



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

- Performing a variety of dance actions
- Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions

Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration and awareness of others
- Social: Inclusion
- Social: Respect
- Social: Leadership
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Creating
- Thinking: Observing and providing feedback
- Thinking: Using feedback to improve
- Thinking: Selecting and applying skills

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Levels • Actions • Formation • Timing
- Relationship • Performance • Expression
- Unison • Posture • Dynamics • Canon

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.

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.

Dynamics: How a movement is performed e.g. robotically, softly.

Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

Space: The 'where' of movement such as levels, directions, pathways, shapes.

Formation: Where dancers are in relation to each other.

Canon: Performing the same movement, motif or phrase one after the other.

Where this unit sits



Assessment Criteria

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.

Year 5

- I can accurately copy and repeat set choreography.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can identify how different activities can benefit my physical health.
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use counts when choreographing to stay in time with others and the music.
- I can use feedback provided to improve my work.

Year 6

- I can choreograph a dance and work safely using a prop.
- I can lead a small group through a short warm-up routine.
- I can perform dances confidently and fluently with accuracy and good timing.
- I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can use feedback provided to improve the quality of my work.
- I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

Progression of Skills Ladder

<p>Actions Show controlled movements which express emotion and feeling.</p>	<p>Dynamics Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.</p>	<p>Year 6</p>	<p>Space and Relationships Use a variety of basic compositional principles when creating their own dances.</p>	<p>Performance Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.</p>		
<p>Actions Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.</p>	<p>Dynamics Confidently use dynamics to express different dance styles.</p>		<p>Year 5</p>	<p>Space Use direction and patterning to express different dance styles.</p>	<p>Relationships Confidently use formations, canon and unison to express a dance idea.</p>	<p>Performance Perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>
<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>

Links to the PE National Curriculum



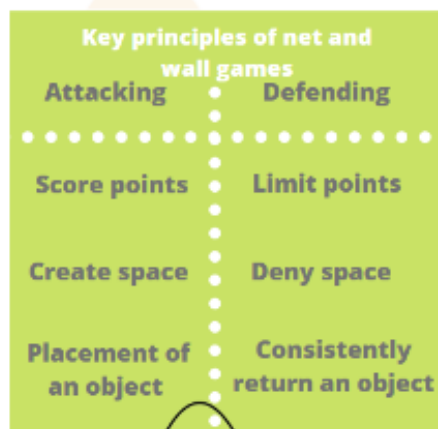
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Ready position
- Serve
- Volley
- Set
- Dig

Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Identifying strengths and areas for development



A rally is won when:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- A player makes contact with the net.
- The ball lands outside the court area.
- A player touches the ball twice in a row.

Rotation and scoring:

- One team starts with service and the pupil who is at the back on the right starts with the serve.
- That pupil continues to serve for their team until they lose a rally.
- If the non-serving team wins the rally, they win the right to serve but not the point.
- Players rotate clockwise after winning the right to serve.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 6 would use Year 5 and Year 6 vocabulary

Year 5	• Control	• Serve	• Ready position
	• Return	• Dig	• Volley • Set
Year 6	• Cooperatively	• Consistently	
	• Deep	• Defensive	• Attack • Opponent

Teacher Glossary

- Attack:** The offensive action of hitting the ball.
- Baseline:** The line indicating the back of the court.
- Deep:** Refers to sending the ball away from the net, toward the baseline of the opponent's court.
- Serve:** An action to put the ball into play.
- Ready position:** The stance a player takes to get ready to move. Feet shoulder width apart, knees bent.
- Dig:** A defensive move used to keep the ball from hitting the floor after an opponent makes a hard downward hit.
- Volley:** A return of the ball before it touches the ground.
- Set:** An overhead contact of the ball, usually the second contact in a rally.



Assessment Criteria

Assessment criteria for the Net and Wall Games units in Year 4

Year 4

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can use the rules to referee a game.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use these.

Year 5

- I am confident to make decisions when refereeing.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use a wider range of skills with increasing control under pressure.
- I can use feedback provided to improve the quality of my work.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

Year 6

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

KS3 PE NC Subject Content

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Net and Wall Games
Ball Skills
Fundamentals
Sending and Receiving

	Shots	Serving	Year 6	Rallying	Footwork
	Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.	Serve accurately and consistently. Beginning to apply tactics to their serve.		Successfully apply a variety of shots to keep a continuous rally.	Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse.
	Develop the range of shots used in the games they play.	Develop their range of serving techniques appropriate to the game they are playing.	Year 5	Rallying Use a variety of shots to keep a continuous rally.	Footwork Demonstrate effective footwork patterns to move around the court.
	Shots Demonstrate increased technique when using shots both cooperatively and competitively.	Serving Develop technique in serving underarm with increased consistency.	Year 4	Rallying Develop rallying using both forehand and backhand with increased technique.	Footwork Begin to use appropriate footwork patterns to move around the court.