

Year 6		
Subject PE-Indoor		
Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills:</p> <p>Gymnastics (10 weeks)</p> <ul style="list-style-type: none"> • To move out of different balance using different actions (Lesson 1) • To choose and link two balances, moving out of each in two different ways, and two travelling actions (Lesson 1) • To add changes of dynamic to their sequence (Lesson 1) • To record their own sequence (Lesson 1) • To perform a variety of actions using symmetrical and asymmetrical body shapes (Lesson 2) • To combine actions showing contrasting body shapes (Lesson 2) • To adapt a sequence to work with a partner or small group (Lesson 2) • To assess others work using criteria and suggest improvements (Lesson 2) • To perform a variety of symmetrical and asymmetrical body shapes using apparatus (Lesson 3) • To explore, select and link actions showing contrasting body shapes using apparatus (Lesson 3) • To adapt a sequence to work on another piece of apparatus (Lesson 3) • Observe and copy ideas (Lesson 3) • To perform a set sequence (Lesson 4) • To perform a set sequence to music (Lesson 4) • Work in small groups to perform simultaneous individual sequences to music (Lesson 4) 	<p>Key Skills</p> <p>Dance - Recycling Dance (6 weeks)</p> <ul style="list-style-type: none"> • To be creative and imaginative with ideas • To perform skills and movement patterns accurately and under control • To respond to visual, literature and musical stimuli • To use linking movements to ensure fluency • To vary the order, timing, speed and direction of movements • To describe the actions and movements of others 	<p>Key Skills</p>

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| <ul style="list-style-type: none">• To compose a set sequence in pairs (Lesson 5)• To perform the sequence in unison with a partner (Lesson 5)• To describe how the sequence was put together (Lesson 5)
• To perform actions in unison and canon (Lesson 6)• To combine different actions performed in unison and in canon (Lesson 6)• To explore, select, link and synchronise actions in unison and in canon (Lesson 6)• To record their own and others sequences (Lesson 6)
• To counter balance using push and pull forces (Lesson 7)• Explore ways of counter balancing (Lesson 7)• To select and synchronise ways to counter balance with a variety of linking movements (Lesson 7)• To observe, assess and give constructive feedback on the performance of others (Lesson 7)
• To explore ways to get and perform flight from hands (Lesson 8)• To combine other actions with flight from hands (Lesson 8)• To select actions to compose a sequence including flight from hands (Lesson 8)• Assess others success in meeting the task (Lesson 8)
• To explore ways to get and perform flight from hands (Lesson 9)• To combine other actions with flight from hands (Lesson 9) | | |
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<ul style="list-style-type: none"> • To select actions to compose a sequence including flight from hands (Lesson 9) • Assess others success in meeting the task (Lesson 9) • To combine a range of actions, dynamics, relationships and pathways in individual, partner and group work (Lesson 10) • Select preferred aspects of learning (Lesson 10) • Prepare to perform a class composition (Lesson 10) 		
<p>Learning and Activities</p> <p>*Children to say and demonstrate the parts of the body that can be balanced on.</p> <ul style="list-style-type: none"> •Children to choose a balance that they can roll of out or ask them to balance on one knee and two hands and explore rolling out of the balance <p>*Select two different balances and perform them twice each time moving out using a different action for each</p> <p>*Create a sequence following a pattern i.e. Balance-travel-balance-travel-balance-travel-balance-travel</p> <p>* Children to explore symmetrical and asymmetrical shapes in different balances. Repeat exploring jumps e.g. A symmetrical jump = star jump</p>	<p>Learning and Activities</p> <p>*Read the recycling poem. Discuss the different parts of the poem. What does it make them think of? Imagine items that are recycled or reused – bottles, cardboard tubes, paper, fabric etc. Briefly talk about the recycling process – put in bins, taken to factories, put through machines etc. Recycling important to keep our planet clean and healthy.</p> <ul style="list-style-type: none"> • Teach the pupils phrase 1 – recycling box (see resources). Pupils to move with sharp, strong box actions. Practise slowly – the music has a slow count to begin with. • In pairs, use the phrase 1 sheet to work through and practise this routine. • Play the Earth Song music in the background – help pupils to identify the beat – slow 8 beat count. • Partners should be looking for technical skill and timing in their partner’s performance of the phrase. • Can pairs perform the phrase in unison? 	<p>Learning and Activities</p>

*To link actions together to make a sequence that is 6 to 10 moves long, half demonstrating symmetrical body shapes, half demonstrating asymmetrical body shapes

*To work with a 3-4 others to compose a group sequence

*In small groups explore apparatus using actions showing 'symmetrical' and 'asymmetrical' shapes

•Explore apparatus that is at different heights e.g. frame and bench. Working individually, link between 4 and 6 actions showing a combination of 'symmetrical' and 'asymmetrical' shapes

*Practise and refine sequence identifying where improvements could be made

*Perform a final presentation with others in the class ensuring all show a still starting position and a still finishing position, until everybody has completed their sequence.

*Teach children a circle roll or 'teddy bear roll' in preparation for the sequence. Keep hands somewhere on shins between the knees and feet with back rounded

*Roll sideways down one arm, across shoulders and down the other arm to sit facing the opposite direction, legs straight and toes pointed all the time.

