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| updated logo Rabbits Class Medium Term Planning for P.E Autumn Term 2 2022Dance through Nursery Rhymes |
| Topic: DanceAwarenessCommunication | Focussed sessions are planned in for this half term for Dance. 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.****The Wheels on the Bus**Warm up – Warm up song.Practice song with actions and props to support actions.Practice fast and slow.Resources – Mat per childProp – quoit for a wheel, voile for wipers, squeezy toy for hornFast and Slow A4 symbols | **Lesson 2 – Learn it****Heads, Shoulders, Knees and Toes**Warm up – Warm up song.Practice song with actions and props to support actions.Practice fast and slow.Resources – Mat per child | **Lesson 3 – Learn it****Grand old Duke of York**Warm up – Warm up song.Practice song with actions and props to support actions.Practice fast and slow.Resources – Mat per child | **Lesson 4 –Check it****Row Row Row your boat****Can we transfer skills to new songs?**Warm up – Warm up song.Practice song with actions and props to support actions.Practice fast and slow.Resources – Mat per child | **Lesson 5-7 – Show it and Know it****Christmas action songs****Twinkle Twinkle****We wish you a merry Christmas (action version)****Ten little bells**Practice song with actions and props to support actions.Practice fast and slow.Resources – Mat per child |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| To develop the ability to adapt a known dance. • To develop the ability to share my ideas about how to adapt a dance.• To develop the ability to change movements and adapt a simple dance.• To share opinions and give my own ideas about how to adapt and alter a simple dance. I can change the speed of my dance moves. • I can change the style of my dance moves. • I can build a repertoire of dances.• I can share my ideas about a dance performance.• I can think about how to make a dance even better.• I can confidently join a wide range of different movements. • I can adapt and change my dance to suit a different style. • I can create a small dance which shows my own ideas and thoughts.  | Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception)• Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) • Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception)• Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)  |

**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Prior transitions to the hall
* Prior nursery rhyme awareness
 | Activities provided during lesson Resources Learn to copy or be support to do actions to familiar songs. | Independent activities linked to lesson Resources Become increasingly co-operative when trying to add actions to songs. | 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. |