

P.E- Lower Key Stage One - Dance Yr1 and Yr2

Pupils should be taught to:	How we do this in Y1	How we do this in Y2	Resources	Vocabulary	Notes
<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Perform dances using simple movement patterns.</p>	<p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> - Key movements will be modelled and children will copy e.g. crawling, skipping, hopping, bouncing, twisting and turning. - Different levels will be modelled e.g. high, medium and low. Children are to copy and create own movements - Children are to create their own sequences ensuring they link 3 different still shapes together - Link still movements with travelling movements 	<p>Continue to embed already taught vocabulary from previous year model where possible as a recap.</p> <p>Introduce new vocabulary where possible model</p> <ul style="list-style-type: none"> - Key movements will be modelled to fit a motif – children can then create their own motifs based on the emotion of a piece of music - Explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of movements - Children are to vary the speed of their movements, use different levels, show 	<p>Yr 1 Bean bags, cones, balls, jungle pictures, jungle book music from youtube</p> <p>Jungle book clip: https://www.youtube.com/watch?v=pVwvSP2Kyru&feature=youtu.be</p> <p>bare necessities: https://www.youtube.com/watch?v=08NlhjvFsu&feature=youtu.be</p>	<p>Vocabulary Yr1 Beat, count, sequence, shape, body, move, model, still, frame, hold, pattern, mirroring</p> <p>Vocabulary Yr2 Beat, count, sequence, shape, body, move, model, still, frame, hold, pattern, mirroring, rhythm, expression, motif, speed, levels, cannon, unison, repetition, direction, twist, turn, huddle, step</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <p style="color: red;">Please note pupils should be active a minimum of 80% of the session</p>

	<ul style="list-style-type: none"> - Children are to share their sequences with the rest of the class at each stage of creating their sequence - Move confidently and safely in their own and others space, using a change of speed, level and direction <p>CRM</p> <ul style="list-style-type: none"> - he/she can perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. - he/she can copy short motifs (a short phrase, movement or gesture that is repeated.) - he/she can link two or more actions together. 	<p>rhythm and expression.</p> <ul style="list-style-type: none"> - Key dance movements to be modelled for the children to incorporate into their own sequences - Children are practising moving in unison and to the rhythm of the music by counting the beats in their heads - Children are to add a canon movement into their sequence by using the beat of a piece of music - Key footwork movements to be modelled using the stimulus video - Children will perform their dance sequences to the rest of the class <p>CRM</p>	<p>Year 2 Emotive music,</p> <p>Rain dance: https://www.youtube.com/watch?v=3WIF98ss2Tw</p> <p>Sun dance: https://www.youtube.com/watch?v=-tVUxzk4W6k</p> <p>Visual stimulus L5: https://www.youtube.com/watch?v=ulZzgfH55rKc&feature=youtu.be</p>		
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