**Year 1 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Dance**    To use counts of 8 to move in time  To explore pathways in dance.  To create dance using, actions, pathways and counts.  To explore speeds and actions in dance.  To copy, remember and repeat actions that represent the theme. | | | **Keyword** | Definition |  |  | | | **PSHE** – Moving safely, teamwork  **History –**Pirates  **Science –**Human body and senses |
| pathways | Forming patterns in dance |  |  | | |
| Counts of 8 | 8 beats to stay in rhythm |  |  | | |
| theme | The subject which we are dancing to |  |  | | |
| action | Doing something to achieve a goal |  |  | | |
| direction | Which way you are facing/moving |  |  | | |
| **Prior Learning:**  To explore different body parts and how they move.  To explore different body parts and how they move and remember and repeat actions.  To express and communicate ideas through movement exploring directions and levels.  To create movements and adapt and perform simple dance patterns.  To copy and repeat actions showing confidence and imagination.  To move with control and co-ordination, linking, copying and repeating actions. | | | | | **Future Learning:**  **Dance**    To remember, repeat and link actions to tell the story of a dance.  To develop an understanding of dynamics and how they can show an idea.  To use counts of 8 to stay in time with the music.  To copy, remember and repeat actions using facial expressions to show different characters.  To explore pathways and levels.  To remember and rehearse dance showing expression and character. | | | | |
| **Lesson Sequence** | | **Key objectives** | | | | | **Key Skills** | | |
| To use counts of 8 to move in time and make my dance look interesting | | Social: To show respect when watching others perform.  Emotional: To show empathy in the way I provide feedback.  Thinking: To choose my own pose to create my snowflake and creatively use counts. | | | | | Count evenly to the beat.  •Use clear actions.  •Use levels to make your dance look interesting. | | |
| To explore pathways in my dance | | Social: To move safely around others.  Emotional: To be confident to move and perform.  Thinking: To choose my own actions to travel, move and pose to create my dance. | | | | | Draw the shape of the pathway as you travel.  •Use a change of direction and speed to make your dance look interesting.  •Use counts of 8 to help you stay in time with the music and each other. | | |
| To create my own dance using actions, pathways and counts | | Social: To share ideas with a partner.  Emotional: To be confident to move and perform.  Thinking: To choose my own actions to create my dance. | | | | | Discuss and share ideas with a partner to create your actions.  •Use counts of 8 to help you stay in time with the music and each other. | | |
| To explore speeds and action in our pirate inspired dance | | Social: To discuss and agree on a preferred speed.  Emotional: To be confident to move and perform.  Thinking: To select my actions when performing. | | | | | Use clear actions.  •Use counts of 8 to help you stay in time with the music and each other. | | |
| To copy, remember and repeat actions that represent the theme | | Social: To show respect when watching others perform.  Emotional: To show confidence to move in character as a pirate.  Thinking: To copy and repeat actions. | | | | | Use clear actions.  •Use expression to help to tell the story. | | |
| To copy, repeat, create and perform actions that represent the theme | | Social: To discuss and share ideas with a partner before deciding together what actions to use.  Emotional: To accept ideas that differ from my own.  Thinking: To create actions that represent the theme. | | | | | Draw the shape of the pathway as you travel.  •Use levels to make your dance look interesting. | | |

**Year 2 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Dance**    To remember, repeat and link actions to tell the story of a dance.  To develop an understanding of dynamics and how they can show an idea.  To use counts of 8 to stay in time with the music.  To copy, remember and repeat actions using facial expressions to show different characters.  To explore pathways and levels.  To remember and rehearse dance showing expression and character. | | | **Keyword** | Definition | Facial expression | Showing feelings through smiling, frowning etc... | | | **PSHE** –  Showing expression |
| dynamics | How the body moves |  |  | | |
| expression | Showing how you feel about something |  |  | | |
| Rehearse | To practice |  |  | | |
| Persevere | To continue going when it gets hard |  |  | | |
| perform | To show your dance in front of an audience |  |  | | |