*Practise and refine to perform a final presentation

*Children to explore different actions performed at different speeds

- Explore where they could stand in relation to each other; side by side, back to back, facing each other etc. (use the who will you move with and where card)
- Pupils to practise this phrase in pairs.
- Pick out actions that the pupils need help to perform and break it down slowly. Can the pupils remember this phrase?

- Recap the recycling box phrase from last week.
- Perform the phrase to the first section of music. Are the pupils performing in unison?
- Introduce the use of a prop: reused bottles
- Teach 3 movement ideas with bottles (see phrase card for count);
 - Right hand 2 shakes
 - Strike bottle on floor – drag it back (as far as possible) take backwards and over the head until in front of body
 - 2 hands on the bottle – bang on the floor in quick succession
- Pupils to learn and practise this phrase with a partner.
- Focus on rhythm.
- Perform with partner – are they side by side, back to back, facing each other?
- In pairs put movements in their own order – can they repeat any of the moves?
- Create 3-6 of their own movement ideas – add these onto the 3 taught moves.
- Pick out good examples of movement with the bottles. All pupils to try the different ideas.
- Choose the movements they want to use with their bottles
- Can they create a movement where they bang each other's bottles together?
- Show the pupils the relationship and who will you move with card – how can they move with their partner;

<p>*Class to decide on a music track they like to compose their sequence to</p> <p>*Link a series of actions together to compose a set sequence to music lasting for 8 counts of 4</p> <p>*Children to consider different levels, facing different directions, using different body parts and working at the same time as a partner</p> <p>*Practise and refine, adjusting any sections that do not flow easily</p> <p>*Perform a final presentation as a class, all starting at the same and all holding still until everyone had finished</p> <p>*Demonstrate matching pathways by walking children through a few examples e.g. both walking on a straight pathway or zig-zag pathway</p> <p>*Start walking, children explore contrasting pathways</p> <p>*Children to draw a contrasting floor pattern and select and combine actions that can be performed along their individual pathway</p> <p>*With a partner, practise their sequence, synchronising their movements to start and finish at the same time</p> <p>*Practise and refine to perform a final presentation to another pair</p>	<ul style="list-style-type: none"> ○ Mirroring, matching ○ Unison, cannon ○ Face to face, following, back to back <ul style="list-style-type: none"> ● Encourage pupils to try different ways and decide which way works best for their chosen actions and the music ● Work with their partner to create 4 x 8 beat phrase which they will repeat once. ● Pupils need to create moves which they can link together quickly. ● Play the music, remind the pupils of phrase 1 which is used for the slow section, the bottle phrase starts with the fast music. Pupils to make sure their movement phrase fits with this section of the music – the faster count. ● Pupils to record their phrase and counts in a similar way to the phrase card already used. <ul style="list-style-type: none"> ● Recap of recycling box phrase and bottle phrase (without bottles) for movement memory. ● Explain to the pupils they are going to ‘recycle’ some movements used before. ● Teach the pupils the ‘duet phrase’ (see resource card) ● Listen to the music and help the pupils to hear the 3rd section of music – this is the duet phrase (4 x 8 beat phrase to be repeated once) ● The movements are quick and controlled. <p>Give the pupils time to practise the duet phrase slowly to begin with and then speed up – focusing on rhythm</p> <ul style="list-style-type: none"> ● Recap the individual moves recycling phrase from lesson 1. ● Pupils to pick 2-4 movement ideas from the recycling box phrase and see if they can link them together using their bodies, e.g. match and mirror. 	
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<p>*In pairs or 3s, work through the actions i.e. Jump, turn, travel, balance, gesture; performing a range in unison and in canon</p> <p>*Link 8-10 actions demonstrating unison, canon and contrasting pathways. To synchronise their movements with their partner/s</p> <p>*Identify an area for improvement amongst their group, practice and refine their sequence</p> <p>*Perform a final presentation in front of the whole class or another group ensuring a still start position and holding a final position for at least 3 seconds</p> <p>*Talk to the children about counter balance and in pairs explore different ways using push and pull forces (see resource card)</p> <p>*Explore ways to counter balance where each person is not in the same shape or position</p> <p>*Devise a sequence which includes 3 examples of counter balances plus any linking movements that transition smoothly from one balance to another</p> <p>*To synchronise, practise and refine the sequence</p> <p>*Perform a final presentation starting still and holding a finishing position for at least 3 seconds</p> <p>*Children to place apparatus in the space so benches and planks create a slope from the trestle table. Children to practise placing hands on bench/plank to bunny jump legs in the air; aim to whip hands off the apparatus a second before their feet return to the floor.</p>	<ul style="list-style-type: none"> • Can they vary the actions so they are performing something slightly different but still making contact in some way? • Give the pupils opportunities to practise and refine these moves – listening to the relevant section of music to help them keep rhythm. • Choose good examples of paired movements and ask pairs to demonstrate them. • Can others copy and repeat these actions? • Show pupils the relationship card from the previous lesson – encourage pupils to consider how they are moving in relation to their partner? • Encourage them to be creative in how they move together – let them try ideas out and change them if necessary. • Once pupils have created some ideas – they need to put these with the taught duet move. • The final duet phrase must consist of a 4 x 8 beat phrase that is repeated once. • Pupils to record their phrase on blank template • Let the pupils perform the moves in any order, as long as they flow easily and can be performed with the rhythm of the music. • Remind pupils of the last 3 weeks work. Perform the 3 stages to music and remember the suggestions they made last week on how to improve. • Teach the continuous movement phrase (the process of recycling): <ul style="list-style-type: none"> ○ Using right arm – move backwards by circling shoulder, circling elbow, circling whole arm ○ On knees – rock to right (right hand supporting); rock to left (left hand supporting); roll across bottom to right and stand up 	
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<p>*Explore other ways to demonstrate flight from hands e.g. cartwheel, handstand, bunny jump over the bench/ plank</p> <p>*Work with other and assess if they achieve a moment of flight.</p> <p>*Link actions together to include a jump, balance, a travel and flight from hands</p> <p>*Practise and refine to perform a final presentation so all start still and finish in a still position</p> <p>*Children to recap sequences from previous weeks with and with music and apparatus</p> <p>*Children to select an individual sequence on the floor or apparatus</p> <p>*To select an individual or partner/ group sequence on the floor or apparatus</p> <p>*All children to perform the set sequence to music</p> <p>*Assess their own and others work</p> <p>*Practise moving into and out of performance space in the order they will perform to ensure the whole presentation runs smoothly</p>	<ul style="list-style-type: none"> ○ Gallop to the right (right foot, left foot, right foot) whilst right arm circles to the right. ● Working individually: ● Pupils to link these actions together and practise performing them together. ● Challenge pupils to put the actions in any order and link together ● Can the pupils create 2-4 of their own movements that represent going around and around (recycle), e.g. turning, jumping, twisting, twisting hand gesture etc. ● Pick out good examples of individual movements and encourage pupils to all try them. ● Challenge the pupils to create a 4 x 8 beat phrase – representing the recycling of objects. (This could consist of a 2 x 8 beat phrase that they repeat). Record phrase. ● Recap the 4 phrases created so far: <ul style="list-style-type: none"> ○ Recycling box phrase ○ Bottle Phrase ○ Duet Phrase ○ Individual movements ● Pupils to practise these movements, working in pairs and using their action sheets where needed. ● Listen to the rest of the music: repeats the recycling box phrase music then onto 8 x 8 beat phrase, finishing with a 4 x 8 beat phrase. Explain that the last 4 x 8 beat will be a repetition of their individual phrase from last week. ● This lesson they will be working on the 8 x 8 beat phrase in pairs. ● Ask the pupils to demonstrate their favourite actions from any of the phrases, share these. ● Explore ways of changing these moves slightly: <ul style="list-style-type: none"> ○ Performing them facing a different way. 	
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- Mixing the moves up in different ways
- Using the bottle moves without a bottle
- Use question cards to help

