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| PE-Dance at St Mary’s  A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.  The national curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives | | | | | | |
| National Curriculum KS1:  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations.  Pupils should be taught to:   * master basic movements including running, jumping, throwing and catching, as well as   developing balance, agility and co-ordination, and begin to apply these in a range of activities   * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns. | | | National Curriculum KS2:  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  They should enjoy communicating, collaborating and competing with each other. They  should develop an understanding of how to improve in different physical activities and  sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Concept | Dance | | | | | |
| Vocabulary | Jump  Turn  Count  Travel (skipping, hopping, galloping, jumping)  Direction (forwards, backwards and sideways)  Space | Jump  Turn  Count  Travel (skipping, hopping, galloping, jumping)  Direction (forwards, backwards and sideways)  Space | Freeze Frame (stillness)  Unison  Cannon  Set  Step (transfer of weight)  Sequence  Expression | Freeze Frame (stillness)  Unison  Cannon  Set  Step (transfer of weight)  Sequence  Expression | Gesture Movement Memory  Trigger  Nature of movement dynamics  Tempo  Musicality  Rhythm  Composition | Gesture Movement Memory  Trigger  Nature of movement dynamics  Tempo  Musicality  Rhythm  Composition |
| Knowledge | | | | | | |
|  | They can perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape.    They can copy stretching movements for different parts of the body.    They can balance using his/her hands, feet or seat. | They can copy short motifs (a short phrase, movement or gesture that is repeated.)  They can link two or more actions together.  They can perform simple rolls e.g. forward, pencil, teddy-bear.  They can create different shapes when balancing e.g. thin, wide, twisted, curled. | They can choreograph short routines in time with a given piece of music.  They can explore different styles of dance and copy steps from them with increasing accuracy.  They can balance on pads and points.  They can use all parts of his/her body when travelling in different ways. | They can perform basic dance actions with greater control over each element.  They can choreograph motifs using repetition, direction, level, speed & space.  They can perform given routines from memory, performing all the elements in the correct order.  They can make a range of different shapes when balancing.  They can combine shapes and balances in a performance. | They can choose his/her own dance steps and movements and then develop them into a routine.  They can choreograph short routines to portray a particular mood or style.  They can explore different styles of dance and develop short routines in those styles.  They can perform actions in and out of rolls.  They can create sequences that have changes of speed and level. | They can perform dance actions with control and expression.  They can perform longer routines from memory adding expression and extension to his/her movements.  They can perform a range of balances with a high level of control and accuracy.    They can hold different positions when balancing and use different shapes to express a given theme/mood.  They can select the most appropriate ways to travel from one balance to another. |
| Non-negotiables | | | | | | |
| Travelling | The transference of body weight from one part of the body to another or moving from one space to another.  On the spot transference could include moving from standing to kneeling, rocking or swaying on different body parts.  Moving off the spot could include a range of travelling movements including: walking, stepping, galloping, creeping, rolling, sliding, wriggling and hopping. | | | | | |
| Being still | The ability to go and stop with control. Stillness can also be achieved by freezing, holding pausing or settling. | | | | | |
| Making a shape | The shapes the body can make. These body shapes can be held by taking weight on different body parts or combinations of different body parts. They can be large or small, whole body or isolated parts. The shapes created could include: curled, stretched, rounded, wide, thin, twisted, spiky, tall small, curved, arched, symmetric and asymmetric. | | | | | |
| Jumping | The body being launched into the air, flight through the air, and landing safely. There are different types of take-off and landing referred to as the “five basic jumps2 but within these five categories many different shapes may be held in the air.  The five jumps are:  Take-off from two feet land on two feet (bouncing)  Take off from one foot and land on the same one foot (Hopping)  Take off from one foot and land on the other foot (Leap)  Take-off from one foot and land on two feet (long jump)  Take-off from two feet and land on one foot (hopscotch) | | | | | |
| Turning | Movements involving rotation around an axis. Turning movement could include: spinning on different on different body parts, twirling, rolling, pivoting, spiralling and cartwheeling. | | | | | |
| Gesturing | Movements that do not involve a transference of weight, or movements which do not support the body. Gestures could include punching, stamping, stretching, leaning, reaching, beckoning, shrugging shoulders, a flick of the head, spreading or opening of the body and hugging arms across the body. | | | | | |
| Longitudinal study | * To construct a sequence. To use expression and gesture within a sequence. To link movements with fluidity. Understanding of tempo, rhythm and composition. | | | | | |