



Physical Education

Dance: Dinosaurs

Unit Purpose

The unit or work will enable pupils to explore different movements using different parts of the body, adding **emotion** and **expression** as they become dinosaurs.

Pupils will develop movement ideas in pairs while exploring the different relationships between dinosaurs.

Inspire Me

Did you know... The heaviest dinosaur was called the 'Argentinosaurus' which weighed 77 tonnes. This is the equivalent to 17 African Elephants. The Argentinosaurus was also the largest land animal to have ever lived.



Key Success Criteria

- P** Pupils will move their bodies with big actions as they explore moving as different types of dinosaurs.
- C** Pupils will develop their curiosity and imagination as they experiment moving in different ways.
- S** Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.
- W** Pupils will develop their self belief as they move and travel with confidence.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.



Sport Specific Vocabulary

Timing: In dance, timing refers to moving to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Fairness

Extending character performance

Exploring movements as 'big' dinosaurs: Moving with control

Character performance: Creating movements that represent superpowers

Imagination

Predators and Prey: Responding to rhythm in character (dinosaur)

Superheroes: Performing movements in sequence

Transition to Year 1

Foundation Learning Journey

Curiosity

Exploring movements as 'small' dinosaurs: Adding movements together

Empathy

Predators and Prey: Adding expression to our characters (dinosaur) movements

Self Belief

Developing our (dinosaur) movements: Performing with a partner



Physical Education

Dance: Nursery Rhymes

Unit Purpose

The unit of work will enable pupils to explore creating **simple movement sequences** that relate to specific words in different nursery rhymes.

Pupils will add movements together to form sequences and begin to explore **character movements** with a partner.

Inspire Me

Did you know... Pat-a-cake, pat-a-cake, baker's man" is one of the oldest surviving English nursery rhymes. The earliest recorded version of this rhyme appears in a play from 1698.



Key Success Criteria

- P** Pupils will move their bodies with big actions linked to the nursery rhymes.
- C** Pupils will develop their curiosity and imagination as they experiment moving in different ways.
- S** Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.
- W** Pupils will develop their self belief as they move and travel with confidence.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.



Sport Specific Vocabulary

Timing: In dance, timing refers to moving to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Tempo: refers to the speed or pace (fast or slow) that a dancer performs their movements.

Fairness

Creating an animal sequence: Motifs

Humpty Dumpty: Moving in sequence

Imagination

Developing our movements as 'small' animals: Adding movements together

Hickory, dickory, dock: **Creating** simple movement sequences

Creating movements as 'big' animals: Exploring expression

Transition to Year 1

Curiosity

Jack and Jill: **Creating** our own movements

Empathy

Three little pigs: Responding in movement to words and music

Self Belief

Three little pigs: **Exploring** contrasting tempos

Foundation Learning Journey



Physical Education

Dance: Ourselves

Unit Purpose

The unit of work will enable pupils to explore creating **simple movement sequences**. Pupils will respond to words and music using their bodies and props.

Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters.

Inspire Me

Did you know... Babies are born with approximately 300 bones, but as we grow some of these bones fuse together and by the time we are adults we have only 206 bones in our body.



Key Success Criteria

- P** Pupils will move their bodies with big actions linked to the idea of 'ourselves'.
- C** Pupils will develop their curiosity and imagination as they experiment moving in different ways.
- S** Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.
- W** Pupils will develop their self belief as they move and travel with confidence.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.



Sport Specific Vocabulary

Timing: In dance, timing refers to moving to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.

Fairness

Imagination

Transition to Year 1

Introduction to motifs

Developing the growing plant 'dance

Growing: Responding to rhythm

Ourselves: Moving in sequence

Ourselves: Moving with props and contrasting tempos

Foundation Learning Journey

Curiosity

Empathy

Self Belief

Ourselves: Responding in movement to words and music

Ourselves: Creating their own movements

Ourselves: Exploring opposites and creating simple movement sequences



Physical Education

Dance: Seasons

Unit Purpose

The unit of work will enable pupils to explore creating simple **movement sequences** that relate to the seasons.

Pupils will develop their movement ideas with **control** and develop their understanding of changes in weather as they tell a story through movement.

Inspire Me

Did you know ... that the North and South Pole have only two seasons - summer and winter. When the North Pole is facing the Sun, it is summer there. At the same time, the South Pole is facing away from the Sun, making it winter!



Key Success Criteria

- P** Pupils will move their bodies with big actions linked to the theme of seasons.
- C** Pupils will develop their curiosity and imagination as they experiment moving in different ways.
- S** Pupils will demonstrate life skills such as empathy as they listen and support others to develop and improve their ideas.
- W** Pupils will develop their self belief as they move and travel with confidence

Vocabulary for Learning

Champion Dances: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3 and 4).

