

KNOWLEDGE

Competent learner

Beginning to respond to simple stimuli.
Can move confidently and creatively with control, balance and coordination.
Can use a range of movements.
Safely negotiating space.

Active & healthy learner

Recognise and describe how their body feels during and after activities.
Understand and explain the importance of good health, physical exercise and healthy food.
Understand and explain which activities are good for our health.

Reflective learner

Describe, explain and comment on their own and others' actions and feelings.
Listen, respond to set tasks and sounds following expectations and rules.
Make judgements to improve their work.

Engaged learner

Communicate, select, prepare and handle appropriate resources effectively.
Cooperate and work in small teams.
Dress and undress for PE promptly.
Listen to others and follow instructions.

Disciplined learner

Show a positive attitude towards activities and other pupils.
Work well with others by showing respect.
Stay on task throughout the lesson.

SKILLS

Agility

Moving the body from one position to another (changing direction).
Start/stop on command, maintaining balance.

Balance

Centre of gravity over the base of support.
Counterbalancing when centre of gravity is out of position.

Co-ordination

Synchronising limbs when performing an action.

Travel

Pathways – forwards, backwards, sideways and diagonally.
Stabilisation skills (maintaining physical stability):
Turn – change direction in the dance.
Twist – movement of the body to create a shape.

Choreography

Count – Counting to 4, 8, 12, or 16 for a section of movement.
Dynamic – Moving in such a way as to represent something or someone.
Isolations – Moving only one part of the body at a time.

Working together

Unison – Everyone in the group moving in the same way at the same time.
Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth).
Call & Response – Movements as a direct consequence of the previous movement.
Canon – One child moving followed by another and another like a Mexican wave.

EXPERIENCES

Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Exploring humanities subjects terms and vocabulary within the dance routines.

| KEY VOCABULARY | ASSESSMENT |
|----------------------------|---|
| Assessment areas | Expected |
| Respond to simple stimuli | Brainstorm ideas for movements and language. |
| Control | Stay within an area whilst moving, managing all body parts in isolation. |
| Balance | Clear intent of direction when travelling, managing their weight. |
| Co-ordination | Can use arms and legs simultaneously. |
| Range of movements | Use a variety of level, direction and types (jump, twist, turn, leap etc). |
| Safely negotiate space | Can remain in an area without colliding with others or objects. |
| Changes to the body | Able to identify heart beating faster and sweating. |
| Good health | Can talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats. |
| Activity types | Can suggest movements that increase heart rate. |
| Actions and feelings | Know and show the importance of sharing with others. |
| Rules and expectations | Can follow rules given with little or no prompt |
| Make judgements to improve | Provide a relevant example of what they can do better. |
| Handling equipment | Can collect and carry sensibly alone, when prompted and used for its intended purpose. |
| Co-operate | Can work well with others, taking turns and sharing without prompt. |
| Preparing for PE | Can dress promptly without help. |
| Listen to others | Allow others to speak and listen. |
| Positive attitude | Respond to instructions and do not disrupt others. |
| Respect | Share and include others equally. |
| Stay on task | Remain on task throughout the lesson with little or no intervention from AP. |
| Additional key vocabulary | Definition |
| Mirror | Shapes reflected as if in a mirror |
| Match | Shapes created that are exactly the same |
| Unison | All children do the same move at the same time |
| Link | Balances created where the children are touching each other e.g. toes, hands etc |
| Sequence | Multiple shapes, balances and forms of travel linked together |