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| **Goonhavern Primary School** | | |
| **TOPIC: PE** | **YEAR: 2** | **STRAND: Dance** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| -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 | Move accurately in time with music’s rhythm and pace |
| How to show expressive qualities in dance moves |
| Show emotions and energy levels through dance |
| How to smoothly transition from each move |
| Perform different movements simultaneously with opposite hands and feet |
| Remember and repeat short dance sequences |
| How to choose movements that suit the music and dance idea |
| Create short sequences with a beginning, middle and ending |
| Express how different dance performances you’ve watched make you feel and why |
| **School Values** | |
| **Five Ways to Wellbeing** | |

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| **Vocabulary** | |
| Rhythm | Pattern and pace of music |
| pace | The speed |
| Energy levels | How much power |
| Emotion | feelings |
| Smooth | Without stopping/hestiating |
| Transition | Changing |
| Simultaneously | At the same time |
| Sequence | A collection of movements in a certain order |
| Control | Being able to manipulate |
| Pattern | The sequence where everything is the same |

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| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
|  | Create, perform and share short dances based on themes such as: • clowns – funny walking patterns, balancing, tumbling, jumping, falling • penguins – huddling, flapping, waddling • folk dance patterns – dancing in a circle, skipping to the centre and out, clapping and stamping a pattern on the spot, walking backwards and forwards in a chain.  Link dance to learning in the classroom (e.g. a book you are reading)  Build up to a performance for parents, school or on tapestry  Explore different music and how it make syou feel  Explore emotions and how we can show these through dance |