A logo for a school

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| EYFS | Year 1/2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Dance**  **Intent:** To move energetically, in time to music.  **Sequence of lessons:**  1.To explore different body parts and how they move.  2.To express and communicate ideas through movement exploring direction and levels.  3.To copy and repeat actions showing confidence and imagination.  4.To copy and repeat actions in response to a theme.  5. To explore movement with a prop using control and coordination.  6. To remember and repeat actions moving in time with the music. | **Dance**  **Intent:** Perform dances using simple movement patterns.  **Sequence of lessons:**  1.To remember, repeat and link actions to tell the story of my dance.  2. To use counts of 8 to help stay in time with the music.  3.To explore pathways and levels.  4. To copy, repeat and create actions in response to a stimulus.  5. To create a short dance phrase with a partner showing clear changes of speed.  6. To create and perform using unison, mirroring and matching with a partner. | **Dance**  **Intent:** Children will perform dances using a range of movement patterns.  **Sequence of lessons:**   1. To create actions in response to a stimulus and move in unison with a partner. 2. To select and link appropriate actions and dynamics to show our dance idea. 3. To share ideas of actions and dynamics to create a dance that shows a location. 4. To use straight pathways and clear changes in direction in a line dance. 5. To use formations, canons and unisons to make our line dance look interesting. 6. To understand and use formations. | **Dance**  **Intent:** To perform dances using a range of movement patterns.  **Sequence of lessons:**   1. To copy and create actions in response to an idea and be able to adapt this using changes of space. 2. To develop a dance using matching and mirroring. 3. To develop a carnival dance using formations, canon and unison. 4. To understand how dynamics, space, and relationships can be used to represent a state of matter. 5. To order and structure phrases to create a dance performance. 6. To learn and perform a partner dance in a 1960s style. | **Dance**  **Intent:** Children will perform dances using a range of movement patterns.  **Sequence of lessons:**   1. Can I create a dance using a random structure and perform the actions showing quality and control? 2. Can I understand and use relationships and space to change how a performance looks? 3. Can I work with a partner to copy and repeat actions in time with the music? 4. Can I develop set choreography inspired by a Mayan god? 5. Can I use structure to choreograph a dance performance? 6. Can I use space and relationships to create a dragon dance? | **Dance**  **Intent:** Children will perform dances using a range of movement patterns.  **Sequence of lessons:**   1. To copy and repeat a dance phrase showing confidence in movements. 2. To use changes in dynamics in response to the stimulus. 3. To show an awareness of time, formations and direction. 4. To develop a dance phrase using actions, dynamics and space. 5. To use choreographic devices to improve the aesthetics of a performance. 6. To choreograph a freeze frame montage. |
| **Key Vocabulary:**  move, action, direction, shape, bend, high, space, count, low, twist. start position, end position, | **Key Vocabulary:**  dance, perform, timing, levels, mirroring, unison. | **Key Vocabulary**  unison, actions, dynamics, pathways, canons, line dance, locations, formations. | **Key Vocabulary:**  action, reaction, canon, dynamics, relationships, flow, formation, match, mirror, order, performance, unison, phrase, space | **Key Vocabulary:**  actions, dynamics, space, relationships, collaboration, consideration. Awareness, inclusion, respect, leadership, empathy, confidence, perseverance, observe, creativity, apply, select. | **Key Vocabulary:**  action, aesthetic, choreography, dynamics, express, formation, freeze-frame, inspiration, mood, motif, phrase, pose, refine, rehearse. |
| **Impact:**  Children will perform a dance sequence they have remembered in time to music. | **Impact:**  Children perform a dance sequence with confidence, in time to music. | **Impact:**  Children can create dances using a range of movement patterns. | **Impact:**  Children will be able to consider actions, dynamics, space and relationships to perform different individual and partner dances on different topics. | **Impact:**  Children can appreciate different styles of dance from around the world and perform them with consideration for space and relationships. | **Impact:**  Children can perform different group dances using the key knowledge and skills that they have been taught.  They can evaluate their performance and give feedback to other groups. |