



PE Topic: Dance

Year: 2 **Term:** Spring 1

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

Future learning:

To be able to create their own dance and move in different ways.

Key vocabulary with definition:

Prior 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.

New vocabulary:

- Travel – Different ways of moving.
- Levels – High and low.
- Diagonal – Moving forwards, but to the side.
- Pathways – Moving in different directions.
- Rhythm – A repeated pattern of sound.

By the end of this unit

All children can: **copy** and **demonstrate** basic body movements demonstrated by the teacher.

Most children can: **recognise** and **describe** how different dance activities make them feel.

Some children can: begin to **compose** their own individual dances to different themes.

Background understanding for teachers and parents:

This half term is Dance. The children will explore movement and respond imaginatively to a range of stimuli. They will be encouraged to remember and repeat a short dance, showing greater control, co-ordination and spatial awareness.

Curriculum Driver (one):

Communication

Evidence outcome:

Perform different body movements and recognise and describe how different dance activities make them feel.