

<p>Subject: Gymnastics: Gymnastics circuits Year 3 Term Autumn 1</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus To experience the variety of gymnastic apparatus and the key balances and skills needed to use the apparatus.</p>	<ul style="list-style-type: none"> • I can perform a variety of rolls (Teddy bear, log, dish and dome) <i>I know how to perform with good body control</i> • I can demonstrate control of my body through balancing (On one leg, using 3 points of contact) <i>I know how to perform with good body control</i> • I can use the ropes to hold my body and jump <i>I know my core strength helps with a lift</i> • I can perform a balance and hold my body with a partner (push and pull) <i>I know my core strength helps with a lift. Showing perseverance and teamwork skills</i> 	
	<p>Intended Outcome: Across the unit the children will be able to do a variety of rolls, jumps and balances.</p>	
	<p>Suggested activities / tasks: -Stations tailored to allow different moves to be practised - (laminated sheets of apparatus plan and station cards to use) - Rolls – Teddy bear, log roll, front support and back support -Jumps – bunny hops over bench, different take off from box top, off of benches, -Balances – individual balances, paired balances working together, holding positions on the ropes. -Partner coaches allow children to perform AND evaluate movements – understanding and performing moves.</p>	<p>Key Questions: How do you land safely? What can we do to make this more challenging? What would help you to get your legs straighter? How can we make sure keep our bodies stable whilst landing?</p>
<p>Vocabulary: Bent knees Body tension Squashy landing Pointed toes Jump</p>	<p>Resources: Station cards with further key questions, pictures and teaching points. Apparatus plans</p>	<p>Links to Other subjects: Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.</p>

<p>Land Bent knees Arms out to balance Control Paired balance Roll Spring Stretch Hold</p>		<p>Forces -</p>
<p>SEND/EAL Pair mixed ability Model Support children on ropes- holding ropes or their legs</p>	<p>AGT Create shapes in the air Hold balances for longer Create their own balances Try different take off and landing.</p>	<p>Suggested Trips / experiences After school club Gymnastic competition</p>

<p>Subject: Dance- A day in the life at school Year 3 Term Autumn 2</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Movement in time with music</p>	<ul style="list-style-type: none"> • I can show my daily routine through repeated arm actions • <i>I can move my body to match the desired action (theme)</i> • I can change the levels that I work at for some of my movements • I will perform my moves to the beat of the music • <i>I can understand rhythm and time of music</i> • <i>I can work well in small groups and as a whole class</i> • I can create small sequences of movement 	
	<p>Intended Outcome: To perform a dance which represents a day at school</p>	
<p>Vocabulary: Facial expressions Walking Lunges Beat Rhythm Timing Coordination repetition</p>	<p>Suggested activities / tasks: -lesson on understanding music and rhythm (clapping to beat- stomping to beat- move your body to the beat) Children think about what they do in each part and each session focuses on different part. Two parts children for in pairs, two parts children do individually and two parts as a whole class- to vary dance styles -waking up -getting to school -lessons -lunch -going home/bed</p>	<p>Key Questions: How can you make a move like a dance move? How can you make brushing your teeth a dance move that goes in time with the music? Does the rhythm change? How can you show this section with a partner? How can you fit this move with the beat of the music?</p>
<p>Resources: Music- <i>Wake up it's a beautiful morning</i></p>		<p>Links to Other subjects: Music- rhythm (spend time clapping the rhythm) Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.</p>
<p>SEND/EAL Three options of movement given to select from GDS at front to model timing to rest of class Partner mixed ability</p>	<p>AGT Freedom to select ideas and movements At front to model timing Show movement without music- what could the beat be? GDS</p>	<p>Suggested Trips / experiences</p>

<p>Subject: Gymnastics paired sequences Year 3 Term Spring 1</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Create a sequence using knowledge and skills from Aut 1 but now considering transitions between the movements and balances</p>	<ul style="list-style-type: none"> • I can perform and link in a sequence a variety of rolls (Teddy bear, log, dish and dome) • I can demonstrate control of my body through balancing throughout a sequence (On one leg, using 3 points of contact) • I can use the ropes to hold my body and jump within a sequence • I can perform a balance and hold my body with a partner (push and pull) • I can consider my transitions between balances and movements • I can link my key gymnastics skills into a small routine with a partner • I understand ways of linking and transition between movements 	
	<p>Intended Outcome: Perform a sequence in pairs that is then recorded (three movements on each station)</p>	
	<p>Suggested activities / tasks: -set hall into four sections that focus on certain skills and help improve their prior learning from aut 1 (rotation of activities to create three moves on each station) focus on the transitions between these moves -After 4 weeks the equipment comes together for their transitions between the stations (bigger transitions)</p>	<p>Key Questions: How can you link one more to the next? What will your free leg do here? How can you develop this move? How could this be improved? Is that the best way to move between equipment?</p>
<p>Vocabulary: Bent knees Body tension Squashy landing Engage your core Pointed toes Travelling</p>	<p>Resources: - Four sections: tables for jumps, mats for rolls, ropes for balances and benches for travelling</p>	<p>Links to Other subjects: 90 degree turns. 360, 180- maths Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.</p>

