



PE: Dance

Year: 1 **Term:** Spring 2

Key Knowledge/Content:

- To use balance and co-ordination, individually and with others.
- To perform dances using simple movement patterns.

Links to:

Prior learning:

To be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Future learning:

To begin to compose their own individual dances to different themes.

Key vocabulary with definition:

Prior vocabulary:

- Travel – how you move.
- Beginning – the start of something.
- End – when something finishes.
- Body parts – hands, feet, arms, legs, etc.
- High/Low – making your body big and small.
- Rolling – moving along the floor.
- Crawling – moving on your hands and knees.
- Jumping – moving from two feet to two feet.
- Skipping – stepping from one foot to the other with a bounce.
- Hopping – moving on one foot.

New vocabulary:

- Stillness – not moving.
- Direction – where something is going.
- Space – making sure you're not too close to others.
- Middle – in between the beginning and the end.
- Feelings – your emotions: happy, angry, etc.
- Forwards – moving to the front of you.
- Backwards – moving to the back of you.
- Sideways – moving to the left or right.
- Speed – how fast or slow something moves.

By the end of this unit

All children can: show how different body actions can show different moods and feelings.

Most children can: practise and repeat their movement phrases and perform them in a controlled way, showing co-ordination and spatial awareness.

Some children can: create short dances either individually or with a partner.

Background understanding for teachers and parents:

This half term is Dance, with a focus on feelings. The children will explore movement ideas and respond imaginatively to a range of stimuli. They will be encouraged to remember, repeat and link a range of actions with co-ordination.

Curriculum Driver (one):

Communication

Evidence outcome:

Show how different body actions can show different moods and feelings.

Create short dances either individually or with a partner.