**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. | |