



PE – Year 3 – 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>Pupils should be taught to:</p>	<p>1 Levels</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 plan, perform and repeat sequences with a good level of control.</p> <p>I know how to create a dance phrase that convey a definite idea.</p> <p>I know why changing levels can improve a dance sequence.</p>	<p>I know that levels mean how high or low we make our bodies.</p> <p>I know that I can have a low level.</p> <p>I know that I can have a high level.</p>	<p>Diwali Dance</p> <p>Children are to explore moving to the music – they are to think about how they could use a bow and arrow style action whilst moving – children are to freeze on different levels using interesting positions.</p> <p>Also explore how they could march on the spot in time with the music and other children – then think about how they can march in different directions in time with other children.</p> <p>Create a simple phrase containing these ideas – to create a start of the dance.</p>
	<p>2 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 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 to create a phrase with high energy or slow grace.</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>Diwali Dance</p> <p>Introduce an Indian dance step – children are to have one foot stuck, whilst the other rotates around with both hands in the air and their elbows bent. Encourage children to do this move in time with each other. Introduce changing the movement to create snake like movements with their arms.</p> <p>Children are to take the time in partners to create their own steps based on what they have learnt. Children are to</p>



<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where 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 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. 		<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>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 why I select different speeds, directions, levels and body rotations.</p>		<p>demonstrate this to others and reflect on their performances.</p>
	<p>3 Partner Work Continued</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 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 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 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>Diwali Dance</p> <p>Place the children into rows – this will be their position for the dance.</p> <p>Incorporate all actions taught so far into a simple routine – children are to create their own starting and ending position.</p> <p>For the partner section of the dance – remind children to work together and mirror image what they are doing. Develop their step into a phrase – e.g. they could jump up together, then do the movement, they go round in a circle.</p>



<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> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p>4</p> <p>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>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</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 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>Diwali Dance</p> <p>Put pairs of children together with two others pairs to create smaller groups of six and tell them to stand in a circle. They are to work together to create a sequence of movements that incorporate how people may celebrate Diwali – e.g. giving presents, eating feasts. Encourage children to think about levels, speed and expression throughout to be able to convey their ideas accurately.</p> <p>Groups are to perform to the class and evaluate.</p>
	<p>5</p> <p>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</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</p>	<p>See knowledge from previous lessons.</p>	<p>Diwali Dance</p> <p>Give the children opportunities to practise their partner and small group work.</p>



		<p>actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other</p>	<p>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>Work as a class to put the whole dance together – incorporating all movements that have been taught. Make sure movements are in time with the music and are clear throughout the dance.</p>
	<p>6</p> <p>Perform and Evaluate</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>They should develop an understanding of how to</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>I know that I must communicate with others to support my evaluations.</p>	<p>Diwali Dance</p> <p>Split the class into two smaller halves – children are to perform, discuss and evaluate both their own and others dances.</p>



		improve in different physical activities and sports and learn how to evaluate and recognise their own success.			
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