purpose

The unit of work will focus on applying "excellent gymnastics" through **matching** and **mirroring** movements.

Pupils will create a **sequence** of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.

Inspire Me

Vitaly Scherbo is a former Belarusian gymnast and one of the most successful gymnasts of all time. Vitaly is the only male gymnast to have ever won a world title in all eight gymnastic exercises.



Key Success Criteria

- P** Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.
- C** Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.
- S** Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.
- W** Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

Flow: This is when a gymnast moves from one action to another without stopping.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Matching: Matching is where pupils perform exactly the same movements at the same time.

Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Canon: Canon is where pupils perform the same movement one after the other.