Linking Free leg Transition Team work Coordination Mirroring Canon		
SEND/EAL Children record their moves on a sheet to remind them over the course of the 6 weeks Modelling transitions GDS demonstrate	AGT Levels of movements- can you perform these moves at a different level?	Suggested Trips / experiences

Subject: Roman- invaders and settlement dance Year 3 Term spring 2	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i>	
Focus To synchronise movements to the beat	I can perform dance moves that link to traditional Roman lifestyles (cooking, fighting, building) I can link my moves in with my partner and groups, thinking about timing I can repeat moves on each side of my body and look at different levels <i>I can move my body in time with the music</i> <i>I can express Roman life through my dance moves</i>	
Vocabulary: Push Pull Timing Chop Facial expressions rhythm Settling Lunge Slash Posture Unison Synchronisation	Intended Outcome: Whole class performance a dance to the parents on Topic outcome day. Children to have a better appreciation of a Roman life through the medium of dance.	
	Suggested activities / tasks: <ul style="list-style-type: none"> - First session starts before Topic teaching show PowerPoint of traditional Roman lifestyles/equipment - Following sessions focus on different parts of dace (cooking, fighting, building and settling) 	Key Questions: PowerPoint session? What would these objects be used for? How could you represent them with movement?
	Resources: Music- <i>Harry Potter background theme</i> PowerPoint	Links to Other subjects: History- Romans Music- rhythm Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.
SEND/EAL AGT at front to demonstrate timings Partner coaching	AGT Solo sections to create within the whole class dance	Suggested Trips / experiences

Subject: Gymnastics: Jumping Year 3 Term Summer 1	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i> I can perform a jump on different apparatus on different heights, <i>I can use all the key components of the technique.</i> I can perform a jump with squashy knees <i>I can use my arms to help gain height in my jump</i> <i>I can use my arms to help gain distance in my jump</i> Keeping my head and chest up, I can land on two feet when I jump and not use my hands to help I can perform jumps on different levels	
Focus On the types of jumps and how to perform them on different apparatus at different heights	Intended Outcome: To learn a variety of jumps off of different apparatus	
Vocabulary: Height Shapes Squashy knees Step off Propel your arms Head and chest upright	Suggested activities / tasks: Six stations (one per week to practice the different jump types)	Key Questions: How can you land safely? Why do we use our arms? How can you gain more height? Does anything change with your jump when you are higher up on different apparatus? What shapes can you make in the air? Does this change depending on what apparatus you jump from?
SEND/EAL Lower equipment Do basic jumps without shapes in air	Resources: Cards- with different jumps and ideas Apparatus plan Apparatus AGT Shapes in the air Height to jump from (raise height of box)	Links to Other subjects: Suggested Trips / experiences

<p>Subject: Dance: World Dances Year 3 Term Summer 2</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Children will be able to explain the key points for the two world dances and be able to demonstrate some of these through a short routine</p>	<p><i>I can copy movements in the style of dances</i> I can create movements in the style of dances I can link the movements within a sequence in time with the music I can adapt my dance style to fit the speed changes within the music <i>I can perform dance moves that represent dance traditions</i></p>	
<p>Vocabulary:</p>	<p>Intended Outcome: Children to have a good understanding of the key concepts for this style of dance for the two different parts they focus on.</p>	
<p>Timing Levels Twists Turn Stomp March Rotate Bend Wave</p>	<p>Suggested activities / tasks: -Initial activity focusing on what are the key concepts children can find in the videos of these dances -Children then taught elements of each dance as a class which they can practice and repeat -Children given ideas which they will then be able to develop and add into their own dances</p>	<p>Key Questions: -How can you show these movements at different levels? -What moves would you put into your routine and why? -Why would you add this move in? What does it add to your routine? -Why is it important to be in time with the music?</p>
	<p>Resources: Music Videos of world dances</p>	<p>Links to Other subjects: Music – timing of dance to music Science – using our body/muscles Nutrition, vitamins, minerals, fat, protein, carbohydrates, fibre, water, skeletons (support, protection) Skull (brain), ribs (heart and lungs) joints, muscles (movement, pull, contract) relax, diet.</p>
<p>SEND/EAL Paired with AGT, 1-1 teacher work</p>	<p>AGT Demonstrations,</p>	<p>Suggested Trips / experiences</p>