| **Prior Learning:**  **Dance**    To use counts of 8 to move in time  To explore pathways in dance.  To create dance using, actions, pathways and counts.  To explore speeds and actions in dance.  To copy, remember and repeat actions that represent the theme. | | | | | **Future Learning:**  **Dance**  To create actions in response to a stimulus and move in unison with a partner.  To create actions to move in contact with a partner or interact with a partner.  To select and link appropriate actions and dynamics  To remember, repeat and create actions to represent an idea.  To share ideas of actions and dynamics to create a dance  To use choreographing ideas to develop a dance. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To remember, repeat and link actions to tell the story of my dance | | Social: To watch other people quietly, showing respect.  Emotional: To explore a task independently before asking for help.  Thinking: To provide feedback using key words. | | | | | Use counts of 8 to help you stay in time.  •Use different levels and shapes. | | |
| To develop and understand | | Social: To work with a partner to share ideas and create.  Emotional: To be confident to perform.  Thinking: To understand how to use dynamics to show an idea. | | | | | Think about how you perform each action.  •Use counts of 8 to help you stay in time. | | |
| Use counts of 8 to help you stay in time with the music | | Social: To work with a partner to share ideas.  Emotional: To think about how others might feel when sharing feedback.  Thinking: To use comprehension skills to complete a task. | | | | | Mirroring is when you reflect the movement of your partner as if they were a mirror image.  •Matching is when you perform the same movement at the same time. | | |
| To copy, remember and repeat actions using facial expressions to show different characters | | Social: To work safely around others.  Emotional: To be confident to perform using facial expressions to help to tell the story.  Thinking: To provide feedback to others about their performance. | | | | | Change your expression to show the different characters.  •Use clear, exaggerated actions. | | |
| To explore pathways and levels | | Social: To collaborate when rehearsing a class performance.  Emotional: To have confidence to share my ideas.  Thinking: To reflect on my dance so far to make improvements. | | | | | •Use counts of 8 to help you stay in time with the music. | | |
| To remember and rehearse our circus dance showing expression and character | | Social: To help others remember and rehearse our dance.  Emotional: To persevere when practising my own dance.  Thinking: To reflect on my dance so far to make improvements | | | | | Change your expression to show the different characters.  •Use clear, exaggerated actions.  •Use counts of 8 to help you stay in time with the music. | | |

**Year 3 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Dance**    To create actions in response to a stimulus and move in unison with a partner.  To create actions to move in contact with a partner or interact with a partner.  To select and link appropriate actions and dynamics  To remember, repeat and create actions to represent an idea.  To share ideas of actions and dynamics to create a dance  To use choreographing ideas to develop a dance. | | | **Keyword** | Definition | interact | act in a way that effects someone else | | | **PSHE** –  Teamwork,  working collaboratively    **Science –**Movement and nutrition for the body |
| unison | Working/moving together |  |  | | |
| dynamics | How the body moves |  |  | | |
| Choreograph | A sequence of moves or steps |  |  | | |
| sequence | Doing things in order |  |  | | |
| Stimulus | Something that encourages activity |  |  | | |
| **Prior Learning:**  **Dance**    To remember, repeat and link actions to tell the story of a dance.  To develop an understanding of dynamics and how they can show an idea.  To use counts of 8 to stay in time with the music.  To copy, remember and repeat actions using facial expressions to show different characters.  To explore pathways and levels.  To remember and rehearse dance showing expression and character. | | | | | **Future Learning:**  **Dance**  To copy and create actions in response to an idea and be able to adapt this using changes of space.  To choose actions which relate to the theme.  To develop a dance using matching and mirroring.  To learn and create dance moves in a theme  To develop a carnival dance using formations, canon and unison.  To develop a dance phrase and perform as part of a class performance. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To create actions in response to a stimulus and move in unison with a partner | | Social: To share ideas with a partner when exploring actions.  Emotional: To show confidence to perform.  Thinking: To provide feedback to others using correct terminology. | | | | | •Use counts of 8 to help you to stay in time with each other and the music. | | |