Take a few of the movements the pupils have suggested and as a class find ways of changing them (reusing moves, recycling moves)

- In pairs, pupils to create a 4x 8 beat phrase that they can perform twice (or a 2 x 8 beat phrase they can perform 4 times).
- Challenge the pupils to use the moves they have already performed and change the order and shape of them.
- Show pupils the body shape card – can the pupils use any of these positions in their phrases?
- How can they take one of the actions and change the shape of it?
- Encourage the pupils to consider the elements they could change:
 - Shape of action
 - Where they are moving with their partner
 - Unison/cannon
 - Mirroring/matching
- Give pupils time to create their moves.
- Pick out good example and share with the class. Encourage others to try the moves identified.
- Help the pupils to recognise the speed of the movements – it is a fast phrase.
- Pupils to record their phrase on an action sheet.
- Recap with the pupils the different phrases of their dance.
- Show the pupils the dance breakdown sheet. It looks a lot but is actually a lot of moves repeated.
- Pupils to practise each stage.

- Tell the pupils that there are linking sections in their dance – shown on the dance breakdown sheet.
- Suggest how these sections could be used, e.g. to throw bottles away and move into positions.
- Pupils to suggest ways of moving from one position to another:
 - Rolling, jumping, running, skipping, galloping etc.
- Try different ways out – allow pupils to decide how they want to move from one phrase to the other – remind them to be aware of others around them and to make sure they get to their partner ready for the partner sections.
- Give pupils plenty of opportunities to practise the different phrases this lesson. Encourage them to focus on the sections they feel they need the most practise with.
- Play the music and talk the pupils through the different stages of the dance.
- Let the pupils try performing it to the music all the way through.
- Identify any times they get stuck/struggle to get into the right position.
- As a class make any alterations necessary, e.g. cut down the length of a phrase or when a phrase is repeated get ½ the class to perform their phrase whilst the other ½ freezes in a position and then swap over for the repetition. Consider other ways of splitting the dance up so they alternate which bits they dance.

Extension – to consider where everyone performs they dance phrases – can they create different shapes, e.g. all standing in a circle, or in lines, or in group areas?

Extension and Enrichment Opportunities			