<p>Subject: Indoor athletics Year 4 Term Autumn 1</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Learning the correct techniques and applying the knowledge through the events</p>	<p>I can throw the javelin or shot put with the correct grip and arm action <i>I know the correct grip and throw for shot put and javelin</i></p> <p>I can jump with the correct preparation on bent knees and then use arms and legs to propel forwards</p> <p>I can run with the correct arm and leg technique <i>I know the correct arm and leg technique when running</i> <i>Using the correct changeovers with a baton I can compete in a relay race</i></p>	
	<p>Intended Outcome: Children can perform in jumping, throwing and running events</p>	
	<p>Suggested activities / tasks:</p> <ul style="list-style-type: none"> - Olympic origins- which of these sports do you think began back in Ancient Greece? - Teach techniques for run, throw and jump, in groups where children have plenty of turns to practice. Add in some competitive elements to go against other children. - Running – arm and leg technique, hips to lips, turning at the wall. Add in relay changeovers. - Throwing – shot putt (clean palm, dirty fingers, a push not a throw), javelin (hold by grip, point forwards, throw from shoulder). BOTH THROWS ARE SIDE ON FEET, ROTATE HIPS, RELEASE. - Jumping – bending knees like a spring - Practice techniques - Perform techniques through competing - 	<p>Key Questions:</p> <p>When did these Olympic events begin? What body part can you use to jump further? How do we land safely? How do you know you are doing the correct movement? When sprinting, what are our arms and legs doing?</p>

<p>Vocabulary:</p> <p>Sprint Arm drive Knee drive Changeover Grip Propel Twist hips Momentum Clean palm – dirty fingers Side on feet Bent knees Swing arms Hips to lips Hop – step - jump</p>	<p>Resources:</p> <p>Relay batons Indoor shot puts Speed bounce mat Foam javelins Hurdles Basket balls</p>	<p>Links to Other subjects:</p> <p>Ancient Greece- Olympic events</p>
<p>SEND/EAL</p> <p>More 1:1 time to practice and refine Terminology different- break skills down i.e hop, skip, jump instead same foot, other foot same foot</p>	<p>AGT</p> <p>Compete earlier Coaching role Record their results and results of others-officiate</p>	<p>Suggested Trips / experiences</p> <p>Indoor athletics competition Athletic events Sports day</p>

<p>Subject: Dance: world dances Year 4 Term Autumn 2</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Comparison of movement within each style in time with music beat changes</p>	<p><i>I can copy movements in the style of Spanish/German dancers</i> I can create movements in the style of Spanish/German dances I can link the movements within a sequence in time with the music I can adapt my dance style to fit the speed changes within the music <i>I can perform dance moves that represent Spanish/German dance traditions</i> I can create fluid transitions between movements in time with the music</p>	
<p>Vocabulary: Push Pull Timing Chop Facial expressions rhythm Settling Lunge Slash Posture Unison Synchronisation Fluidity Speed Flamenco Oompah</p>	<p>Intended Outcome: To create a dance that has Spanish flamenco movements and German Oompah movements but are fluid in transitions</p>	
	<p>Suggested activities / tasks: Three weeks Spanish Flamenco- session 1 show you tube dance styles- pick out movements Session2-3 children creating their own Spanish movements Session 4- show Youtube video of German Oompah dance Session 5 and 6 creating their own German dance Session7 and 8 linking the dances together in time with the music and creating fluid transition</p>	<p>Key Questions: What movements do you see? What body parts do they use more? How are they the same? Different? How does the music change? How will our bodies show this change?</p>
	<p>Resources: Youtube dances clips Music- with rapid beat change slow, fast, slow</p>	<p>Links to Other subjects: Geography Music</p>
<p>SEND/EAL AGT at front to keep timing 1:1 time to practice Pictures of movements</p>	<p>AGT Lead sections Create some moves that class will perform- demonstrating and explain how to perform (they teach)</p>	<p>Suggested Trips / experiences</p>

Subject: Gymnastics: Springing & Landing Year 4 Term Spring 1	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i>	
Focus Learning the 5 key jumps, how to land safely when jumping and combining the skills to create a routine.	I can perform the 5 key jumps using the key safety points for all jumps <i>I know why I land with squashy knees and my body upright</i> I can perform a balance showing good body control I can perform jumps from a variety of heights on apparatus <i>Selecting appropriate moves, I can create a routine that flows</i>	
Vocabulary: Height Shapes Squashy knees Step off Propel your arms Head and chest upright Linking moves Balance Body control Arms out to balance 5 key jumps Take off and landing Twist Turn	Intended Outcome: To create a routine that focuses on the 5 key jumps as well as balances that flow in a fluid way	
	Suggested activities / tasks: -First two sessions allow children to practice the 5 key jumps and explore their stations -Following sessions include work on balances, linking movements together and allowing time to create their routines	Key Questions: -How can we land safely? -What shapes can we make in the air? -How are you going to link the moves together? -Which moves link together the best?
SEND/EAL 1-1 work with teacher, possible work with AGT to assist	AGT Demonstrations in front of class, variety of shapes in air and balances	Suggested Trips / experiences

