Springfield School

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| Blackbirds Class Medium Term Planning for PE 1 | |
| Topic: Wonder Women  Dance   * Comp/Perform * Respect | PE will be developed in weekly sessions, as well as swimming sessions. Our playtimes and active learning throughout the school day will also contribute to my 2 hours per week.  There will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term. |

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| **Lesson 1 ‘link it’**  **What do we know about dance?**  **How do we dance?**  Exploration of familiar music with clear rhythms.  Sharing dance moves and actions we already know.  Warm up – stretching to music  Activity – move to different music – sequence moves  Cool down – resting to music | **Lesson 2 ‘learn it’**  **Rhythm and Movement**  Share and copy simple dance moves, initially modelled by adults  Warm up – stretching to music  Activity – create and sequence a range of movements (contemporary dance)  Cool down – resting to music | **Lesson 3 ‘learn it’**  **Linking Movements**  Recap on dance moves we have learnt. Apply these to rhythms in songs  Warm up – stretching to music  Activity – create and sequence a range of movements (contemporary dance)  Cool down – resting to music | **Lesson 4 ‘learn it’**  **Linking Movements**  Recap on dance moves we have learnt. Apply these to rhythms in songs  Warm up – stretching to music  Activity – create and sequence a range of movements (contemporary dance)  Cool down – resting to music |
| **Lesson 5 ‘learn it’**  **Linking Movements**  Recap on dance moves we have learnt. Apply these to rhythms in songs  Warm up – stretching to music  Activity – create and sequence a range of movements (contemporary dance)  Cool down – resting to music | **Lesson 6 ‘check it’**  **Sequences**  **Can we perform our own sequence for an audience?**  Warm up – stretching to music  Activity – perform a sequence of movements (contemporary dance)  Cool down – resting to music | **Lesson 7 ‘check it’**  **Sequences**  **Can we perform our own sequence for an audience?**  Warm up – stretching to music  Activity – perform a sequence of movements (contemporary dance)  Cool down – resting to music |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| Pupils should have the opportunity to take part in a variety of events and competitions which allow them to understand and follow rules, experience the concept of winning and losing, being part of a team and trying their best. They should also have the opportunity to perform to an audience.  **Respect** is showing due regard for the feelings, wishes, or rights of others. Pupils should show respect for themselves, each other and adults and demonstrate this in the activities they are part of.  **Year 2**   * Devise and repeat and perform short sequences in which there is a clear beginning, middle and end. * Explore ideas moves and feelings by improvising and experimenting with actions in response to stimuli. * Perform dances using simple movement patterns. | * Move with careful control and coordination. * Link two or more moves to perform a sequence. * **Apply and develop a range of skills and link them to make actions and sequences of movement.** |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Can they use their bodies to create different sequences of movements. | Activities provided during lesson  Resources  Hall  Pictures to inspire movements  Mats  Music  Link sequences of movement | Independent activities linked to lesson  Resources  Link movements together. Focus on fluency and security of movement | How will the pupils share knowledge during or end of lesson  Explore and discuss photographs of lessons  Share and compare diaries  Apply skills in sequences of movements. | Retrieve or generalization of learning after lesson   * Demonstrate key sequence of movements * Show emotions through movements * Demonstrate creativity of thinking applying movements together * Remember sequences of movements |