

Aim

Our Schemes of Work seek to ensure that all primary school pupils enjoy a high quality PE curriculum which inspires them to actively take part and progress in a range of physical activities embedding a desire to be active and healthy for life. The Units of Work will support teachers to have the confidence, knowledge and resources they need to deliver a range of PE lessons which inspire all of their children.

Units of Work

The Units of Work are linked to the former QCA Schemes of Work and are intended as a guide to support those teachers who are not as experienced or confident in delivering PE lessons.

This Scheme of Work provides a structured approach to progressive PE from Year 1 to Year 6 through a framework of learning objectives linked to a range of physical activities. An Early Years Foundation Stage (EYFS) Scheme of Work is also available from us. Each sessional learning objective includes: activity ideas, teaching points, vocabulary, differentiation, resources and potential questions along with holistic assessment criteria to help ensure pupils' progress is measurable. The activity ideas are designed to meet the 2014 National Curriculum for PE and encourage children to be active throughout the session using games as a method for learning where possible. The learning objectives and content in each Unit of Work are by no means exhaustive and may require amending to suit the needs of your students, and the facilities and resources within your school.

Below are some samples from the Year 1 (session 1 & 2), Year 4 (session 1 & 2) and Year 6 (resources and assessment) Units of Work. Each unit has an overall Learning Objective, 6 session plans and a resources and assessment page.

The Dance Scheme comprises includes:

Introduction and User Guidance

Year 1: 3 units

Year 2: 3 units

Year 3: 2 units

Year 4: 2 units

Year 5: 2 units

Year 6: 2 units

Games Appendices

Glossary

Resources

Dance Moves DVD and Music CD

Dance

Learning Objectives: Children will focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills. They create and repeat a variety of short dances inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of different dances through a choice of themes.*

Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
SESSION 1 LO: To move into a free space, avoiding others.			
<p>Moving into a space</p> <ul style="list-style-type: none"> ✓ Identify space (head up, look) ✓ Move towards space ✓ Avoid others ✓ Repeat process 	<ul style="list-style-type: none"> - Talk about Dance PE expectations. - Introduce the class to counting and clapping in counts of 8. - Warm Up: Play Musical Statues Repeat. - Discuss: Ask chn what a free space is? (A space that has no one in it.) Why is it important to dance in a space? (To avoid bumping into anyone.) - Cars: Play game. - Reflection: Ask chn to comment on the importance of being able to move into a free space. Ask chn how they avoided others when they moved. Feedback. - Cars: Play game using suggestions mentioned during reflection period. - Mini Plenary: Discuss how chn improved their performance using the suggestions given. - Cool Down: Play Grow game. 	<p>Easier: chn only move their arms or just move on the spot. Play game in slow motion.</p> <p>Easier: assist chn in finding groups in the Cars game, place spots on the floor for chn to travel to.</p> <p>Harder: use larger group numbers in the Cars game, take away hoops, make the space smaller.</p>	<p>What should you do before moving into a space? (Look to see if the space is available.)</p> <p>What might happen if you do not look while moving towards a free space? (You might bump into someone.)</p> <p>How could you change your movement if you approach a space that someone else is in? (Stop or change direction.)</p>
SESSION 2 LO: To explore basic travelling movements whilst moving confidently into a free space.			
<p>Travelling movements</p> <ul style="list-style-type: none"> ✓ Choose movement ✓ Perform movement ✓ Move into a free space 	<ul style="list-style-type: none"> - Warm Up: Play Animals. - Recap counting and clapping in counts of 8. Class to repeat four counts of 8. - Cars: Play game as a recap for moving into a free space. - Discuss what a travelling movement is. (A way of moving from one place to another.) Ask children to demonstrate different ways they can travel. - Musical Statues: Play game using animal theme to imitate the travelling movements. Use animals listed in the Animals game. Use the dice to choose animal. - Trip to the Zoo: Play game. Ask chn to pick their favourite movement to imitate. - Discuss which travelling movement was their favourite and why? Ask chn how they kept in their own space during the session? - Cool Down: Play Grow game. 	<p>Easier: place spots on the floor to help chn identify a space to travel to.</p> <p>Harder: use arms in the travelling movement to imitate animals, eg. stiff arms while waddling like a penguin.</p>	<p>We have been clapping for counts of...?</p> <p>What is a travelling movement? How can you use your body to make the movement of the animal clearer to an audience? (Exaggerated/ big movements.)</p> <p>Why is it important to travel into a free space?</p>

Learning Objectives: In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli. Children will use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of the historical and cultural origins of different dances through a choice of themes.*