Subject: Dance – Ancient Greeks/Olympics Year 4 Term Spring 2	Skills Outcome: and <i>Knowledge Outcomes:</i> LO:	
Focus Linking moves to create a dance based on the Ancient Greeks/Olympics	I can create moves that represent the Olympics or Ancient Greece <i>Thinking about traditional Greek life, I can create moves that resemble these</i> <i>I can find the beat of the music</i> I can link my moves in with my partner and groups, thinking about timing I can repeat moves on each side of my body and look at different levels <i>I can move my body in time with the music</i>	
Vocabulary: Timing Synchronisation Push Pull Canon Mirror Repetition Chariots Soaring Flying Competition	Intended Outcome: To create dance in groups that focuses on traditional Greek/Olympics movements that is performed in time with music	
	Suggested activities / tasks: -Focus on what is a traditional Greek life/object and how we can represent that through a dance -Individual, paired and group work to create movements that link together	Key Questions: -How can you link these movements together seamlessly? -What movements replicate that of traditional Greek lives? -How can we show sporting moves through dance? Repetition? -Can we use canon or mirroring to emphasise some moves?
	Resources: -Music	Links to Other subjects: Music – timing of the beat History – Ancient Greece
SEND/EAL 1-1 work with teacher or with AGT children	AGT Leading groups to ensure all are clear on their task.	Suggested Trips / experiences

<p>Subject: Rhythmic Gymnastics Year 4 Term Summer 1</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Children will combine their previous knowledge of rolls and balances and include a piece of equipment (ball, hoop or ribbon) to create a sequence</p>	<p>I can perform basic rolls, balances and jumps using a variety of equipment to compliment the moves I can move the ribbons in repeated patterns and attempt a balance whilst moving them I can balance whilst holding a ball or throw/roll a ball to my partner with control While I am balancing or moving I can use a hoop to link my partner to myself <i>I can think about the appropriate ways to link my moves to create a sequence</i> <i>I am aware of a variety of ways to use the ribbons, balls and hoops to add t my sequence</i></p>	
<p>Vocabulary: Mirror Canon Flow Fluid Sequence Twist Balance Body control Roll Twirl</p>	<p>Intended Outcome: A gymnastics routine created with focus on balancing, rolls and using equipment such as ribbons, hoops and balls.</p>	
	<p>Suggested activities / tasks: -1 lesson to focus on the basic balances and rolls (recapping from Y3) -3 lessons that focus on each piece of equipment (hoop, ball & ribbon) -2 lessons on linking moves to create a routine and then perform routines</p>	<p>Key Questions: -What ways can you move the ribbons? -How can you pass the ball between your pair? -Is he hoop easier to pass to your partner or roll? -How can you do a balance using the equipment? -What moves flow into each other nicely? -Can you use mirror or canon?</p>
	<p>Resources: -Ribbons -Hoops -Balls -Gym mats -Music</p>	<p>Links to Other subjects: -Music - timing</p>
<p>SEND/EAL Use just one piece of equipment, have more time with teacher</p>	<p>AGT Use at least two pieces of equipment and sequence to include more moves</p>	<p>Suggested Trips / experiences</p>

<p>Subject: Dance: Country Dance Year 4 Term Summer 2</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i> I can clap in time with the music I can step to the side in time with the music I can perform the grapevine set of steps <i>I can perform a sequence of moves with my partner that link together</i></p>	
<p>Focus To follow timing of music and perform simple steps that follow the country dance style.</p>	<p>Intended Outcome: To create a routine based on country dancing, which includes staying in time with the music.</p>	
<p>Vocabulary: Grapevine Mirror Side step 16 counts</p>	<p>Suggested activities / tasks: First lesson all on timing – can children clap in time? Bang floor in time? Walk in time? Jump in time? Second lesson – teach the basic side steps 4x4 – 4 steps to left, right, front and back. AGT can take two steps for SEND/EAL 1 step. Third/Fourth lesson – children create their own set of steps that fit to 16 counts of music – can go front, back, or side. Fifth lesson – add in the turn sequence of 4 steps, always turn to the right (facing 90 degrees to right) Final lesson – PERFORM!</p>	<p>Key Questions: -Why is it important to stay in time? -What is 90 degrees? -What direction could you and your pair travel in? -Can you mirror your moves?</p>
	<p>Resources: -Music</p>	<p>Links to Other subjects: Music - timing</p>
<p>SEND/EAL Simple side steps to music, can follow AGT’s lead.</p>	<p>AGT Include mirroring and turns in their performances. Lead in front of class.</p>	<p>Suggested Trips / experiences</p>

