



**PE Topic:** Movement

**Year: 5 Term:** Autumn 2

## Key Knowledge/Content:

- To continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- To enjoy communicating and collaborating with each other.
- To develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- To perform dances using a range of movement patterns.
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Links to:

**Prior learning:** To create and link dance phrases using a simple dance structure.

**Future learning:** To remember, practise and combine longer, more complex dance routines.

## Key vocabulary with definition:

### **Prior vocabulary:**

- Unison – When two or more people perform exactly the same movement at exactly the same time.
- Rhythm – A strong, regular, repeated pattern of movement or sound.
- Pattern – A repeated element.
- Repetition – The action of doing something again.

### **New vocabulary:**

- Dance style – A certain type of dance.
- Choreography – The sequence of steps and movement.
- Technique – The tools and skills needed to produce a particular style of movement.
- Formation – The arrangement of people in a dance.
- Improvisation – The process of spontaneously creating movement.
- Canon – When two or more people perform exactly the same movement, but starting at different times.

## By the end of this unit

**All children can:** remember and repeat short sequences of actions (phrases).

**Most children can:** use different compositional ideas to create phrases incorporating unison and canon.

**Some children can:** convey the mood and feeling of the dance.

## Background understanding for teachers and parents:

This half term is Movement. The children will explore movement and respond imaginatively to a range of stimuli. They will be given the opportunity to create and perform short sequences, showing greater control, co-ordination and spatial awareness.

## Curriculum Driver (one):

Communication

## Evidence outcome:

To work with others within different activities and to listen to feedback about performance.