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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  |