<p>Subject: Gymnastics – Travelling and Levels Year 5 Term Autumn 1</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p> <p>I can perform basic gymnastic moves (jump, balance and roll) on higher level apparatus I can look at how I can transfer my skills to perform them at different levels I can explore different ways of traveling on my equipment <i>I know different ways to link my ideas together (canon, change of direction, free leg, unison, mirror)</i> <i>I know what skills link together to help my routine flow</i></p>	
<p>Focus To perform basic gymnastics skills in a routine at different levels</p>	<p>Intended Outcome: A gymnastics routine that focuses on travelling using equipment, as well as at different levels.</p>	
	<p>Suggested activities / tasks: -Sessions to allow children to explore the apparatus on their station, giving time for them to think how they could move around it -Session focus on what mirroring, canon and unison are -Final session is a performance</p>	<p>Key Questions: -How can we ensure we land safely, particularly with high level equipment? -How can we show different levels through our movements? -Can you use your free leg to enhance your movement? -Why does changing direction help enhance your routine?</p>
	<p>Resources: Apparatus layout map Gymnastics equipment</p>	<p>Links to Other subjects:</p>
<p>Vocabulary: Free leg Travelling Mirroring Balance Unison</p>	<p>SEND/EAL Paired with AGT, 1-1 teacher work, less movements needed in routine.</p> <p>AGT More skills included in their routine, paired with LA, examples and demonstrations</p> <p>Suggested Trips / experiences</p>	

<p>Subject: Dance – River Dance Year 5 Term Autumn 2</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Creating and linking movements together to show the source, waterfall, meanders and sea sections.</p>	<p><i>I can link my movements to the journey water makes through a river</i> <i>I can select movements to use that show the various stages of a river, ensuring there are differences between the stages</i> I can move my body in a fluid motion I can combine movements to create a routine that focuses on various stages of the river</p>	
<p>Vocabulary: Fluid Slow Bend Curve Flow Calm Rush Wave Bounce Larger or Smaller movements</p>	<p>Intended Outcome: To create a dance that has clear and distinct sections that demonstrate the different stages of the river</p>	
	<p>Suggested activities / tasks: Each session will focus on a new part of the dance</p> <ol style="list-style-type: none"> 1) Source 2) Waterfall/rapids 3) Meanders 4) Mouth of river into sea 5) Refining performances <p>Children will be played the section of music that fits to the specific part of river. Children to think what part of river would be like and how they can move their bodies to replicate this. Given time to practice moves with music, teacher to go around groups to help with ideas and refining moves.</p>	<p>Key Questions: -What does this part of the river look like? How can you show this through moving your body? -Do all your movements need to be fast/slow? Why? -How can we show a fall in water? -Describe the movement of water in a waterfall? What adjectives would you use? -How can you link these moves together?</p>
	<p>Resources: James Bay – Hold back the river music Powerpoint of river pictures</p>	<p>Links to Other subjects: Geography – Rivers topic Music – Timing of music</p>
<p>SEND/EAL In group with AGT, given more time with teacher</p>	<p>AGT Leading a group, creating some of the moves, demonstrating to other members of class</p>	<p>Suggested Trips / experiences</p>

Subject: Gymnastics – Symmetry & Asymmetry Year 5 Term Spring 1	Skills Outcome: and <i>Knowledge Outcomes:</i> LO:	
Focus Creating and linking movements in a gymnastics routine that focus on symmetry, asymmetry and mirroring	<p>I can perform a gymnastic move in time with my partner</p> <p>I can perform a move at the same time as my partner, but mirroring their movement</p> <p>I can perform a move using canon with my partner (one after another)</p> <p><i>I can think about which moves are appropriate to link together</i></p>	
Vocabulary: Symmetry Asymmetry Mirror Timing Extension Canon Bent knees Transfer of body weight	<p>Intended Outcome: To create a gymnastics routine that focuses on symmetry, asymmetry and mirroring. This can be performed at different levels and include jumps, balances and rolls.</p> <p>Suggested activities / tasks: Frist week allow children time to explore all apparatus and equipment so they can select which they prefer</p> <p>-Teach skills of mirroring/symmetry/asymmetry and how they can include this into their routines -Look at how they can link their movements together, what moves flow well into the next moves</p> <p>Resources: Apparatus floor plan</p> <p>Key Questions: -What are the differences between symmetry and asymmetry? -How can you perform these moves at different levels? -What is going to help you stay in time? -How can you transfer your body weight from one move to another</p> <p>Links to Other subjects: Music – timing Maths - symmetry</p>	
SEND/EAL Paired with AGT	AGT Paired with SEND/EAL. More complex moves	Suggested Trips / experiences