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Pattern: A pattern is a combination of movements that have been added together in a particular order.

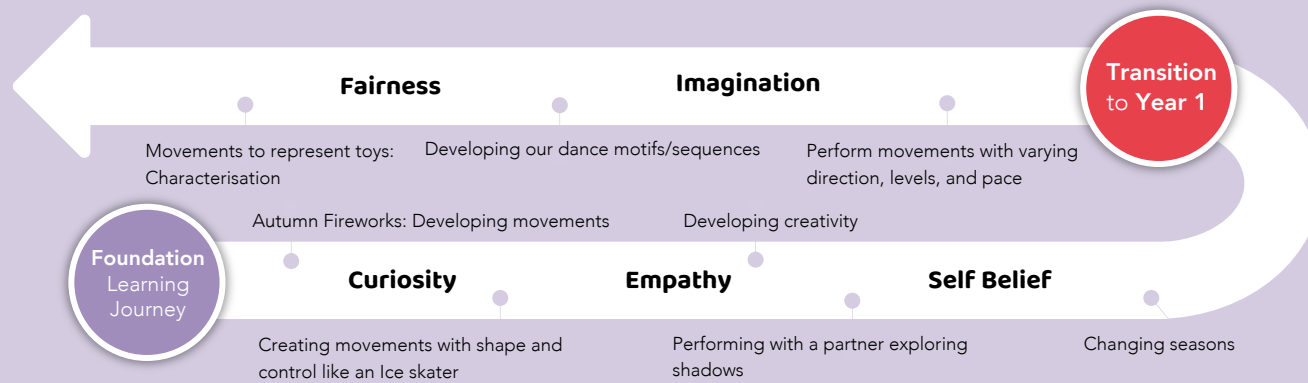
Control: means moving our bodies in time with the music, beat or sound.

Speed: refers to the how fast or slow a dancer performers their movements.

Height: refers to the how high or low a dancer performers their movements.

Size: refers to the how big or small a dancer performers their movements.

Seasons: The four seasons; spring, summer, autumn, and winter are distinguished by weather patterns and daylight hours.





Physical Education

Dance: Growing

Unit Purpose

The unit of work will challenge pupils to respond to **rhythm** and patterns through their movements. Pupils will learn how to **control** and **co-ordinate** their bodies to perform a **motif**.

In addition, pupils will explore various dynamics and movement qualities as they create **movement patterns**.

Inspire Me

Did you know... The flower with the world's largest bloom is the *Rafflesia arnoldii*. This rare flower is found in the rainforests of Indonesia. It can grow to be 3 feet across and weigh up to 15 pounds!



Key Success Criteria

- P** Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.
- S** Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.
- W** Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.



Sport Specific Vocabulary

Timing: In dance, timing refers to moving to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.





Physical Education

Dance: Toys

Unit Purpose

The unit of work will enable pupils to use toys as inspiration for movement.

Pupils will explore **partner work** through leading and following, building on and developing their characterisation skills to express different ideas that represent different types of toys.

Inspire Me

Did you know ... The LEGO brick is considered the most sold toy ever. LEGO was introduced to the world in the 1950s and continues to one of the most popular choices for children and adults today!



Key Success Criteria

- P** Pupils will move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their imagination as they demonstrate appropriate ideas for moving while in character. Pupils will concentrate and focus as they create a range of ideas.
- S** Pupils will demonstrate fairness and empathy as they work well with others, by listening and supporting others to improve.
- W** Pupils will show courage and self-belief as they create their own ideas and design their sequences, including more advanced compositional elements.



Vocabulary for Learning

Champion Dances: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Direction: means to change the pathway that we are moving in.

Size: refers to the how big or small a dancer performers their movements.

Height: refers to the how high or low a dancer performers their movements.

Pace or Tempo: refers to the how fast or slow a dancer performers their movements.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Pattern or Sequence: A pattern or sequence is a combination of movements that have been added together in a particular order.

Pulse: the steady beat that underlies a piece of music.

Stimulis: A stimulus is something that provokes or causes an action or response.





Physical Education

Dance: Heroes

Unit Purpose

The unit of work will challenge pupils to respond to the stimulus (heroes) using a range of different, controlled **movements** showing character **expression**.

Pupils will learn how to **co-ordinate** and **control** their bodies to perform movements, creating a sequence.

Inspire Me

Did you know... that the first superhero created was called The Phantom, who debuted in his own newspaper comic strip in America on the 17th February 1936.



