



PE – Year 5 – Autumn 2 – Dance - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher) Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
<p>Key Stage 2</p> <p>Pupils should 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>1</p> <p>Exploring Movements</p>	<p>Perform dances using a range of movement patterns</p> <p>Pupils should 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.</p>	<p>I know how to create creative and imaginative dance phases linked to a theme.</p> <p>I know how to vary speed, direction and level within a phase.</p> <p>I know how incorporate expression to support their theme.</p> <p>I know how create a phrase with high energy or slow grace.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p>	<p>I know that I need to move my body to explore movement.</p> <p>I know I can move at different levels.</p> <p>I know I can move at different speeds.</p> <p>I know I can move in different directions.</p>	<p>Playground dance – use music stimuli (high energy, upbeat track)</p> <p>Discuss – what actions might you see on a playground? E.g. running, skipping, playing games, walking.</p> <p>Explore individual actions based on moves you may discover on a playground – incorporate different levels, speeds and directions.</p> <p>Children are to perform a sequence of four individual actions – they are to either perform a phrase with high energy or slow grace (discuss how these should match the actions they have chosen).</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where 		<p>2</p> <p>Partner Work</p>	<p>Perform dances using a range of movement patterns</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them</p>	<p>I know how to create creative and imaginative dance phases linked to a theme.</p> <p>I know how to vary speed, direction and level within a phase.</p>	<p>I know I must communication with my partner.</p> <p>I know that I need to move my body to explore movement.</p> <p>I know I can move at different levels.</p> <p>I know I can move at different speeds.</p>



<p>appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns 		<p>in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other</p>	<p>I know how to incorporate expression to support their theme.</p> <p>I know how to create a phase with high energy or slow grace.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p>	<p>I know I can move in different directions.</p>	<p>throwing and catching. Children are to ensure the theme is clear and expression is used throughout.</p> <p>Children are to perform their phrase at regular intervals – can other children guess what their phrase is representing?</p>
<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p>	<p>3 Group Work</p>	<p>Perform dances using a range of movement patterns</p> <p>Pupils should 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.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to</p>	<p>I know how to create creative and imaginative dance phases linked to a theme.</p> <p>I know how to vary speed, direction, and level within a phase.</p> <p>I know how to incorporate expression to support their theme.</p> <p>I know why I need to be creative whilst creating a dance.</p>	<p>I know I must communication with my group.</p> <p>I know that I need to move my body to explore movement.</p> <p>I know I can move at different levels.</p> <p>I know I can move at different speeds.</p> <p>I know I can move in different directions.</p> <p>I know that my group will have different abilities and I will need to adapt the performance to aid their ability.</p>	<p>Playground dance – use music stimuli (high energy, upbeat track)</p> <p>Organise the class into groups of four. Recap call and repeat style movements previously learnt – children are to refine this style of dance. Challenge them to work together to create another part of the dance, again representing a different activity that may be seen on the playground. Children should be encouraged to again reflect on their creative phrases and consistently think about how they could improve.</p>



<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres 		<p>evaluate and recognise their own success</p>			
<ul style="list-style-type: none"> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p>4 Prop Work</p>	<p>Perform dances using a range of movement patterns</p> <p>Pupils should 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.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p>	<p>I know how to begin to incorporate props to help convey a dance idea.</p> <p>I know how to create creative and imaginative dance phases linked to a theme.</p> <p>I know how to vary speed, direction and level within a phase.</p> <p>I know how to incorporate expression to support their theme.</p> <p>I know why I select different speeds, directions, levels and body rotations.</p>	<p>I know what a prop is.</p> <p>I know how to use a prop effectively within a routine.</p>	<p>Playground dance – use music stimuli (high energy, upbeat track)</p> <p>Organise the class into the same groups as the previous week and give the children time to revisit and practise their sequence from last week.</p> <p>Challenge the children to incorporate props to support their dance e.g. hoops, a ball, a skipping rope. Can they incorporate the props effectively? Think about ways they can smooth incorporate the introduction of the props. Children are to continuously practise, reflecting and improving their sequences throughout.</p>



	<p>5 Practise</p>	<p>Perform dances using a range of movement patterns</p> <p>Pupils should 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.</p> <p>They should enjoy communicating, collaborating and competing with each other</p>	<p>I know how to consistently perform and apply skills and techniques with accuracy and control.</p> <p>I know how to compose original, expressive, creative and imaginative dance phases linked to a theme.</p> <p>I know how to vary speed, direction, level and body rotation within a phase.</p> <p>I know how to perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>See knowledge from previous lessons.</p>	<p>Playground dance – use music stimuli (high energy, upbeat track)</p> <p>Work together as a class, to put the entire dance together (individual moves, partner work, group work and prop work) – ensure transition is smooth and children are confident with the moves. This lesson is used to build children’s confidence to perform the lesson with accuracy and control.</p>
	<p>6 Perform</p>	<p>Perform dances using a range of movement patterns</p> <p>Pupils should 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.</p> <p>They should enjoy communicating,</p>	<p>I know how to consistently perform and apply skills and techniques with accuracy and control.</p> <p>I know why it is important to evaluate my own and others performance.</p>	<p>I know that a performance is to an audience.</p> <p>I know that I must apply previously learnt skills within my dance.</p>	<p>Playground dance – use music stimuli (high energy, upbeat track)</p> <p>Split the class into two halves – children are to perform the whole dance to the rest of the class. The other half are to create their own criteria to use to evaluate the performance they are watching – e.g. are they using levels? Are they showing expression? Are they using props? Are their movements strong and clear? – Children are to evaluate after each performance. Each group should also evaluate their own dance.</p>



		<p>collaborating and competing with each other</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p>			<p>If possible, film dances for groups to watch back.</p>
	<p>7 Improve</p>	<p>Perform dances using a range of movement patterns</p> <p>Pupils should 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.</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know how to explain why people/myself have used particular skills or techniques, and the effect they have had on their performance.</p> <p>I know why it is important to evaluate my own and others performance.</p>	<p>I know how to listen to feedback.</p> <p>I know how to use feedback to help improve my performance.</p>	<p>Playground dance – use music stimuli (high energy, upbeat track)</p> <p>Watch back performances from the previous week and discuss the evaluations that took place. How could they improve the dance?</p> <p>During this lesson, children are to use the feedback they were provided to improve their dance. They are to discuss the skills or techniques they have chosen to introduce and explain how these have had a positive impact on their performance.</p>