| To create actions to move in contact with a partner or interact with a partner | | Social: To share ideas with a partner when exploring actions.  Emotional: To be confident to share my ideas.  Thinking: To create my own actions that represent machine parts. | | | | | Use opposites such as forwards and backwards or up and down.  •Work with your partner, sharing ideas. | | |
| To select and link appropriate actions and dynamics to show our dance ideas | | Social: To listen to others' ideas and decide as a group which ideas we are going to use.  Emotional: To show acceptance if my ideas are not chosen.  Thinking: To make decisions about what would be best for the group. | | | | | Consider the use of space around you.  •Use actions that represent the machine breaking down.  •Use counts to stay in time with your group. | | |
| To remember, repeat and create actions to represent an idea | | Social: To collaborate with my partner, sharing ideas to create a dance.  Emotional: To be confident to perform.  Thinking: To focus carefully so that I can copy and repeat actions. | | | | | Move with clear confident actions.  •Use counts of 8 to help you to stay in time with each other and the music.  •Work with your partner, sharing ideas. | | |
| To share ideas of actions and dynamics to create dance that shows a location | | Social: To include all members of my group, listening to everyone’s ideas.  Emotional: To be sensitive towards others when providing feedback.  Thinking: To understand how to tell a story through dance by changing how the actions look. | | | | | Use counts to stay in time with your group.  •Use dynamics in your dance to help to represent your idea. | | |
| To use choreographing ideas to develop our dance | | Social: To include all members of my group, listening to everyone’s ideas.  Emotional: To be confident to perform our dance.  Thinking: To use feedback to refine our dance. | | | | | Consider the use of space around you.  •Use changes of timing within your dance.  •Use counts to stay in time with your group. | | |

**Year 4 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **OAA**    To develop co-operation and teamwork skills.  To be able to orientate a map and navigate around a grid.  To develop trust and teamwork whilst listening to others and following instructions.  To develop trust whilst listening to others and following instructions.  To be able to identify objects on a map, draw and follow a simple map.  To be able to orientate and navigate around a map and draw a route using directions | | | **Keyword** | Definition | route | Which way to go | | | **Geography** – Biomes, local area, map reading  **PSHE** – Teamwork, co-operation |
| Co-operation | Working together |  |  | | |
| Orientate | Aim in a set direction |  |  | | |
| symbol | What something stands for |  |  | | |
| Navigate | Travel on a desired course |  |  | | |
| grid | A network of lines to instruct direction |  |  | | |
| **Prior Learning:**  To develop co-operation and teamwork skills.  To develop trust and team work.  To involve all team members in an activity and work towards a collective goal.  To develop trust whilst listening to others and following instructions.  To be able to identify objects on a map, draw and follow a simple map.  To draw a route using directions.  To be able to orientate a map and navigate around a grid. | | | | | **Future Learning:**  **OAA**  To develop communication, negotiation and empathy whilst working in a team.  To work as a team to solve problems, sharing ideas and collaborating with one another.  To develop tactical planning and problem solving.  To share ideas and work as a team to solve problems.  To develop navigational skills and map reading.  To use a key to identify objects and locations. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To develop co-operation and teamwork | | Social: To communicate with teammates and put forward ideas.  Emotional: To show determination to complete a challenge.  Thinking: To use critical thinking to solve a problem. | | | | | Share and listen to ideas in your team.  •Think about your role in supporting other team members. | | |
| To orientate a map and navigate around a grid | | Social: To communicate with my team, sharing and reflecting on tactics.  Emotional: To be resilient when I am stuck.  Thinking: To evaluate the effectiveness of my tactics and make changes. | | | | | Look carefully at the map to ensure you follow the directions.  •Move your map so that it is facing the same direction as you. | | |