Teaching and Learning Points	Activity Ideas	Differentiation	Vocabulary and Questions
<p>SESSION 1</p> <p>Dynamics</p> <ul style="list-style-type: none"> ✓ Speed ✓ Energy ✓ Flow 	<p>LO: To explore the movements of a (<i>insert theme</i>) Dance, demonstrating clear dynamics.</p> <ul style="list-style-type: none"> - Warm Up: Themed Freestyle. Chn demonstrate different dynamics through their movement. - Play (theme) Dance Video Clip. - Discuss the style of dancing children observed and the dynamics of the dance. - Model and show DVD of six movements related to the chosen theme. After each movement, chn practice and repeat that movement accurately. - Play Dice Dance for chosen theme. - Discuss the difficulty and dynamics of the movements. - Split the class in half to play Dance Off. - Cool Down: Hoop Review. In the six dance teams chn discuss the dynamics of the dance whilst holding a hoop and navigating their way around the space. 	<p>Easier: focus on less than six movements (minimum of three). Harder: to link movements, perform movements with control.</p>	<p>How many counts are there in each movement? (8.) How do the dynamics differ from previous themes? What are the three different dynamics? How can you demonstrate clear dynamics? What would be a good way to find out the speed of the music? (Tapping legs, clapping hands.)</p>
<p>SESSION 2</p> <p>Levels and direction</p> <ul style="list-style-type: none"> ✓ Change level (high, medium, low) ✓ Clear movement actions ✓ Change direction (face to face, side to side, facing the same way) <p>Partner work</p> <ul style="list-style-type: none"> ✓ Communicate ✓ Positive ✓ Areas of improvement 	<p>LO: To link the (<i>insert theme</i>) movements to form a dance. To perform with a partner using changes of level and direction.</p> <ul style="list-style-type: none"> - Warm Up: Levels: Play game. - Recap six movements learnt from Session 1. - In pairs chn play Dice Dance rolling the dice four times. This creates a unique sequence. - Link movements together to form a Dance. - In pairs ask chn to discuss direction. Where could they stand to dance? (Face to face, back to back, side to side or facing the same way.) Chn to adapt their sequence to involve a change of direction. - Using levels (high, medium and low) ask chn to adapt the dance by changing a level. Use chn to demonstrate. For example: one child performs at low level and one at high level. - Join pairs together to allow them to watch one another and make comments/improvements. - Mini Plenary: Discuss whether the directions and levels were clear. Repeat performance. - Cool Down: Shake and Breathe. 	<p>Harder: change direction isolating one body part. Easier: both perform movement at the same level. Harder: change levels with each movement.</p>	<p>What do I mean by changing the level? (High, medium, low.) Which direction did you choose? Why? Why have you chosen that level for that movement? How did the pair link the movements together?</p>

Resources

- **KS2 Dance Stimulus Picture Sheet** (chosen theme)
- **KS2 Dance Stimulus Cards**

- **Dice**
- **Dance Feedback Sheet**
- **Dance Video Clip** (chosen theme)

Music suggestions:

- Music related to chosen theme

Assessment*

	HEAD Creativity Understanding Decision Making 	HEART Fair Play Leadership Social 	HANDS Fitness Physical Literacy 
BRONZE	<ul style="list-style-type: none"> - Express some of their ideas clearly when composing - Show some understanding of how to structure a dance - Talk about dance, with guidance 	<ul style="list-style-type: none"> - With guidance, create/assign roles to include other members of a group - Understand how a role model should act - Understand sporting etiquette - Highlight basic changes in dance pieces 	<ul style="list-style-type: none"> - Use a small range of movements and patterns in their dances - Express some of their ideas clearly when performing
SILVER	<ul style="list-style-type: none"> - Compose motifs and structure simple dances - Use appropriate criteria to evaluate and refine their own and others' work - Talk about dance with understanding, using appropriate language and terminology 	<ul style="list-style-type: none"> - Create/assign roles to include all members of a group - Act as a role model - Display sporting etiquette - Lead changes in dance pieces 	<ul style="list-style-type: none"> - Perform to an accompaniment expressively and sensitively - Perform dances accurately, fluently and with control
GOLD	<ul style="list-style-type: none"> - Interpret different stimuli with imagination and flair - Create, refine and structure movements and patterns with artistic understanding - Describe, interpret and evaluate dance, using appropriate language and terminology 	<ul style="list-style-type: none"> - Create/assign roles to include all members of a group and support them effectively - Create a positive team ethos - Act as a role model during all lessons - Display sporting etiquette at all times - Lead effective changes in dance pieces 	<ul style="list-style-type: none"> - Communicate the artistic intention of a dance clearly, musically, accurately, consistently and with control

When assessing the overall level of a child for this Unit of Work, please apply a best fit model taking into account their proficiency in all three areas (Head, Heart and Hands).

* Learning Objectives and Assessment are linked to the QCA 2004 and National Curriculum 2014.

Games Appendices

38 Games are included in the Dance Scheme of Work. Often a game will be used on more than one occasion but the focus will change to suit the learning objective for that session. Games are described in greater detail in the Games Appendices section.

Name of game (as it appears in the session plan).

Games ordered alphabetically with a letter to reference them.

Animals

Games Appendix A

Set up Mark out an area with cones that is large enough for the entire class.

