

St Peter's Church of England Primary School

Physical Education Curriculum for Dance: Topics, Coverage and Objectives



<p>Foundation Stage Pupils should be supported with using their bodies to move, with good posture and confidence. They should be taught to show good control and co-ordination in large and small movements when dancing. They should develop the capability of moving confidently in a range of ways, safely negotiating space. Pupils should be taught and supported with handling dance equipment and tools effectively, including practising safety measures without direct supervision.</p>	<p>Key Stage One Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Key Stage Two 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. <u>Pupils should be taught to:</u></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>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. <u>In particular, pupils should be taught to:</u></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.
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic in Autumn 1	Moving and Handling	Stars Rabbits Follow my feet	Streamers Conkers	The Cat Balloons	Who am I? The Language of Dance	The Cat Balloons Reach for the Stars	Rubbish	The World of Sport Mix and Match

Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.

Autumn	Outcomes and Progression:	<p>- Become confident with using own body parts to move (e.g. lift arm, stamp foot).</p>	<p>- To travel about the space with increased control and co-ordination - To copy simple shapes and create some of their own - to travel on feet in a variety of ways showing rhythms - to perform short dances within a planned structure - to respond to a range of stimuli</p>	<p>-to explore actions in response to stimuli -to know and perform basic dance skills in relation to dance ideas (make rounded and spikey shapes with their bodies and create different patterns in the air or on the floor) - to explore a range of movements suitable for the idea and link them together - to observe each other dancing and describe what they see -to know how their bodies feel after dance activities</p>	<p>- to know and perform the basic dance actions with some idea of mood and feeling -to remember and repeat movement phrases and patterns with some level of control and co-ordination -to change and vary actions and demonstrate contrasting speeds and weights (dynamic elements) -to show an understanding of dance communicating ideas and unfolding stories -to know that they need to warm-up and cool down for dance.</p>	<p>- to respond imaginatively to a simple stimulus -to use simple movement patterns to structure dance phrases on their own and with a partner -to demonstrate the ability to choose the movements which reflect the dance idea -to develop different ways of travelling, jumping and turning and create dance phrases -to perform basic actions and dances clearly and fluently - to remember and repeat simple dance phrases - to work in unison with a partner and travel "follow-the-leader" -to demonstrate an understanding of descriptive word when talking about the dance</p>	<p>-to understand that ideas initiated by a story can be translated into movement -to perform with expression and clarity of shape -to perform imaginatively in character -to demonstrate simple motifs and movement patterns - to work with a partner to structure a dance using unison, mirroring and "follow my leader" -to understand how dance communicates character moods, ideas and feeling</p>	<p>-to demonstrate the ability to translate abstract images into movement -to perform with an awareness of both partner and group dances -to perform with clear dynamics and precise footwork -to use a variety of ways to work in a small group -to develop movement using different relationships -to lead appropriate "warming-up" exercises -to view short pieces of professional work in order to comment upon the use of props to create music</p>	<p>-to perform with increased control/fluency and accuracy -to perform with appropriate dynamics to suite the meaning of the idea -to perform the HAKA accurately as taught -to develop motifs using time/ space/ people -to organise small groups to suit the idea of the dance -to suggest ways of improving performance and composition</p>
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	Topic in Autumn 2	Moving and Handling	Icicles and Water Hickory Dickory Dock Autumn Leaves	Playing with a Ball	Reach for the Stars Friends	The Explorers The Hornpipe	Electricity	What a card! Word Power	Theseus and the Minotaur Cradle
	Links to Prior and Future Learning:	Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.							
