**Year 6 P.E. Curriculum – Spring Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Dance**    To copy and repeat a set dance phrase showing confidence in movements.  To develop a dance idea.  To use changes in dynamics in response to the stimulus.  To demonstrate a sense of rhythm and energy when performing bhangra style motifs.  To perform a bhangra dance, showing an awareness of timing, formations and direction.  To select, order, structure and perform movements in a bhangra style, showing various group formations. | | **Keyword** | Definition | formation | Working in order or structure | | **Geography** –  **PSHE** –  Teamwork,  **History –** Olympics (Break dancing)  **English** –  **Science –** Body health  **R.E. –**  **Music –** Rhythm  **Art -** |
| bhangra | A type of popular Punjabi music/dance |  |  | |
| dynamics | Varying level of sound from music |  |  | |
| motifs | A decorative image or design |  |  | |
| awareness | To understand others around you and your surroundings |  |  | |
| structure | A clear organisation |  |  | |
| **Prior Learning:**  To create a dance using a structure and perform the actions showing quality and control.  To understand how changing dynamics changes the appearance of the performance.  To understand and use relationships and space to change how a performance looks.  To copy and repeat movements in a chosen style.  To work with a partner to copy and repeat actions keeping in time with the music.  To work collaboratively with a group to create a dance in a chosen style. | | | | **Future Learning:** | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To copy and repeat a dance phrase showing confidence in movement | Social: To help others to remember and perform the phrases.  Emotional: To be confident to share my ideas.  Thinking: To use changes in level, direction and formation effectively to develop my dance. | | | | | Use loud confident actions to create the music in your performance. | |
| To work with others to explore and develop the dance idea | Social: To discuss my ideas with my group and come up with a plan of the best time to use different actions.  Emotional: To show acceptance of other's ideas.  Thinking: To use feedback to improve my performance. | | | | | Use counts of 8 to help you stay in time with each other. | |
| To use changes in dynamic in response to the stimulus | Social: To work collaboratively with others to choreograph our ideas.  Emotional: To be confident to perform in front of others.  Thinking: To identify what went well in my performance and what we could do to improve. | | | | | Use counts of 8 to help you to stay in time with each other.  Use strong, confident actions. | |
| To demonstrate a sense of rhythm and energy when performing bhangra style motifs | Social: To support other people in my class.  Emotional: To persevere when learning something new.  Thinking: To understand what a motif is. | | | | | Use counts of 8 to help you stay in time with each other. | |
| To perform a bhangra dance, showing an awareness of timing, formations and direction | Social: To support other people in my class.  Emotional: To try my best and join back in if I lose my place.  Thinking: To know my place in each formation. | | | | | Consider dynamics and facial expressions.  Use counts of 8 to help you stay in time with each other. | |
| To select, order, structure and perform movements in bhangra style, showing various group formation | Social: To communicate my ideas with others in my group.  Emotional: To work with integrity when practicing my performance.  Thinking: To provide feedback using appropriate terminology. | | | | | Use counts of 8 to help you stay in time with each other.  Use strong, confident actions. | |