

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.



Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.



Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Unison • Explore • Create • Feedback
- Perform • Timing • Levels • Flow
- Dynamics • Expression • Actions

Teacher Glossary

- Counts:** A performer uses counts to stay in time with the music and / or other performers.
- Action:** The movement a dancer does e.g. travel, jump, kick.
- Level:** High, medium and low.
- Pathway:** Designs traced in space (on the floor or in the air).
- Unison:** Two or more dancers performing the same movement at the same time.
- Canon:** Performing movements one after the other.
- Formation:** where dancers are in relation to each other.
- Dynamics:** How a movement is performed e.g. robotically, softly.



Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.

Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.
- I understand the benefits of exercise.

Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

Progression of Skills Ladder

<p>Actions Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p>Dynamics Change dynamics confidently within a performance to express changes in character.</p>	<p>Year 4</p>	<p>Space Confidently use changes in level, direction and pathway.</p>	<p>Relationships Use action and reaction to represent an idea.</p>	<p>Performance Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>
<p>Actions Create actions in response to a stimulus individually and in groups.</p>	<p>Dynamics Use dynamics effectively to express an idea.</p>	<p>Year 3</p>	<p>Space Use directions to transition between formations.</p>	<p>Relationships Develop an understanding of formations.</p>	<p>Performance Perform short, self-choreographed phrases showing and awareness of timing.</p>
<p>Actions Accurately remember, repeat and link actions to express an idea.</p>	<p>Dynamics Develop an understanding of dynamics.</p>	<p>Year 2</p>	<p>Space Develop the use of pathways and travelling actions to include levels.</p>	<p>Relationships Explore working with a partner using unison, matching and mirroring.</p>	<p>Performance Develop the use of facial expressions in their performance.</p>



Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

Key Vocabulary:

Encourage pupils to use this language in your lessons.

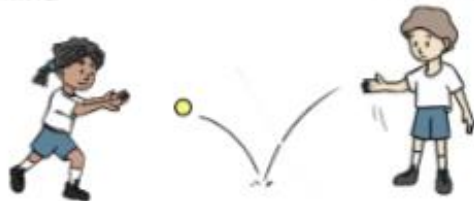
*Year 4 would use Year 3 and Year 4 vocabulary

Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

Key Skills: S.E.T

- Social: Supporting others
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Identifying areas of strength and areas for development



Year 3

- Fitness
- Speed
- Strength
- Balance
- Pace
- Control
- Steady

Year 4

- Agility
- Technique
- Stamina
- Coordination
- Muscle
- Progress

Teacher Glossary

Agility: The ability to change direction quickly and easily.

Balance: The ability to stay upright or stay in control of body movement.

Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

Stamina: The ability to move for sustained periods of time.

Power: Speed and strength combined.

Where this unit sits



Assessment Criteria

Year 2

- I can describe how my body feels during exercise.
- I can link different hoop skills to create a routine.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I show determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.

Year 3

- I can collect and record personal fitness data and I can recognise my strengths.
- I can complete exercises with control.
- I can persevere when I find a challenge is hard.
- I can provide feedback using key words.
- I can use key points to help me to improve my sprinting technique.
- I can work safely with others.
- I show balance when changing direction.
- I understand the benefits of exercise.

Year 4

- I can collect and record personal fitness data and identify areas I need to improve.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can use key points to help me to improve my sprinting technique.
- I share ideas and work with others to manage activities.
- I show balance when changing direction at speed.
- I show control when completing activities to improve balance.
- I show determination to continue working at over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently.

Year 5

- I can analyse my fitness data to identify areas of improvement.
- I can choose the best pace for a running event and maintain speed.
- I can encourage and motivate others to work to their personal best.
- I can identify how different activities can benefit my physical health.
- I can work with others to manage activities.
- I understand the different components of fitness and how to test them.
- I understand what my maximum effort looks and feels like and I am determined to achieve it.

Progression of Skills Ladder

Other units that progress into this activity are:

- Gymnastics
- Fundamentals

<p>Agility Demonstrate improved body posture and speed when changing direction.</p>	<p>Balance Change their body position to maintain a controlled centre of gravity.</p>	<p>Coordination Demonstrate increased speed when coordinating their bodies.</p>	<p>Year 5</p>	<p>Speed Identify the best pace for a set distance or time.</p>	<p>Strength Demonstrate increased technique in body weight exercises.</p>	<p>Stamina Use their breath to increase their ability to move for sustained periods of time.</p>
<p>Agility Show balance when changing direction at speed.</p>	<p>Balance Show control whilst completing activities which challenge balance.</p>	<p>Coordination Explore increased speed when coordinating their bodies.</p>	<p>Year 4</p>	<p>Speed Demonstrate improved sprinting technique.</p>	<p>Strength Identify activities which help to strengthen different muscle groups.</p>	<p>Stamina Demonstrate using their breath to maintain their work rate.</p>
<p>Agility Show balance when changing direction.</p>	<p>Balance Explore more complex activities which challenge balance.</p>	<p>Coordination Can coordinate their bodies with increased consistency in a variety of activities.</p>	<p>Year 3</p>	<p>Speed Explore sprinting technique.</p>	<p>Strength Explore building strength in different muscle groups.</p>	<p>Stamina Explore using their breath to increase their ability to work for longer periods of time.</p>
<p>Agility Demonstrate improved technique when changing direction on the move.</p>	<p>Balance Demonstrate increased balance whilst travelling along and over equipment.</p>	<p>Coordination Perform actions with increased control when coordinating their body with and without equipment.</p>	<p>Year 2</p>	<p>Speed Can demonstrate running at different speeds.</p>	<p>Strength Demonstrate increased control in body weight exercises.</p>	<p>Stamina Show an ability to work for longer periods of time.</p>