

# The Winterton Federation Medium Term Plan

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

Term: Spring Term

Year Group: 5

SUBJECT/SESSION	PE	
1	Gym - Floor  Small body part balances Large body part balances	Perform a number of small and large body part balances on the floor individually, with a partner and with a group.  Learn how to create a group balance.  Help others to improve the group performance.  Achieve quality movements that travel 'towards' and 'away from' the group balance.  Communicate well with other group members.
2	Group balances with counter balance / tension.	Perform a number of small and large body part balances on the floor individually, with a partner and with a group.  Learn how to create a group balance.  Help others to improve the group performance.  Achieve quality movements that travel 'towards' and 'away from' the group balance.  Communicate well with other group members.

3	Travelling and Stepping Straight leg and bent leg.	<p>To develop a knowledge and understanding of transition and stepping.</p> <p>To enjoy helping others improve performance and technique.</p> <p>To share knowledge and experiences with a partner.</p>
4	<p>Jumps and Leaps Two to one One to the other</p> <p>Two to one leap Stag leap</p>	<p>Learn and perform a jump from 2 feet to 2 feet and perform 3 different shapes.</p> <p>Learning to communicate positively with others.</p> <p>To help others to improve technique.</p> <p>To improve technique whilst performing jumps with shapes from a low platform.</p>
5	<p>Forward roll.</p> <p>Floor balances and transitions.</p>	<p>To develop a knowledge and understanding of rolling and various combinations.</p> <p>To enjoy helping others improve performance and technique.</p> <p>To learn to travel 'towards' and travel 'away from' a balance and a roll.</p> <p>Learning to communicate positively with others</p> <p>To perform a sequence with a partner to include a balance and a roll.</p>
6	Apparatus balances and transitions.	<p>Learn and perform a sequence of action on a variety of apparatus.</p> <p>Demonstrate a variety of different ways to get onto and off a piece of apparatus.</p>

7	<p>Dance - Performance</p> <p>Create and refine a sequence (weeks 1 and 2 in the scheme of work)</p>	<p>To create part of a dance sequence.</p> <p>All children can work within a group to perform a short sequence.</p> <p>Most children can contribute to a group and provide feedback.</p> <p>Some children can lead and direct a group and use feedback to improve a performance.</p>
8	<p>Perform / Teach / Refine (weeks 3 and 4 in the scheme of work)</p>	<p>To perform part of a dance sequence.</p> <p>All children can perform sequence.</p> <p>Most children can communicate ideas.</p> <p>Some children can replicate quickly what they have seen.</p>
9	<p>Performance</p>	<p>To perform a complex dance sequence.</p> <p>All children can perform all of the sequence.</p> <p>Most children can perform with control.</p> <p>Some children can perform with high energy levels and lead groups.</p>
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.</p> <p>Most children can show elements of originality.</p> <p>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.</p> <p>Most children can perform narrative with expression.</p> <p>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</p> <p>Most children can show elements of performance and suggest improvements.</p> <p>Some children can convey expression through dance and adapt and change based on self evaluation.</p>

