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| **Goonhavern Primary School- SUBJECT** | | |
| **TOPIC: PE** | **YEAR: 1** | **STRAND: Dance** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| From EYFS:   * Experiments with different ways of moving. * Jumps off an object and lands appropriately. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. * Travels with confidence and skill around, under, over and through balancing and climbing equipment. * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. * Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space | How to move to music’s rhythm and pace |
| How to copy, remember and perform simple dance moves |
| How to move around space safely |
| How to dance in personal space and wider space |
| How to ‘wiggle, shake, swing, twist, and spin’ the body and different parts of the body |
| Move feet and hands simultaneously |
| How to make a shape and hold it |
| How to make low and high level shapes |
| **School Values** | |
| **Five Ways to Wellbeing** | |

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| **Vocabulary** | |
| Rhythm | The speed and pattern of the music |
| Pace | The speed |
| Perform | To show to an audience |
| Personal space | The space around your body |
| Wider space | The space in the room |
| Wiggle | Move up or down or side to side |
| Twist | Turn part of the body whilst the rest stays still |
| Swing | Smooth movement in one direction |
| Spin | Turn in a circle |
| Simultaneously | At the same time |

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| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
|  | -How would we move to different music and why?  -Explore different genres of music and have free flow dance to the songs-move to how it makes you feel  -Create routines linked to learning in the classroom (e.g. stories you are reading)  -Create short sequences as a class, in groups and in pairs  -End with a performance for parents to watch either in school or on tapestry |