

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	Using a picture stimulus to bring movements to life.
Control	Control movements to represent direct opposites.
Balance	Able to adjust weight to transfer into different positions.
Co-ordination	Can use arms and legs simultaneously in different directions.
Range of movements	Use a variety of level, direction and types (jump, twist, turn, leap, stillness etc).
Safely negotiate space	Can move at different levels and direction without colliding with others or objects.
Changes to the body	Able to discuss change in temperature and needing more air.
Good health	Can talk about different food groups and understand their nutritional value and frequency of consumption.
Activity types	Can suggest activities that increase heart rate.
Actions and feelings	Share with others and include all involved equally.
Rules and expectations	Can follow rules given without prompt
Make judgements to improve	Can say what they do well, what they need to change and how.
Handling equipment	Use for its intended purpose and can work with others to collect and carry sensibly, placing it back in its correct storage position.
Co-operate	Work well with others, taking turns, sharing and helping others when needed.
Preparing for PE	Can dress promptly without help and keep area tidy.
Listen to others	Allow others to speak and listen and respond to instructions from others.
Positive attitude	Respond to instructions, do not disrupt others and offer support where needed.
Respect	Share, include others equally and support/encourage others.
Stay on task	Remain on task throughout the lesson with 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