**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. | |