Key Success Criteria

- P** Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.
- S** Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.
- W** Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

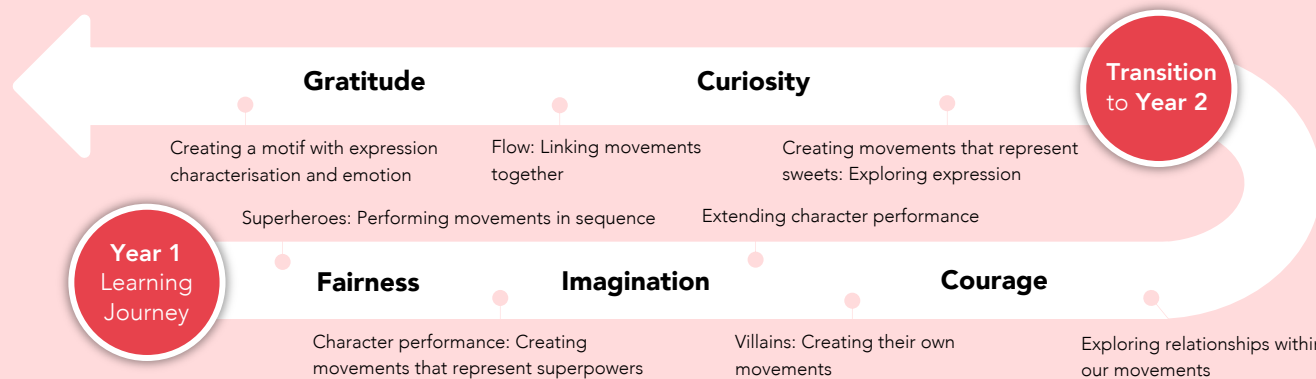


Sport Specific Vocabulary

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Motif: is a series of movements that are repeated.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.





Physical Education

Dance: The Zoo

Unit Purpose

The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled **movements** showing character **expression**.

Pupils will learn how to **co-ordinate** and **control** their bodies to perform movements, creating a sequence.

Inspire Me

Did you know... The first zoo was opened in Paris in 1794. London Zoo is the world's oldest scientific zoo and was opened on the 27th April 1828.



Key Success Criteria

- P** Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.
- S** Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.
- W** Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.



Sport Specific Vocabulary

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Motif: is a series of movements that are repeated.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Gratitude

Apply choreography to our motifs

Creating movements as 'big' animals: Exploring expression

Curiosity

Developing our motif with expression and emotion

Creating an animal sequence: Motifs

Transition to Year 2

Preparing for an expedition: Responding to Stimuli

Year 1 Learning Journey

Fairness

Developing our movements as 'small' animals: Adding movements together

Imagination

Responding to a rhythm: Introducing partner work

Courage

Exploring relationships within our motifs



Physical Education

Dance: Explorers

Unit Purpose

The unit of work will develop pupil's ability to create and develop their characters, adding movements, **expression** and **emotion** to their performance.

Pupils will be able to create a **motif** and will develop their motifs with a partner to include some different elements of **choreography**.

Inspire Me

Did you know... that on May 29th, 1953, Sir Edmund Hillary reached the 29,035-foot summit of Mount Everest, becoming the first person to stand on top of the world's highest mountain.



Key Success Criteria

- P** Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.
- C** Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.
- S** Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- W** Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.



Sport Specific Vocabulary

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Motif: is a series of movements that are repeated.





Physical Education

Dance: The Great Fire of London

Unit Purpose

The unit of work will enable pupils to understand what happened in the Great Fire of London, so they can re tell the story and surrounding events through movement.

Pupils will explore **size, direction, height** and **expression** as they unpick each part of the story of the fire from beginning to end.

Inspire Me

Did you know ... The Great Fire of London started on Sunday 2nd September 1666, until the final flames were extinguished on Thursday 6 September 1666. The fire started in the home of a baker called Thomas Farriner located on London’s Pudding Lane.



Key Success Criteria

- P** Pupils will create and perform appropriate movements and actions, using their whole body while using changes in size, direction, height and expression.
- C** Pupils will evaluate their own and others work as they create a range of movements to tell the story of the Great Fire of London, using their imagination.
- S** Pupils will demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- W** Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

Vocabulary for Learning

Champion Dances: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Speed: refers to the how fast or slow a dancer performers their movements.

Height: refers to the how high or low a dancer performers their movements.

