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| updated logoHedgehogs & Butterflies Class Medium Term Planning for P.E Autumn Term 2 2022Dance  |
| Topic: Dance**Sequencing and co-operation** | PE will be developed in weekly sessions, as well as swimming sessions. Focused sessions are planned in for this half term on dance. 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.This medium term plan will focus on learning songs and dances that the children may already be familiar with. We will explore how we can change our movement by changing the speed and style of dance. |

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| **Lesson 1 - Link it****Explore actions to familiar nursery rhymes.**Transition using now and next boards to the hall.Practise songs with actions – use body parts to perform a range of actions. (e.g. head, shoulders, knees and toes/ the wheels on the bus/ hop little bunnies/ baby shark, etc.).Plenary – Show children videos of them from the lesson. | **Lesson 2-3 – Learn it****Explore actions to songs – changing the speed and style of actions.**Use body parts to perform a range of actions. Practise fast and slow with increased/ decreased tempo. (e.g. 10 little fishes/ the ants go marching, etc.).Plenary – Show children videos of them from the lesson – can they identify themselves? | **Lesson 4 – Check it****Explore actions to new songs – changing the speed and style of actions.**Use body parts to perform a range of actions. Practise fast and slow with increased/ decreased tempo - Use Dinosaur Music from Music Express – change in tempo.Plenary – Show children videos of them from the lesson – can they identify themselves? | **Lesson 5-7 - Show it and know it****Put a range of movements together, perform a range of actions with body parts, and change the style and speed of their actions.**Applying actions and changing the speed of actions to a familiar songs – Christmas songs.Do children react to the music?Do children create/ remember actions?Do children move in different ways to the music with rhythm?Do children change the speed of their actions with the tempo?Plenary – Show children videos of them from the lesson – can they identify themselves? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **ELG –** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. **Key Stage One –** 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.Perform dances using simple movement patterns.  | EYFS - * **Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.**
* **Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles**
* **Experiments with different ways of moving.**

Key Stage One – * **Manage space safely showing good awareness of each other.**
* **Copy and explore basic body actions and movement patterns.**
* **React to a range of stimuli**
* **Sustain effort throughout lesson**
* **Respectful of each other and equipment**
* **Engaged and on task throughout lessons**
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**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils Familiar nursery rhymes and songs/ familiar actions using upper and lower body | Activities provided during lesson Learn to copy actions to familiar songs and change movements with increased/ decreased tempo. | Independent activities linked to lesson Apply actions and change movements to the tempo of new music. | How will the pupils share knowledge during or end of lessonShow we know some actions ourselves to our favourite songs. | Retrieve or generalization of learning after lesson Perform songs with actions in our Christmas performance. |