



PE Progression Development in Year 6

Dance	Gymnastics	Athletics	OAA
<p><u>Aim of Educational Dance</u> In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own thoughts and feelings. Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.</p> <p><u>Performance of skills – Progression</u> Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> <p><u>Developing Physical Skills – Lancashire scheme</u> Perform dances expressively, using a range of performance skills. Have an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Incorporate more complex dance phrases that communicate character and narrative. Pperform in a whole class performance.</p> <p><u>Application of skills – Lancashire scheme (Core Task)</u> To create movement using a stimulus To explore and improvise ideas for dances in different styles, working on their own, with a partner and in small groups. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively.</p> <p><u>Appreciation</u> To talk about how they might improve their dances To describe and evaluate some of the compositional features of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.</p> <p><u>'Resilience, Empathy'</u> are the character traits that are important.</p>	<p><u>Aim of Educational Gymnastics</u> In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence with the aim of showing as much control and precision as possible. Children use their knowledge of compositional principles e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.</p> <p><u>Performance of skills – Progression</u> Continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.</p> <p><u>Developing Physical Skills – Lancashire scheme</u> Travel – i.e. Feet/hands and feet Balance – i.e. partner balance (counter balance) Jump – different ways of jumping and landing with shape Rolling – basic rolls Apparatus <u>Application of skills – Lancashire scheme (Core Task)</u> The 'Group dynamics' core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus.</p> <p><u>'Responsibility, Evaluation, Problem-solving, Resourcefulness'</u> are the character traits that are important.</p>	<p><u>Aim of Educational Athletics</u> In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects for height and length.</p> <p><u>Performance of skills – Progression</u> Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p><u>Developing Physical Skills – Lancashire scheme</u> Throwing – push, pull, sling and heave Jumping and landing in different ways Running for short and long distances Passing a baton in a relay <u>Application of skills – Lancashire scheme (Core Task)</u> Three Run Children select ways of running as far as possible in three different times. 5 seconds, 30 seconds and 2 minutes. Three Jumps Children select and performing three consecutive jumps with the aim of travelling as far as possible. Children work in groups of three: one child jumps, another marks, measures and records and the third observes and comments on the technique. Three Throws Children score as many points as possible by throwing different pieces of equipment for distance using three different types of throws sling, push and pull throws. Children work in groups of three: one child throws, another marks, measures and records the distance thrown with each type of throw and the third observes and comments on the technique. <u>'Resilience, Evaluation'</u> are the character traits that are important.</p>	<p><u>Aim of Educational OAA</u> In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges and learn how to work safely in a range of situations. Children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake.</p> <p><u>Performance of skills – Progression</u> Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control.</p> <p><u>Developing Physical Skills – Lancashire scheme</u> To set a map using a compass To practice and refine thumbing the set map (orientated) To set a direction of travel <u>Application of skills – Lancashire scheme (Core Task)</u> Take part in different competitive orienteering activity, balancing speed and accuracy (sprint races, relay race, Norwegian event).</p> <p><u>'Communication'</u> are the character traits that are important.</p>