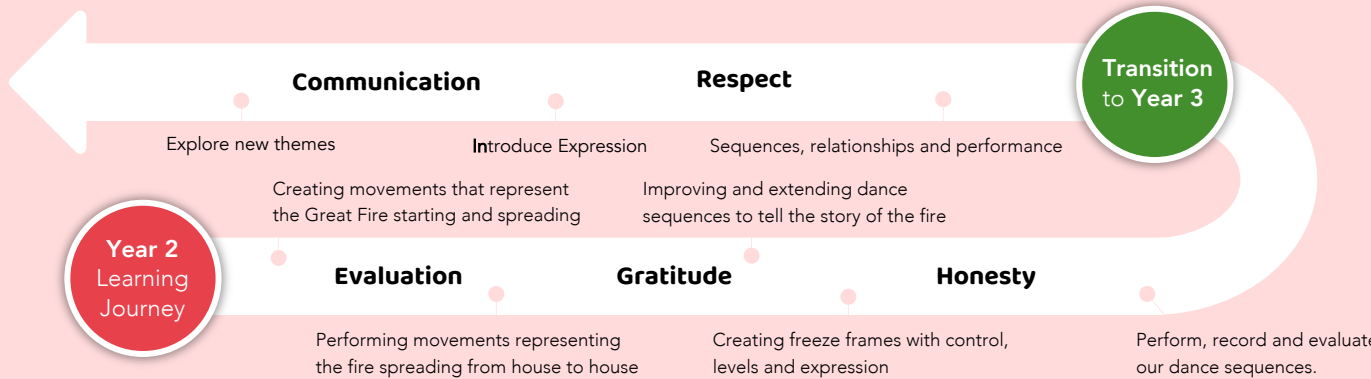
Direction: means to change the pathway that we are moving in.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Flow: This is when a dancer moves from one action to another smoothly and without stopping.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.





Physical Education

Dance: Mr Candy's Sweet Factory

Unit Purpose

The unit of work will develop pupil's ability to create and develop their characters, adding movements, **expression** and **emotion** to their performance.

Pupils will be able to create a **motif** and will develop their motifs with a partner to include some different elements of **choreography, including telling a story.**

Inspire Me

Did you know... it's believed that the candy bar was invented in England in 1847. It is now considered that there are more than 40,000 different candy bar varieties across the world!



Key Success Criteria

- P** Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.
- C** Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.
- S** Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- W** Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.

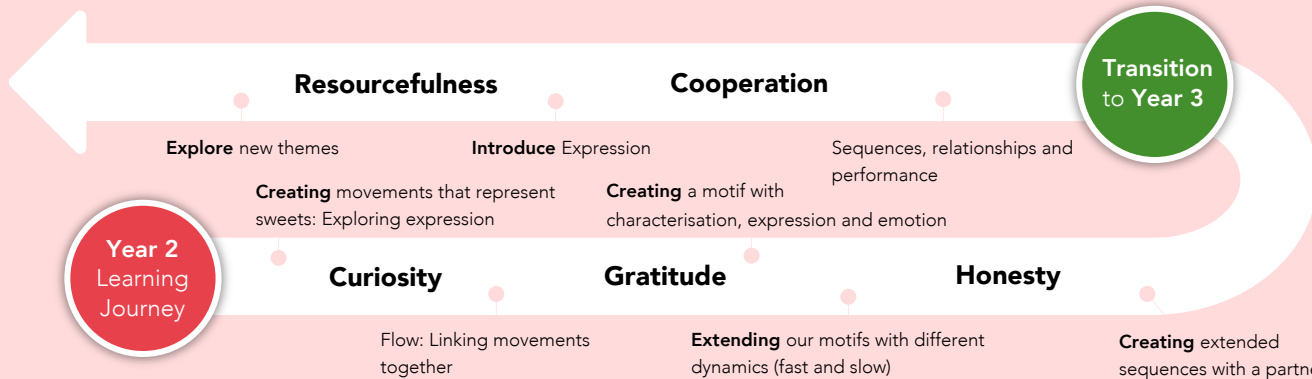


Sport Specific Vocabulary

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Motif: is a series of movements that are repeated.





Physical Education

Dance: Water

Unit Purpose

The unit of work will challenge pupils to use their whole body when creating sequences of movements.

Pupils will explore and respond to music as a **stimulus**. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.

Inspire Me

Did you know ... that the Pacific Ocean is the deepest ocean in the world. The Mariana Trench is the deepest part of the ocean and its maximum known depth is 10,984 metres (36,037 ft or 6.825 miles).



Key Success Criteria

- P** Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response.
- S** Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- W** Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.

Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.



Sport Specific Vocabulary

Stimulus: stimulus is something that provokes or causes an action or response.

Flow: This is when a dancer moves from one action to another smoothly and without stopping.

Timing: In dance, timing refers to moving to the beat of the music.

