

GGA- Year 6 - PE – Dance

Spring Term

Vocabulary

Motif	Street Dance
Phrase	Hakka
Slide	Beat
Repeat,	Composition
Collaborate	Stag Leap
Formations	Rebound
Expression	Dynamics
Gesture	Sequences

Recapped Key Vocabulary

Director	Locomotion
Choreographer	Formation
Dance Style	Wall Patterns
Improvement	Steps

Why are we learning this?

To understand dance comes in many forms to lots of different styles of music. Able to adapt dance styles to fit the genre and lead using complex sequences.

Why is it important?

To develop confidence, understanding and structure to routines in preparation for KS3 dance.

Skills that I am going to learn.

Work collaboratively to include more complex compositional ideas.

Develop motifs and incorporate into self-composed dances as individuals, pairs & groups.

Talk about different styles of dance with understanding, using appropriate language & terminology.

Perform increasingly complex sequences.

Combine own ideas with others to build sequences.

Compose and practise actions and relate to music.



GGA- Year 6 PE – Hockey Spring Term

Vocabulary

Tackle	Supporting
Covering	Strategies

Recapped Key Vocabulary

Push Pass	Hockey stick
Dribbling	Positions
Control	Defend
Use space	Attack
Pass	Slap
Tactics	Collaborate
Compete	Teamwork
Speed	Endurance
Score	Shoot

Why are we learning this?

Hockey is a great sport for children to learn, as it helps them improve their teamwork skills and develop an understanding of attacking and defending so pupils can self-evaluate their own performance.

Why is it important?

To aid in their transition to KS3 Hockey and the levels of competitiveness involved.

Skills that I am going to learn.

Use a range of strategies and tactics to attack and defend.

To combine and perform more complex skills at great speed.

To recognise and describe good individual and team performances.

To suggest, plan and lead a warm up as a small group.

TECHNIQUES, SKILLS, AND DRILLS

dribbling
the ability to control the ball
while running



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GGA- Year 6 - PE – OAA

Spring Term

Vocabulary

Extend,	Orient
Knot,	Orientation

Recapped Key Vocabulary

Solve	Designs
Team	Instructions
Extend	Orient
Memory	Morse-code
Decipher	Individual

Why are we learning this?

To develop communication skills and learning to overcome problem solving challenges.

Why is it important?

OAA is an essential need for adventure and challenge in the education of young people. In addition, when children participate in OAA they will be consolidating other areas of PE such as developing motor skills, confidence and competence in the outdoor environment as well as both mental and physical challenges. These may or may not be of a competitive nature. Most importantly they will also be learning the principles of safety.

Skills that I am going to learn.

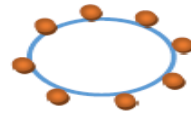
Use information given by others to complete tasks and work collaboratively.

Take responsibility for a role in a task.

To be able to use knowledge of PE and physical activities to suggest design ideas & amendments to game.

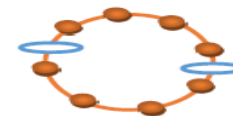
Problem solving challenges

Fill the hoop



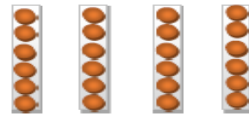
The children hop skip or sidestep around a hoop or chalked circle.
The children must put as many feet, hands, elbow, as the teacher asks for. No more, no less.

Circle of hoops



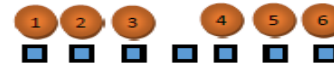
The students stand in a circle holding hands.
A teacher/leader will place a hoop between the hands of one pair.
The students must pass the hoop around the whole circle and back to the start again.
The students must not unlink their hands.
Once students have practiced, it can be made into a race.
Progression
The hoop must not touch the floor
Add an extra hoop

Stay out of the water



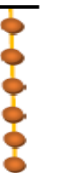
The students stand on a bench in any order, they are on dry land but must not touch the water (floor) as they are surrounded by sharks.
Without touching the floor they must form the following order;
Height Age Alphabetically
Progression—ask a better group to do without talking

Stepping stones



The students start in order 1-6, with an empty stone in the middle.
They must finish 6-1, the empty stone can be anywhere.
Only one person on a stone at a time, they can move in any direction.
They must not touch the floor.

Human chain



Starting with all members behind the line, which group can form the longest chain
At least one student needs to keep contact with the line.
The students must keep contact with each other in any way.
Progression—create a group leader who can travel along the line and give instruction.