

The Winterton Federation Medium Term Plan

(see short term lesson plans / scheme of work for greater detail)

Term: Spring Term

Year Group: 6

SUBJECT/SESSION	PE	
1	<p>Gym - Floor</p> <p>Small body part balances Large body part balances Group balances with counter balance / tension.</p>	<p>Perform a number of small and large body part balances on the floor individually, with a partner and with a group.</p> <p>Learn how to create a group balance.</p> <p>Help others to improve the group performance.</p> <p>Achieve quality movements that travel 'towards' and 'away from' the group balance.</p> <p>Communicate well with other group members.</p>
2	<p>Balance on a partner / within a group Symmetrical balances</p>	<p>Perform a number of balances on the floor individually, with a partner and with a group that show symmetry / mirroring.</p> <p>Learn how to create a group balance.</p> <p>Learn how to stand safely on a partner or as a base for a partner.</p> <p>Help others to improve the group performance.</p>
3	<p>Travelling and Stepping Cartwheel.</p> <p>Spins</p>	<p>To develop a knowledge and understanding of transition, stepping and spins</p> <p>To enjoy helping others improve performance and technique.</p>

	$\frac{1}{2}$ spin and full spin	To share knowledge and experiences with a partner.
4	Backward roll. Floor balances and transitions.	To develop a knowledge and understanding of rolling and various combinations. To enjoy helping others improve performance and technique. To learn to travel 'towards' and travel 'away from' a balance and a roll. Learning to communicate positively with others To perform a sequence with a partner to include a balance and a roll.
5/6	Apparatus balances and transitions.	Learn and perform a sequence of action on a variety of apparatus. Demonstrate a variety of different ways to get onto and off a piece of apparatus.
7	Dance - Performance Create and refine a sequence (weeks 1 and 2 in the scheme of work)	To create part of a dance sequence. All children can work within a group to perform a short sequence. Most children can contribute to a group and provide feedback. Some children can lead and direct a group and use feedback to improve a performance.
8	Perform / Teach / Refine (weeks 3 and 4 in the scheme of work)	To perform part of a dance sequence. All children can perform sequence. Most children can communicate ideas. Some children can replicate quickly what they have seen.
9	Performance	To perform a complex dance sequence. All children can perform all of the sequence. Most children can perform with control. Some children can perform with high energy levels and lead groups.

10	<p>Dance - Interpretive</p> <p>Exploring music and character (weeks 1 and 2 in the scheme of work)</p>	<p>To move appropriately to the music and to create a narrative based on music.</p> <p>All children can move appropriately to the music. Most children can show elements of originality. Some children can perform with elements of originality and expression.</p>
11	<p>Creating a narrative</p>	<p>To create a narrative based on music.</p> <p>All children can perform and link dance phrases. Most children can perform narrative with expression. Some children can perform with expression and precision consistently.</p>
12	<p>Refining and Performance (weeks 4 and 5 in the scheme of work)</p>	<p>To perform dance that communicates narrative.</p> <p>All children can perform a dance sequence and evaluate Most children can show elements of performance and suggest improvements. Some children can convey expression through dance and adapt and change based on self evaluation.</p>