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| updated logo Squirrels Class Medium Term Planning for **PE Autumn Term 2 2022** |
| **Dance*** Movement
* Cooperation
 | 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.****How do we dance?**Exploration of familiar music with clear rhythms.Sharing dance moves and actions we already know.This session could link to Bonfire Night / fireworks. | **Lesson 2 - Learn it****Rhythm and Movement**Share and copy simple dance moves, initially modelled by adults. | **Lesson 3 – Check It****Linking Movements**Recap on dance moves we have learnt. Apply these to rhythms in songs we like. | **Lesson 4 – Show it.****Linking Movements**Link some moves together to make simple sequences. This could be in a group or individually, depending on class dynamics. | **Lesson 5 – Know It****Performance**Children to take part in a dance performance. This could be for a Christmas Show. |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **EYFS – Reception**Develop overall body-strength, balance, co‑ordination and agility.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Combine different movements with ease and fluency.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. **KS1*** Pupils should be taught to perform dances using simple movement patterns.
 | **EYFS**a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done.**Year 1**Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. |

**Progression of Learning**

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Exploration of familiar music, rhythms, movements | Sharing and copying simple movements | Recap and apply to music | Link movements into a sequence | Take part in a dance performance. |