<p>Subject: Dance – Viking Shield Dance Year 5 Term Spring 2</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus A dance based on Saxon/Viking times which will involve using movements linked to the shields and swords they used</p>	<p>I can perform the basic steps, including a set of 8 steps I am able to change the direction I perform my shield movements I can effectively perform in the role of a Viking warrior I can clap in time with the music <i>I can think about which moves are appropriate for this period of dance</i> <i>I can select moves for my own section of the dance</i> <i>I can gain an understanding of the historical elements to this dance</i></p>	
<p>Vocabulary: Slapping Sidesteps Clapping Stepping Formal Timing Marching Punching Sharp movements Snappy movements Wedge formation Shield wall</p>	<p>Intended Outcome: To produce a dance that is based around the Saxon times with traditional moves linked to the Vikings shields</p>	
	<p>Suggested activities / tasks: -Introduce the concept of shields and what they were used for, think about how they would hold them and move them. -Set 8 moves with shield movement that includes stepping in time with music → Children they work in pairs to add in 8 more counts of their own steps -Group work on shield wall and wedge formation and how to show this – working together, moving in time with music, adding in arm movements -Class formation – top of wedge, facing audience to show the size of the army -Allow time to practice as a whole before performing in the final lesson</p>	<p>Key Questions: -Why would they be using shields? -Why do we add in shouting to the dance? -Which moves are you going to select? -How can we help move in time together? -Why is it important to move together in the wedge formation?</p>
	<p>Resources: Music for Tudor dance</p>	<p>Links to Other subjects: History - Saxons</p>
<p>SEND/EAL Paired with an AGT for whole dance, simpler moves</p>	<p>AGT Paired with SEND/EAL for whole dance, act as a coach to improve other partner</p>	<p>Suggested Trips / experiences</p>

Subject: Gymnastics – Twisting & Turning Year 5 Term Summer 1	Skills Outcome: and <i>Knowledge Outcomes:</i> LO: I can perform a variety of movements which include twisting of the body I can link my movements together to create a routine, to look at how I can use my free leg or arm to improve movement I can keep in time with my partner <i>I can think about how to stay in time with my partner</i> <i>I can think about appropriate ways to link my moves together</i>	
Focus Children will learn skills that will enable them to perform movements that focus on twists and turns. They will be able to link these together to create a routine that has a main focus on twists and turns.	Intended Outcome: A gymnastics performance which will involve balances, rolls and jumps through twists and turns.	
Vocabulary: Twist Turn Free leg/arm Motion Freedom Linking Timing Fluid Controlled	Suggested activities / tasks: Sessions will focus on allowing children to explore apparatus and equipment. Following this, the skill of using free leg or arm will be included – looking at if we are moving one way, how can we freely move to the next skill or change direction. Following sessions children will have opportunity to develop their sequences and focus on linking of movements and including the free leg and twists or turns.	Key Questions: -How do we move from one place to another – WALK – How do we walk? FREE LEG -Show me ways of twisting your upper body, how are you doing that? -What effect does it have when you twist or turn? -What are the most effective ways to link your moves together? -How can you land safely AND move into your next move? -What will help you stay in time with your partner?
SEND/EAL Less complicated moves needed, work with AGT	Resources: Gymnastics apparatus map AGT Include more complicated moves within their routine, perform demonstrations	Links to Other subjects: Music - timing Suggested Trips / experiences