| To develop observational skills, listening to others and following instructions | | Social: To communicate with my team sharing and reflecting on tactics.  Emotional: To play to the rules.  Thinking: To reflect on a strategy and make changes where necessary. | | | | | Be clear and descriptive with your instructions.  •Use key vocabulary to help your team. | | |
| To develop trust whilst listening to others and following instructions | | Social: To collaborate with others to create a strategy.  Emotional: To show honesty when playing.  Thinking: To create, use and adapt tactics. | | | | | Listen carefully to your team members.  •Share your ideas with your team.  •Think about your role in supporting other team members. | | |
| To be able to identify, draw and follow a simple map | | Social: To discuss and decide on roles for each of my team members.  Emotional: To be confident to share my ideas.  Thinking: To create a plan/map for others to use. | | | | | Look carefully for symbols and what these represent.  •Use a key to help you understand the map. | | |
| To be able to orientate and navigate around a map and draw a route using directions | | Social: To discuss and decide on roles for each of my team members.  Emotional: To be aware of my own and other’s safety.  Thinking: To create a plan/map for others to use. | | | | | Look carefully for symbols and what these represent.  •Use a key to help you understand the map | | |

**Year 5 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Dance**    To create a dance using a structure and perform the actions showing quality and control.  To understand how changing dynamics changes the appearance of the performance.  To understand and use relationships and space to change how a performance looks.  To copy and repeat movements in a chosen style.  To work with a partner to copy and repeat actions keeping in time with the music.  To work collaboratively with a group to create a dance in a chosen style. | | | **Keyword** | Definition |  |  | | | **PSHE** – Collaboration,  **Science –**Human growth  **Music –**Rhythm |
| Dynamics | How the body moves |  |  | | |
| Collaboratively | Working together to achieve a goal |  |  | | |
| structure | The arrangement of 2 or more things together |  |  | | |
| choreograph | A sequence of moves or steps |  |  | | |
| Rock ‘n’ Roll | A type of music |  |  | | |
| **Prior Learning:**  To copy and create actions in response to an idea and be able to adapt this using changes of space.  To choose actions which relate to the theme.  To develop a dance using matching and mirroring.  To learn and create dance moves in a theme  To develop a carnival dance using formations, canon and unison.  To develop a dance phrase and perform as part of a class performance. | | | | | **Future Learning:**  **Dance**  To copy and repeat a set dance phrase showing confidence in movements.  To develop a dance idea.  To use changes in dynamics in response to the stimulus.  To demonstrate a sense of rhythm and energy when performing bhangra style motifs.  To perform a bhangra dance, showing an awareness of timing, formations and direction.  To select, order, structure and perform movements in a bhangra style, showing various group formations. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To create a dance using a random structure and perform the actions showing quality and control | | Social: To work with a partner to create and perform a dance.  Emotional: To be sensitive of other peoples feelings when providing feedback.  Thinking: To use feedback given to me to improve my performance. | | | | | Consider the quality of performance of each action.  •Use counts of 8 to help you to stay in time with your partner. | | |
| To understand how changing dynamics changes the appearance of the performance | | Social: To work with a partner to share and explore ideas.  Emotional: To show an awareness of other people’s feelings when providing feedback.  Thinking: To understand how to improve my performance. | | | | | Consider how each action is performed when changing the dynamic.  •Use counts to help you to stay in time with each other. | | |
| To understand and use relationships and space change how a performance looks | | Social: To work with a group to make decisions about our dance.  Emotional: To show confidence to perform to others.  Thinking: To understand and apply the use of relationships and space to change the appearance of my dance. | | | | | Use changes in level, direction and pathway.  •Use relationships changes in formation, timing, matching and mirroring, and moving either apart or in contact with your partner. | | |
