**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. | |