



# 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

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

Superheroes: Performing movements in sequence

Transition to Year 1

#### 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

Foundation Learning Journey



# 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

Foundation Learning Journey

#### 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



# 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.

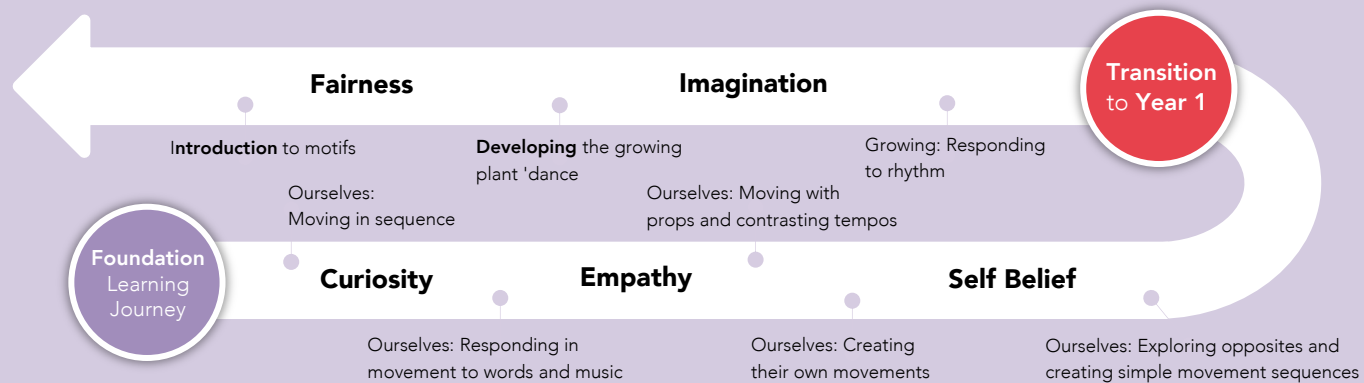


### Sport Specific Vocabulary

**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.





# 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: 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 Amercia on the 17<sup>th</sup> 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.

#### Gratitude

Creating a motif with expression characterisation and emotion

Superheroes: Performing movements in sequence

#### Fairness

Character performance: Creating movements that represent superpowers

#### Curiosity

Flow: Linking movements together

Extending character performance

#### Imagination

Villains: Creating their own movements

#### Courage

Exploring relationships within our movements

Transition to Year 2

Year 1 Learning Journey



# 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 27<sup>th</sup> 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.

#### Resourcefulness

Explore new themes

Preparing for an expedition:  
Responding to Stimuli

#### Curiosity

Developing our motif with expression and emotion

#### Cooperation

Introduce Expression

Apply choreography to our motifs

#### Gratitude

Extending sequences with a partner in our character (explorer and jungle animal)

Sequences, relationships and performance

#### Honesty

Extending our motifs

Transition to Year 3

Year 2 Learning Journey



# 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.

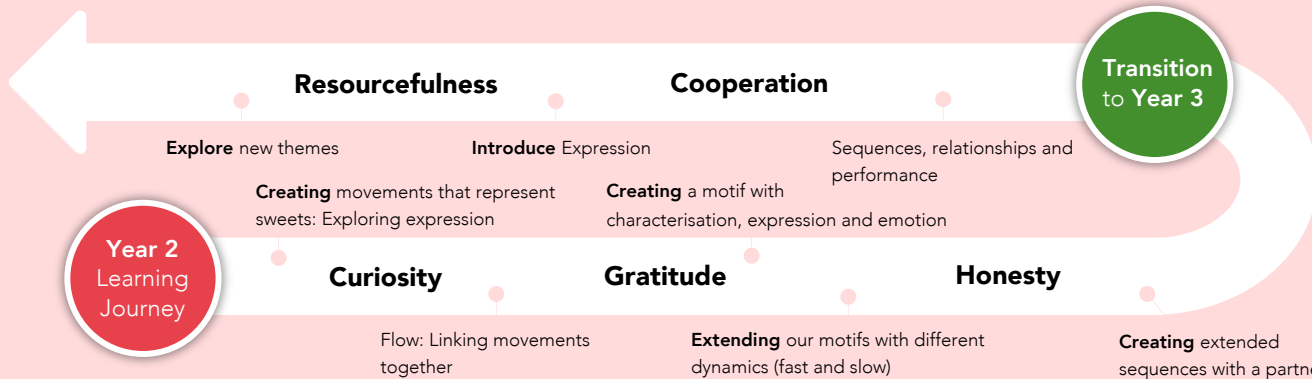


## Sport Specific Vocabulary

**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.