| To copy and repeat movements in the style of Rock ‘n’ Roll | | Social: To share ideas with a partner.  Emotional: To be confident to perform my ideas.  Thinking: To create in the style of rock 'n' roll. | | | | | Use upbeat dynamics and facial expressions to help to make your actions look like the style of rock 'n' roll. | | |
| To work with a partner to copy and repeat actions with the time of the music | | Social: To work safely with my partner and ensure the safety of those around us.  Emotional: To show confidence to perform in the style of rock ‘n’ roll.  Thinking: To provide feedback using the correct terminology. | | | | | Use bouncy, lively and quick dynamics in your performance.  •Use counts of 8 to keep in time and help to remember the order of actions. | | |
| To work collaboratively with a group to choreograph a dance in the style of Rock ‘n’ roll | | Social: To lead a group through an aerobics warm up with good communication skills.  Emotional: To be confident to suggest ideas and actions.  Thinking: To explore and create with others. | | | | | Use different levels and formations in your dance to make it look interesting. | | |

**Year 6 P.E. Curriculum – Spring Term**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Volleyball**    To develop the fast catch volley.  To be able to volley the ball using a set shot.  To develop the dig and understand when to use it.  To keep a continuous rally going over the net.  To develop the underarm serve and learn the rules of serving.  To apply the rules, skills and tactics learnt to play in a volleyball tournament. | | | **Keyword** | Definition |  |  | | | **PSHE** –    Honesty, perserverance  **Science –**Body health |
| Fast catch volley | Bend knees and pushing the ball upwards |  |  | | |
| dig | Stopping the ball from hitting the floor by hitting it upwards |  |  | | |
| set | Setting the ball for a teammate to volley |  |  | | |
| spike | Slapping the ball over the net |  |  | | |
| Principles | Set of rules or morals |  |  | | |
| **Prior Learning:**  To apply rules honestly and fairly to a game situation.  To develop throwing at a moving target.  To use timing, balance and agility to avoid being hit.  To develop catching under pressure to get an opponent out.  To select and apply tactics in the game.  To develop officiating skills and referee a dodgeball game.  To move into and create space to support a teammate. | | | | | **Future Learning:** | | | | |
| **Lesson Sequence** | | **Key objectives** | | | | | **Key Skills** | | |
| To use the fast catch volley to create space and place the ball | | Social: To place a ball to help my partner to catch in ‘set’.  Emotional: To play games honestly.  Thinking: To use simple tactics to try to move my opponents around the court, creating space to place the ball into. | | | | | To be able to catch the ball in space  To be able to set a teammate | | |
| To develop the set shot and understand when to use it | | Social: To communicate with a partner and group to keep our rally going.  Emotional: To persevere in the challenges I am set.  Thinking: To identify how much success my partner is having and adjust the task accordingly. | | | | | To be able to crouch down and bend arms with the ball  To be able to set the ball by pushing it upwards for a teammate | | |
| To develop the dig and understand when to use it | | Social: To communicate with my team so that we know who will move for the ball.  Emotional: To show perseverance to continue running over a period of time.  Thinking: To choose the correct skill for the situation. | | | | | To be able to clasp hands together ready to set  To be able to dig the ball | | |
| To select and apply skills to keep a continuous rally | | Social: To communicate with others to help us to achieve our target.  Emotional: To try my best.  Thinking: To know what I can do to improve when rallying. | | | | | To be able to set, dig and fast catch volley  To keep a continuous rally | | |
| To develop the underarm serve and learn the rules of serving | | Social: To support others, encouraging them to persist with serving.  Emotional: To show honesty when playing competitively.  Thinking: To understand where to place the ball to make it difficult for my opposition. | | | | | To be able to serve the ball underarm  To understand the rules of serving and where to aim | | |
| To apply rules, skills and principles to play in a tournament | | Social: To encourage my teammates.  Emotional: To play honestly and within the rules, demonstrating good sportsmanship.  Thinking: To think about where to place the ball to make it difficult for the opposition. | | | | | To be able to apply the skills previously learnt.  To understand the rules of volleyball  To work together as a team | | |