	Outcomes and Progression:	<ul style="list-style-type: none"> - Continue to move freely with pleasure 	<ul style="list-style-type: none"> - To copy simple shapes and create some of their own - to travel on feet in a variety of ways showing rhythms -to respond to a wide range of stimuli - to explore ideas and select movements to make simple dances within a planned structure - to recognise repeated rhythms and sound patterns and match movements to music (speed) - to describe their own actions and the actions of others using appropriate vocabulary 	<ul style="list-style-type: none"> -to explore actions in response to stimuli -to know and perform basic dance skills in relation to dance ideas (make rounded and spikey shapes with their bodies and create different patterns in the air or on the floor) - to explore a range of movements suitable for the idea and link them together - to observe each other dancing and describe what they see -to know how their bodies feel after dance activities 	<ul style="list-style-type: none"> -to work in pairs using "follow-my-leader" unison and canon -to know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea (show contrasts in shape, speed and size) - to recognise different dance forms and compositional skills and be able to describe them and comment on quality -to understand and tell you how important it is to be active 	<ul style="list-style-type: none"> - to display clarity of body shape extension, balance and footwork -to dance with greater control and perform with a sense of phrasing, rhythmically and musically -to show appropriate dynamic qualities to express the dance idea -to use simple movement patterns to structure dance phrases on their own and in a small group -to perform in different group formations -to observe other children and describe and interpret what they see using appropriate language 	<ul style="list-style-type: none"> -to perform the actions of jumping with greater control -to display clarity of body shape -to link movements/sections together using appropriate transitional movement -to choose and use the appropriate dynamics -to use different group formations to interpret ideas -to demonstrate descriptive language when talking about dance 	<ul style="list-style-type: none"> -to respond to range of stimuli and accompaniment -to demonstrate the ability to use a range of compositional devise with emphasis on group organisation – patterns -to display the ability to refine their movements to improve performance - to create their own work within the context of a whole dance -to observe themselves and others, and comment on the compositional work 	<ul style="list-style-type: none"> -to demonstrate the ability to transfer ideas into movement -to perform with expression and improvise freely using a range of continual movements and patterns - to work collaboratively in pairs and small groups to communicate a dance idea To create their work in the context of a whole dance To demonstrate the ability to refine their movements in order to improve performance
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S P R I N G T E R M	Topic in Spring 1	Moving and Handling	Mr Jelly and Mr Wriggling William The Angry Elephant	March, March, March Jack and the Beanstalk	Bubbles Shadows	The Eagle and the Fish	Snooker Championships Record and Remember	City Life Pleased To See You	The Rainforest Hunting in Unknown Territory
	Links to Prior and Future Learning:	Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.							
	Outcomes and Progression:	<ul style="list-style-type: none"> -Move freely with pleasure and confidence -Begin to negotiate space 	<ul style="list-style-type: none"> -to respond to a wide range of stimuli - to explore ideas and select movements to make simple dances within a planned structure - to recognise repeated rhythms and sound patterns and match movements to music (speed) - to describe their own actions and the actions of others using appropriate vocabulary 	<ul style="list-style-type: none"> -to respond to a range of stimuli (rhythmic patterns) - to improvise an idea – display an immediate response - to choose appropriate movements made to create short phrases and simple structures (repeated rhythm) -to show the understanding of dance, communicating ideas and unfolding characters and stories 	<ul style="list-style-type: none"> -to work in pairs using "follow-my-leader" unison and canon -to know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea (show contrasts in shape, speed and size) - to recognise different dance forms and compositional skills and be able to describe them and comment on quality -to understand and tell you how important it is to be active 	<ul style="list-style-type: none"> - to respond imaginatively to a strong stimuli -to create simple motifs which they can remember and repeat -to perform with appropriate dynamic suitable to the idea -to work in pairs using complementary movement -to observe movement against specific criteria 	<ul style="list-style-type: none"> -to understand that the ideas initiated by the stimulus can be translated into movement (symbolic) -to demonstrate the ability to choose the movements and reflect the dance idea - to display how to link movements together in a logical sequence -to work with a partner showing meeting/parting and action/reaction -to demonstrate a variety of descriptive language for dance 	<ul style="list-style-type: none"> -to demonstrate the ability to translate ideas into movement phrases -to perform the sections of the dance showing clear changes in mood and feeling -to remember and perform the whole dance - to demonstrate the use of focus as a meaningful performance skill -to use a variety of rhythms -to change and vary the use of dynamics -to identify and suggest ways of improving the performance 	<ul style="list-style-type: none"> -to display the appropriate dynamics to colour the movement -to demonstrate the ability to translate ideas into movement -to share their ideas with partners, small groups and whole class, -to demonstrate ability to change and vary the use of relationships and add different actions -to use a range of compositional devices; motif development, repetition and group organisation