<p>Subject: Dance – Bollywood/Indian Year 5 Term Summer 2</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p> <ul style="list-style-type: none"> • I can perform arm movements linked to Indian culture • I can perform my movements with a bounce in my knees • I can add in simple side, forward and backward steps • <i>With a partner I can combine my arm movements to create a small sequence</i> • <i>I can select appropriate moves that link together to create a small sequences in time with the music</i> 	
<p>Focus To gain an understanding of what a traditional Indian/Bollywood dance would look like and then be able to perform elements of this in a dance.</p>	<p>Intended Outcome: To perform a dance based on traditional Indian/Bollywood moves that shows a level of understanding of these moves.</p>	
<p>Vocabulary: Rotation Bounce Twist Petal hand movement Freedom Snakelike Hip movement</p>	<p>Suggested activities / tasks: -All children given idea cards with traditional Indian culture/landmarks and they need to think of moves that could represent these -Taught some of the traditional moves and basic steps for Bollywood dance -Given time in groups or pairs to link their two favourite ones into a sequence -Refine this work and create a routine that focusses on steps to the side with traditional arm movements</p>	<p>Key Questions: -Why is there a bounce in the knees during the dance? -How can you represent that through your arm movements? -Can you perform the moves at different levels? -What does this do to your sequence? -What are the most effective ways to link your moves and replicate these with your partner?</p>
<p>SEND/EAL Paired with AGT, Given more pictures to work from and given more 1-1 time. Less content needed in sequence</p>	<p>Resources: -Pictures of Indian culture/landmarks -Indian music</p> <p>AGT Demonstrations in front of class. More content for sequences.</p>	<p>Links to Other subjects: Music – timing Topic – Indian culture</p> <p>Suggested Trips / experiences</p>

<p>Subject: Fitness/Circuit Training Year 6 Term Autumn 1</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus</p> <p>Children to perform a variety of exercises across each week with an aim of improving from week 1-6. They will also have a good understanding of changes to their body and the effect it has on their body.</p>	<p><i>I can look at my heart rate and explain the changes that have happened following exercise</i> I can perform a variety of exercises (Press up, plank, step up, squats, sit up) <i>I will be able to explain the changes to my body during exercise compared to before exercise</i> I can record my results after performing the exercises</p>	
<p>Vocabulary: Heart Rate Sweating Red in face Cooling down Blood pumping around body Carrying oxygen Working muscles Determination Perseverance Stronger</p>	<p>Intended Outcome: Children will perform a variety of exercises during sessions and look to improve their efforts over the week. They will also gain an understanding of what is happening to their body and heart rate before, during and after exercise.</p>	
	<p>Suggested activities / tasks: A 6 weeks programme of sessions which focus on a variety of exercises will be performed. The children will record their results each week and be comparing these each week.</p> <p>Specific time given to analyse what is happening to their HR when exercising. They will detail some of the changes that have happened to their bodies after exercising?</p>	<p>Key Questions: -Why do we sweat? -Why is our heart pumping quicker? What is it taking around the body? -What values do we show when exercising? -What changes have you noticed before exercising to after exercising? -Which activity is the hardest? Why?</p>
<p>SEND/EAL Paired with AGT to help with any skills they are unsure on</p>	<p>AGT Expect to analyse their performance in more depth and look at the HR and body changes using deeper terminology</p>	<p>Links to Other subjects: Science – HR, changes to the body Science - Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle.</p> <p>Suggested Trips / experiences</p>

Subject: 1930's Dance - Jitterbug Year 6 Term Autumn 2	Skills Outcome: and <i>Knowledge Outcomes:</i> LO:	
Focus To create a dance in pairs that is representing the traditional 1930's dance of the Jitterbug	<ul style="list-style-type: none"> • I can learn the key steps of the Jitterbug with my partner, showing good control and accuracy • I can work well with a partner focusing on timing and creating our own moves that link • I can perform the face in and face out with timing to music • <i>I can decide which moves link together when creating my own moves</i> • <i>I understand the historical context of the dance and can pick elements that show this</i> 	
Vocabulary: Rhythm Extension of limbs Bounce Twists Crossovers Unison Timing Full turn Turning under arm Back to back turn Face in Face out Through Crossover Control Accuracy	Intended Outcome: A dance in pairs based on 1930's Jitterbug	
	Suggested activities / tasks: -a set material is taught over 4 weeks, allows all children to work in pairs and learn the same moves. -hands working opposite, up and down and then into facing in and out 4 times. -Progress onto crossovers (arms moving back and forwards, opposite to partner) and then into pass partner across body. -Spinning partner across body requires good timing, partner turning needs to slow their spins down. -Round the back move to finish, working in unison. -Following this, children are given time in pairs to create their own moves, linked to 1930's to perform. -Time given to ensure timing is with music -Session where children can create their own moves to add into the dance, reminding them about the context being 1930's.	Key Questions: -How can you link your moves to the set material? -How can you move the rest of your body to add to the arms movements? -Why is it important to have good timing? -Why was dance so important in 1930's?
	Resources: 1930's task cards Jitterbug music – in the mood, Glenn Miller	Links to Other subjects: History – WW2 Music – timing of songs and linking moves to the music
SEND/EAL Paired with AGT throughout dance	AGT Paired with SEND/EAL throughout and able to coach them through certain parts of dance	Suggested Trips / experiences Performance to parents in outcome afternoon

