**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. | |