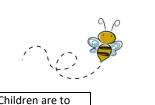




PE – Year 5 – Autumn 2 – Dance - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Knowledge	Activity Outline
			Disciplinary (Why) Procedural (How)	Factual	
Key Stage 2 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.	1 Exploring Movements	Perform dances using a range of movement patterns 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.	I know how to create creative and imaginative dance phases linked to a theme. I know how to vary speed, direction and level within a phase. I know how incorporate expression to support their theme. I know how create a phrase with high energy or slow grace. I know why I select different speeds, directions, levels and body rotations.	I know that I need to move my body to explore movement. I know I can move at different levels. I know I can move at different speeds. I know I can move in different directions.	 Playground dance – use music stimuli (high energy, upbeat track) Discuss – what actions might you see on a playground? E.g. running, skipping, playing games, walking. Explore individual actions based on moves you may discover on a playground – incorporate different levels, speeds and directions. 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).
 Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where 	2 Partner Work	Perform dances using a range of movement patterns Pupils should continue to apply and develop a broader range of skills, learning how to use them	I know how to create creative and imaginative dance phases linked to a theme. I know how to vary speed, direction and level within a phase.	I know I must communication with my partner. I know that I need to move my body to explore movement. I know I can move at different levels. I know I can move at different speeds.	Playground dance – use music stimuli (high energy, upbeat track) Organise the class into partners. Recap skills used in previous year groups (unison and canon) and challenge the children to work in pairs to create another part of the dance – representing an activity on the playground e.g.



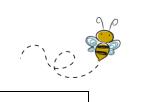


 appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement 	in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other	I know how to incorporate expression to support their theme. I know how to create a phase with high energy or slow grace. I know why I select different speeds, directions, levels and body rotations.	I know I can move in different directions.	throwing and catching. Children are to ensure the theme is clear and expression is used throughout. Children are to perform their phrase at regular intervals – can other children guess what their phrase is representing?
 patterns 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. Swimming and Water Safety: All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: 	Perform dances using a range of movement patternsPupils 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.Group WorkThey should enjoy communicating, collaborating and competing with each otherThey should develop an understanding of how to improve in different physical activities and sports and learn how to	I know how to create creative and imaginative dance phases linked to a theme. I know how to vary speed, direction, and level within a phase. I know how to incorporate expression to support their theme. I know why I need to be creative whilst creating a dance.	I know I must communication with my group. I know that I need to move my body to explore movement. I know I can move at different levels. I know I can move at different speeds. I know I can move in different directions. I know that my group will have different abilities and I will need to adapt the performance to aid their ability.	Playground dance – use music stimuli (high energy, upbeat track) 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.



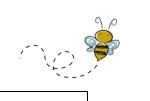






5 Practise	Perform dances using a range of movement patterns Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating,	I know how to consistently perform and apply skills and techniques with accuracy and control. I know how to compose original, expressive, creative and imaginative dance phases linked to a theme. I know how to vary speed, direction, level and body rotation within a phase. I know how to perform and apply a variety of skills and	See knowledge from previous lessons.	Playground dance – use music stimuli (high energy, upbeat track) 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.
6 Perform	 collaborating and competing with each other Perform dances using a range of movement patterns 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, 	techniques confidently, consistently and with precision.	I know that a performance is to an audience. I know that I must apply previously learnt skills within my dance.	Playground dance – use music stimuli (high energy, upbeat track) 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.





	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 Perform dances using a		I know how to listen to feedback.	If possible, film dances for groups to watch back.
7 Improve	Perform dances using a range of movement patterns 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 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I know how to explain why people/myself have used particular skills or techniques, and the effect they have had on their performance. I know why it is important to evaluate my own and others performance.	I know how to listen to feedback. I know how to use feedback to help improve my performance.	Playground dance – use music stimuli (high energy, upbeat track) Watch back performances from the previous week and discuss the evaluations that took place. How could they improve the dance? 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.