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									-to perform with expression- understand and demonstrate the intention of the dance
	Topic in Spring 2	Moving and Handling	Blowing Bubbles Dinosaurs The Shaking Puppet	Fog and Sunshine Washing Day	Words and Word Messages Three Little Pigs	Mechanical Progress The Human Engine	Wimbledon Musical Statues	Volcanoes Punch and Wrestle	Flight From Danger
	Links to Prior and Future Learning:	Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.							
	Outcomes and Progression:	-Move freely, using own ideas with pleasure and confidence -Begin to negotiate space confidently	-to use different parts of their bodies to communicate imaginative ideas - to remember and perform short phrases of movement - to describe their own actions and actions of others - to select movements to create dances within a simple framework	-to know and perform the basic dance actions with some idea of mood and feeling in relation to the dance idea (natural elements and story) - to copy and perform simple phrases and rhythm patterns (turnings, rolling, jumping, travelling in different ways, shape, stillness and gesture) - to improvise an idea - to choose and link appropriate movements – recognise different rhythms, dynamics and relations - to observe and describe dance phrases and expressive qualities using appropriate language	-to demonstrate the ability to hold clear body shapes both in movement and stillness -to improvise an idea - to use a variety of basic dance actions including travelling, jumping, turning, gesture, shape and stillness. - to perform a whole dance with a simple narrative structure (change and vary actions – speed, size, weight) -to observe and describe dance phrases and expressive qualities	-to explore and develop movement initiated by the stimulus -to share and create dance phrases with a partner and small group -to repeat, remember and perform the phrases in a dance with greater control, fluency and co-ordination -to understand and use acceleration and deceleration -to use dynamic and expressive qualities clearly and with control -to recognise and talk about the movements used and the expressive qualities of the dance	-to develop a motif using speech and action -to refine, repeat and remember dance phrases as an individual and in a pair -to perform showing clear control and balance in both shape and action -to perform with an understanding of the mood of the dance -to work in pairs showing clear relationships -to describe the dance using appropriate movement language	-to demonstrate the ability to translate narrative ideas into movement -to change and vary the use of relationships and perform with an awareness of both partner and group dances - to perform the sections showing clear changes in moods and dynamics -to remember and perform the whole dance -to organise their own warm-up exercise -to observe others dancing and comment constructively on compositional work using appropriate language	-to display the appropriate dynamics to colour the movement, to ensure mood and feeling -to demonstrate combinations of movements showing clarity and accuracy - to choose appropriate movement and dynamics to reflect the idea -to link movements together in a logical sequence - to demonstrate a range of descriptive language - to use a range of compositional devices, motif development, repetition and group organisation
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S U M M E R T E R M	Topic in Summer 1	Moving and Handling	The Scarf Painting a Picture	Handa's Surprise The Rainbow Fish	Copy Cat Pat-a-cake Polka Jumping Joan	English Country Dance Caerphilly March Bridge of Athlone I Want to Be Near You Mixer Promenade Siclian Circle	English Country Dance Virginia Reel The Little Ol' Log Cabin	English Country Dance Haste To The Wedding Oxo Reel Coming Round The Mountain Lucky Seven	English Country Dance Boston Tea Party Ninpins Circassian Circle
	Links to Prior and Future Learning:	Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.							
	Outcomes and Progression:	-Move freely with pleasure and confidence in a range of ways -Negotiate space successfully, adjusting speed and direction to avoid obstacles	-to recognise and show different shapes with their bodies (stretched, curled, wide and thin) - to choose different movements and link them appropriately	- to demonstrate the ability to look at and listen to the story in order to store ideas. Language, images, and initial movement responses - to perform basic actions of travelling, jumping,	- to understand that dance plays an important part in other cultures - to recognise that dances have changed throughout history - to demonstrate different rhythms and rhythmic patterns	-perform basic dance actions with greater control, fluency and co-ordination -show the ability to perform with a sense of phrasing -copy and perform movement/rhythmic patterns	-perform basic dance actions with greater control, fluency and co-ordination -show the ability to perform with a sense of phrasing -copy and perform movement/rhythmic patterns	-demonstrate the ability to refine movement in order to improve performance -remember and perform complete dances -demonstrate the ability to perform straight steps and patterns accurately	-demonstrate the ability to refine movement in order to improve performance -remember and perform complete dances -demonstrate the ability to perform straight steps and patterns accurately

