**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. | |