**Year 4 P.E. Curriculum – Spring Term 1**

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| **Theme:**  |
| **Curriculum objectives**  | **Vocabulary**  | **Links across the curriculum**  |
|   **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.  | **Keyword**  | Definition   |  Performance |  Show your sequence to a larger group | **Geography** –  **PSHE** –  **History –** **English** –  **Science –****Art –****Music –** Rhythm, beats  |
|  Dance phrase |  A sequence of dance moves | Formations  |  When things come together |
| Samba   |  A fast type of dance |   |   |
| Choreography  |  A sequence of dance moves building up to a routine |   |   |
| Rhythm  |  A repeated pattern |   |   |
|  Mirroring |  Copy what your partner is doing |   |   |
| **Prior Learning:** 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.   | **Future Learning:** 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.  |
| **Lesson Sequence**  | **Key Knowledge**  | **Key Skills**  |
| To copy and create actions in response to an idea and be able to adapt this using changes of space. |  Social: To work co-operatively with a partner to refine and adapt set choreography.Emotional: To be confident to share and perform my ideas.Thinking: To adapt the choreography to include changes in direction or pathway. |  Change the direction or pathway of your actions to make your performance look interesting. |
| To choose actions which relate to a theme |  Social: To help my partner to remember the choreography.Emotional: To show confidence to perform to others.Thinking: To act on feedback given to me to improve my performance. | Choose actions that represent the character.One movement impacts another. |
| To develop a dance using matching and mirroring |  Social: To communicate and discuss ideas with my partner.Emotional: To be confident to perform in front of the class.Thinking: To demonstrate my understanding of matching and mirroring through the feedback I give. | Assign actions to counts to help you to create your dance.Talk through and share your ideas with your partner |
|  To learn and create dance moves in the theme of a carnival |  Social: To listen to everyone’s ideas when refining your dance so everyone feels they are adding value.Emotional: To understand that when a task is difficult it is an opportunity to learn.Thinking: To understand how to adapt a dance with consideration to the dance style. | Count with your partner to accurately copy the set choreography.Perform the actions to the fast samba beat showing good timing and rhythm. |
|  To develop a carnival dance using formation, canon and unison | Social: To share ideas with others and work together to decide on the best approach to a task.Emotional: To attempt challenges outside of my comfort zone.Thinking: To feedback on another group’s performance and suggest areas for improvement. | Consider how the actions are performed.Count with your partner to accurately copy the set choreography.Use changes in group formation and timing to make your dance look interesting. |
|  To develop a dance phrase and perform as part of a class performance | Social: To listen to everyone’s ideas when refining my dance so everyone feels they are adding value.Emotional: To understand that when a task is difficult it is an opportunity to learn.Thinking: To understand how to adapt a dance with consideration to the dance style. |  Perform the actions to the fast samba beat showing good timing and rhythm.Talk through and share your ideas with your partner. |