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		<ul style="list-style-type: none"> - to remember and perform short phrases and patterns of movement - to talk about the dance and explain why they liked it -to recognise the changes that occur in their bodies when they are active 	<ul style="list-style-type: none"> turning, rolling, gesture and shape - to vary speeds, directions and pathways - to communicate an idea and unfold the characters in a story - to explore a range of movements suitable for the idea - to perform a whole dance that has a simple structure 	<ul style="list-style-type: none"> - to repeat and remember the rhythms and patterns - to demonstrate the ability to perform them in different formations -to perform whole dances which have a simple structure -to demonstrate the ability to take the time to try different movements - to observe each other dancing and identify and describe the different actions, relationships, formations, and quality of performance 	<ul style="list-style-type: none"> -show ways of performing in different group formations -display the confidence to include personal responses 	<ul style="list-style-type: none"> -show ways of performing in different group formations -display the confidence to include personal responses 	<ul style="list-style-type: none"> -maintain the tempo and rhythm of particular patterns -appreciate the dances within a social/historical/cultural context. 	<ul style="list-style-type: none"> -maintain the tempo and rhythm of particular patterns -appreciate the dances within a social/historical/cultural context
Topic in Summer 2	Moving and Handling	The Hungry Caterpillar	We're Going On A Bear Hunt	Elsden Circle Dance Anything Goes	Tudor Dance The Farondole The Branle	Tudor Dance The Pavan	Tudor Dance Gathering Peascods	Tudor Dance Lilliburlero
Links to Prior and Future Learning:	Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.							
Outcomes and Progression:	<ul style="list-style-type: none"> -Move freely with pleasure and confidence in a range of ways (coming up with own ideas) -Negotiate space successfully, adjusting speed and direction to avoid obstacles, when dancing 	<ul style="list-style-type: none"> -to recognise and show different shapes with their bodies (stretched, curled, wide and thin) - to choose different movements and link them appropriately - to remember and perform short phrases and patterns of movement - to talk about the dance and explain why they liked it -to recognise the changes that occur in their bodies when they are active 	<ul style="list-style-type: none"> - to demonstrate the ability to look at and listen to the story in order to store ideas. Language, images, and initial movement responses - to perform basic actions of travelling, jumping, turning, rolling, gesture and shape - to vary speeds, directions and pathways - to communicate an idea and unfold the characters in a story - to explore a range of movements suitable for the idea - to perform a whole dance that has a simple structure 	<ul style="list-style-type: none"> - to understand that dance plays an important part in other cultures - to recognise that dances have changed throughout history - to demonstrate different rhythms and rhythmic patterns - to repeat and remember the rhythms and patterns - to demonstrate the ability to perform them in different formations -to perform whole dances which have a simple structure -to demonstrate the ability to take the time to try different movements - to observe each other dancing and identify and describe the different actions, relationships, formations, and quality of performance 	<ul style="list-style-type: none"> -perform whole dances with repetitive structures -describe and respond to different rhythms -identify spatial patterns and dance them with partner(s) -compose a logical sequence of movement -observe and develop their own and others' performance -explain the place of dance in Tudor life -recognise how dance contributes to personal fitness 	<ul style="list-style-type: none"> -perform whole dances with repetitive structures -describe and respond to different rhythms -identify spatial patterns and dance them with partner(s) -compose a logical sequence of movement -observe and develop their own and others' performance -explain the place of dance in Tudor life -recognise how dance contributes to personal fitness 	<ul style="list-style-type: none"> -perform whole dances with repetitive structures -describe and respond to different rhythms -identify spatial patterns and dance them with partner(s) -compose a logical sequence of movement -observe and develop their own and others' performance -explain the place of dance in Tudor life -recognise how dance contributes to personal fitness 	<ul style="list-style-type: none"> -perform whole dances with repetitive structures -describe and respond to different rhythms -identify spatial patterns and dance them with partner(s) -compose a logical sequence of movement -observe and develop their own and others' performance -explain the place of dance in Tudor life -recognise how dance contributes to personal fitness