



# Physical Education

## Dance: Titanic

### Unit Purpose

The unit of work will challenge pupils to recreate the story of The Titanic through controlled movements and balances.

Pupils will perform **choreographed** movements and balances that incorporate **emotion, expression** and **characterisation**.

### Inspire Me

**Did you know...** The Titanic sank on 15 April 1912 in the North Atlantic Ocean, four days into her maiden voyage from Southampton to New York City. The Titanic had an estimated 2,224 people on board only 706 survived.



### Key Success Criteria

- P** Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements and balances with accurate expression and emotion.
- C** Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.
- S** Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.
- W** Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Rhythm:** is a repeated pattern of movements or sounds.

**Choreography:** is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

#### Trust

**Develop** character and personal life skills

Exploring movements that represent the Titanic

#### Self Discipline

Pupils choose to seek healthy, active lifestyles

Social classes aboard

The Titanic: **Creating** rhythmic patterns using our bodies

Transition to KS3

Pupils are inspired, physically competent and confident

Year 6 Learning Journey

#### Respect

**Developing** character movements linked to social classes in 1912

#### Reflection

**Extending** our choreography through controlled movements, character emotion and expression

#### Responsibility

**Explore** the relationships between characters applying character emotion and expression



# Physical Education

## Netball Year 6

### Unit Purpose

Pupils will **consolidate** their understanding of the principles of **attack** and **defence**. They will **consistently** apply a range of **effective** passes, in order to keep possession and score. Pupils will in turn **apply** pressure when defending to regain possession quickly.

### Inspire Me

**Irene van Dyk** is a New Zealand netball player who is regarded as one best-known netballers in the world. Irene is the most capped player having played 72 times for her country, where she also captained her team!



### Key Success Criteria

- P** Pupils will apply a refined understanding of attacking skills and defensive skills, that will be executed accurately and consistently.
- C** Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics.
- S** Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- W** Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

**Transition:** is defined as the process of recognising and responding after losing or regaining possession.

**Umpire:** is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected.



### Sport Specific Vocabulary

**Netball Positions:** The Goal Keeper (GK) and Goal Defence (GD) can move anywhere in the defending two thirds. The Centre (C), can move anywhere on the court apart from the two semi circles. The Goal Attack (GA) and Goal Shooter (GS), can move anywhere in the two attacking thirds.

**Marking:** When marking the player with the ball we must stand at least 3 steps away. If a defender invades the attackers space or makes contact with the attacker, a free pass is awarded to the attacking team.

