



Upton Infant School's PE Curriculum Intent

Brilliant dancers...	• To find and move to a beat. • To learn how to carry themselves as dancers with good posture. • To be able to create dances as individuals, in pairs and as a group to a range of music • To be perform to others, refine performances using feedback and strive for improvement
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PE Curriculum – Dance

Reception	Year One	Year Two
Intent		
Brilliant dancers in reception will be able to copy, create and link actions to music. They will learn about performing at different levels, in a canon and in unison. They will begin to understand how dancers carry themselves.	Brilliant dancers in Year One will be able to create and perform dances using mirroring, following and leading, moving away, stillness, unison, canon, formations and rounds. They will be able to watch others, give feedback and improve performance using feedback of others. They will learn how dancers carry themselves and how to have a good posture.	Brilliant dancers in Year Two will consistently walk like dancers. They will create dances using mirroring, leading and following using a start and finish. They will learn dance steps and being able to perform as a group. They will learn set dances, including country dancing and be able to perform in groups and as a class. They will be able to watch others, give feedback and improve performance using feedback of others.

Planning considerations for teachers

Lesson structure should involve warm up of practicing a range of actions e.g. skipping, hopping, crawling, galloping, jumping, side steps etc. Time must be spent teaching children how to be still and when dancing to use whole body.	Lesson structure should involve warm up of practicing a range of actions e.g. skipping, hopping, crawling, galloping, jumping, side steps etc. Time must be spent showing and modelling good posture and reinforce continually the whole body needs to be strong e.g. pointy fingers, toes etc. The children will need to be familiar with a range of Jungle Book scenes. When performing put groups of two together, one performs while the other watches and then gives feedback for improvement. This will need careful modelling. Maintaining and moving to a count of 8 will need to be continually practiced.	The children will need to be familiar with the poem 'The Raindrops' by JE Browne. Maintaining and moving to a count of 8 will need to be continually practiced. When teaching children to move to a rhythm first use an untuned instrument to create a rhythm. Teachers must be familiar with and to rehearse the dance moves the children are to copy. Teachers must be familiar with the country dancing especially the signature moves to be covered e.g. Arch, Casting
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Knowledge

Children will learn to... • Show changing movements in actions then give examples of transport actions (e.g. train, plane, scooter, plane) children to listen to music and create own movement to the different transport type. On given signal children to switch transport type (https://www.youtube.com/watch?v=OMyT91W9iV4) • Create actions to and then mirror partners actions (use a range of People who help us e.g. fireman, policeman, doctor, nurse (use https://www.youtube.com/watch?v=M8Pza6N2O3s))	Children will learn to... • Walk like a dancer with good posture and facial expression. (pretend they are carrying a jug of water on their head). • Perform actions using different body parts that mimic jungle animals (could use Jungle Book stimuli). Vote for an animal and the children trial different movements and then perform in unison a chosen one. Perform different body shapes (using whole body) based on jungle animals, hold these in a freeze and then turn into a short sequence with a partner. • Create and perform a sequence using mirroring with a partner to a given	Children will learn to... • Walk like a dancer with good posture and facial expression at all times. Keep and maintain a rhythm of 8 by clapping, jumping, nodding etc. to 8. Show different emotions through actions in dance. • To pick out the emotions in the poem (The Raindrops) and practice actions to show them. • Create a dance to represent rain to the count of 8. Refine dance to have a still start, count of 8 middle and still finish (https://www.youtube.com/watch?v=nZ5A_YdG1fs) • Create a dance using mirror, lead and follow with a still start and finish with a partner, perform, give feedback and then refine using feedback (use 'rain' music (https://www.youtube.com/watch?v=Lp6XisBm_))
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• Perform a dance in a small group by each having a job role and others mirroring, practice and refine • Perform using different levels and directions by listening to Dance of the Bumblebees and discussing how to it makes feel and move. Refine dance by having a still start and finish. Perform in unison to music (Use Peter and the Wolf-The bird) by all trying out and agreeing an action, start and finish., then repeat for another action (Use Peter and the Wolf-The wolf). Link the two actions and put together into a sequence with clear start and finish. • Perform the Circassian Circle (reception unit 2) dance by identifying beats of 8, clapping to the beat, moving in a circle and dancing as a group. (Use https://www.youtube.com/watch?v=JQJnhfFCrKQ) • Perform a dance in group (Hokey Cokey). • Give feedback on others performance and to refine performance using feedback of others	stimulus (Bare Necessities) to show a theme (friendship). Create a sequence using leading and following when working with partner on a sequence (I want to be like you) based on friendship (possible actions skipping, spinning). • Create a dance sequence based on moving away from partner (based on the clip of Mowgli leaving Baloo) with a start, a middle and an end based on a theme (goodbyes). Use stillness (count of 3) for start and end and count of 8 for middle actions. • Create a performance linking the three taught dance aspects; mirroring, lead and follow with a start, middle and end based on a scene of Jungle Book. Improve dance sequence by refining and perform to half the class. • Create and perform some movements linked to a theme (a nursery rhyme or song eg. Old McDonald Had a Farm, Incey Wincey Spider). Perform chosen character at the right time. Perform canon by a child choosing animal first and the rest copying. Create a canon and perform with class (to The Wheels on the Bus). • Perform a formation. March on the spot, march in time and turn whilst marching (use Grand Old Duke of York). Copy and repeat a marching formation with class. Create a marching sequence with a small group. Work in a group and perform in rounds (based on 'Row, row your boat', 'Three blind mice'). • Give feedback on others performance and to refine performance using feedback of others	• Follow a rhythm and copy it using a variety of actions. Copy and repeat steps to make a movement pattern (using What's the Time Mr. Wolf Unit 2 Lesson 2) as a guide. Follow a rhythm that increases and decreases in tempo. Follow a rhythm and copy and repeat steps to music (Another one bites the dust by Queen could be used). • Remember and perform moves from previous lesson then perform the moves in different formations when in small groups. Give suggestions on how to get into formation and how to end dance then refine, practice and perform. • Watch, copy moves and attempt to perform moves to music (Use Superman, Macarena). • Perform Fours and for C start by children clapping in circle then children create own step (Creative Folk Dance for Primary Schools by Barry Goodman P5) (https://www.youtube.com/watch?v=gIdjBR7jpEI) • Perform Farmers Jig (P11-15 Creative Folk Dance for Primary Schools by Barry Goodman) (https://www.youtube.com/watch?v=gIdjBR7jpEI) • Give feedback on others performance and to refine performance using feedback of others
Our promise to make PE learning brilliant		
• Safe opportunities to be physically active • Celebrating sporting achievement in assemblies	• Guest coaches show casing different sports • Access to after-school clubs	• Competitive fixtures against other schools in a range of sports • Annual Sports Day event