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

|  |
| --- |
| **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.  |