Subject: Gymnastics - Flight Year 6 Term Spring 1	Skills Outcome: and <i>Knowledge Outcomes:</i> LO:	
Focus Children will be focussing on creating a routine that is based around flight and moving using flight.	<ul style="list-style-type: none"> • I can perform gymnastics moves that include elements of moving in the air (flight) • <i>I can link these moves together to create a small sequence including balances, rolls and flight elements.</i> • <i>I can think about different ways to travel that also include elements of flight</i> • I can perform jumps from apparatus that focus on flight • I can perform a vault over a low table with control 	
Vocabulary: Flight Jump Body Control Landing Bent knees Arms out to balance Body tension Vault Rotation Straddle Star jump Pike Tuck	Intended Outcome: A gymnastics sequence that has elements on flight from apparatus of floor work.	
	Suggested activities / tasks: Children work their way round 6 stations that focus on different elements of flight 1 – Jumping and landing off of equipment with a focus on forwards, backwards and twisting 2 – Travelling and balance on benches 3 – Vaulting – over or on small tables 4 – Jumping and rotation on box tops lower to floor 5 – Jumping and hanging using the ropes 6 – Bunny hops using a bench and also focussing on other ways to travel long benches	Key Questions: -What ways can you think of the jump off a table? -Are there different ways to travel along a bench? -How can you link these moves together to create a short sequence? -What muscles are we using when holding our body on the ropes? -What must you do when vaulting over the table? Why is that important?
	Resources: Flight worksheets and station guides Music Gymnastics apparatus layout plan	Links to Other subjects: Science – Springs when taking off
SEND/EAL 1-1 work with teacher. Paired with AGT.	AGT Demonstrations to class, more complex routines. Higher levels on equipment	Suggested Trips / experiences

Subject: Gymnastics – Group Symmetry Year 6 Term Spring 2	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i>	
Focus: Skills based around symmetry and mirroring will be incorporated into a group routine,	Intended Outcome: Children will create a routine based on symmetry and mirroring in groups using gymnastics equipment.	
Vocabulary: Symmetry Mirroring Flowing Linking moves Free leg Free arm Timing	Suggested activities / tasks:	Key Questions: -What is mirroring? -What is symmetry? -What are the differences between mirroring and symmetry?
	Resources: Creating a sequence cards Idea cards for symmetry Apparatus Layout plans	Links to Other subjects: Maths – mirroring, symmetry
	SEND/EAL	AGT

<p>Subject: Dance – Show Dance Year 6 Term Summer 1</p>	<p>Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i></p>	
<p>Focus Applying skills learnt into a sequence that can be performed in the final show</p>	<ul style="list-style-type: none"> • I can show a variety of skills in a sequence of dance • I can demonstrate linking moves together and an appreciation of timing • <i>I can think about the best ways to link my moves together</i> • <i>I understand what facial expressions can add to a dance and consider how I can use them</i> 	
	<p>Intended Outcome: Children to perform a dance in their final show, incorporating different skills learnt</p>	
	<p>Suggested activities / tasks: Teacher led sessions on dance skills that link together to create a dance that will be performed across the final show. Group, solo and paired work will be included to best suit the show.</p>	<p>Key Questions: -How can you link your arm movements to your leg movements? -What arm movements can match the theme? -What leg movements can match the theme?</p>
<p>Vocabulary: Twist Turn Flow Link Arm movement Leg movement Free arm Free leg Timing</p>	<p>Resources: Music for final show</p>	<p>Links to Other subjects:</p>
<p>SEND/EAL Group work</p>	<p>AGT Demonstrations Solo work</p>	<p>Suggested Trips / experiences</p>

Subject: Team games Year 6 Term Summer 2	Skills Outcome: and <i>Knowledge Outcomes:</i> <i>LO:</i> <ul style="list-style-type: none"> • I can show a variety of throws from different distances • I am able to catch a ball from a variety of heights and speeds • <i>I understand how best to encourage my team members and show good team work & communication</i> • I can change direction to avoid being hit with a dodgeball • I can hit targets from a range of distances 	
Focus Children will be applying a variety of key skills into a range of different team games	Intended Outcome: Children to be confident applying their skills into a range of team games	
Vocabulary: Duck Dodge Dip Dive Accuracy Power Team work Determination Perseverance	Suggested activities / tasks: Benchball matches to focus on throwing and catching Dodgeball matches to focus on agility and accuracy of throwing	Key Questions: -What type of throw is best for this distance? -Why does it change when the distance changes? -What ways are there to avoid getting hit in dodgeball? -How can you keep your team members working hard?
	Resources: Sponge balls Benches	Links to Other subjects:
SEND/EAL Can start closer	AGT Throw with weaker hand	Suggested Trips / experiences