How to play

- 1) Ask children to find a space.
- 2) Discuss with the class some of the different animals they know. Ask children to use a travelling movement that impersonates that animal.
- 3) The rest of the class will then travel around the room using travelling movements to impersonate the animal discussed.
- 4) Change the animal using different ideas and suggestions from a range of different children.
- 5) Try to use a variety of different animals:
 - Monkey – swinging arms and moving quickly
 - Giraffe – walking on tip toes with arms stretched above head
 - Frog – jumping from low to high
 - Crab – walking sideways on all fours with stomach facing the ceiling
 - Spider – walking on all fours with stomach facing the floor
 - Horse – galloping

Resources

- Cones to mark area
- Music (optional)

An explanation of how to set up the activity area.

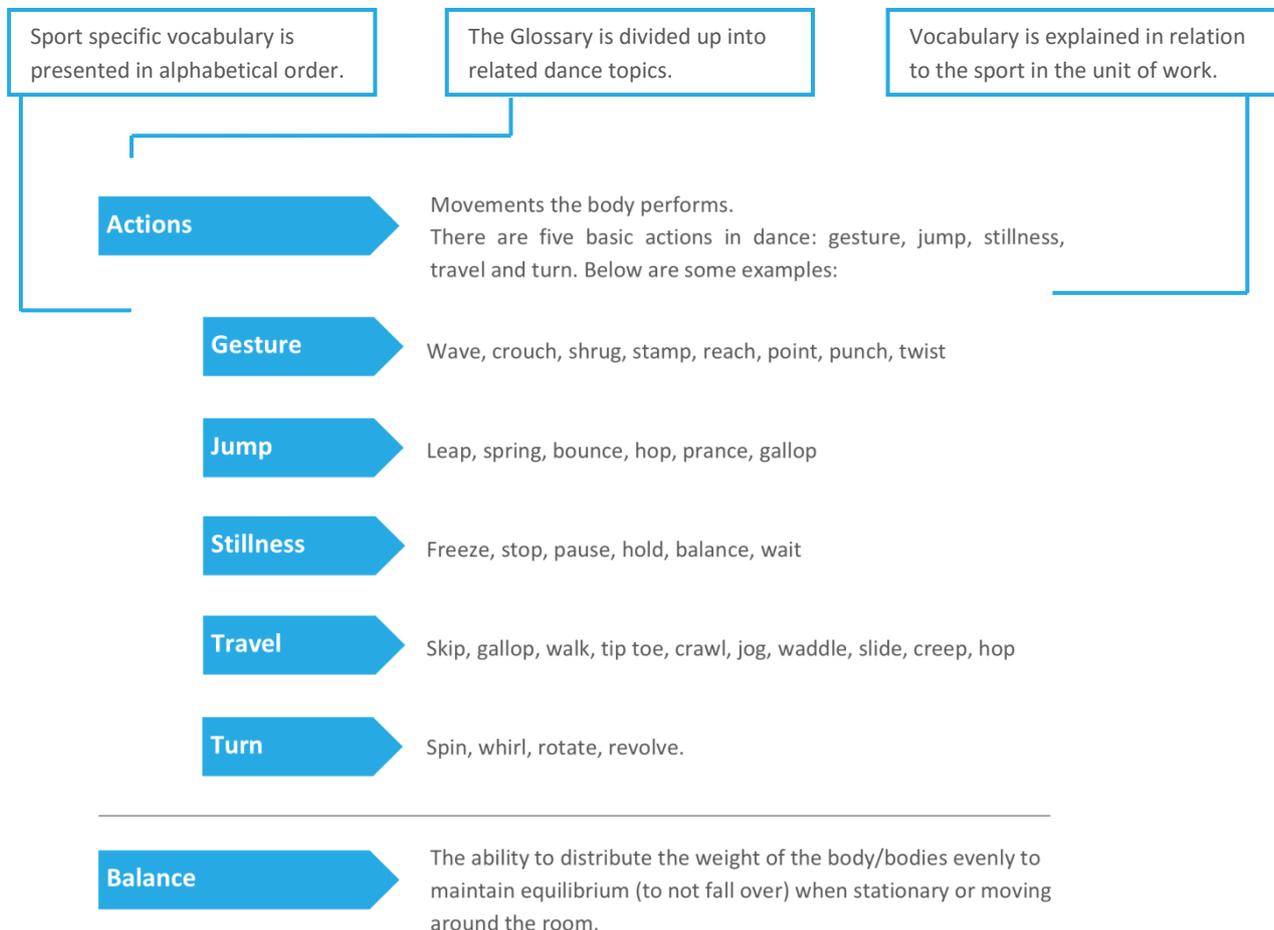
An explanation of how to play the game. Information may include:

- Rules
- Scoring system
- Variations
- Differentiation
- Health and Safety

Resources required to play the game are listed.

Glossary

Throughout the Units there may be words, phrases, technical terms and/or actions which require a more detailed explanation. These have been listed in the Glossary.



Resources

There are a selection of resources included in this Scheme of Work which will support your planning and delivery. Some of the key resources are listed below.

Key Stage 1 and 2 Picture Cards

These cards include printed images and key words used throughout the Units to support your lessons.

Key Stage 2 Dance Themes

There are 12 themes provided within the scheme which can be used throughout the Key Stage 2 Units:

- Africa
- Bollywood
- Brazil
- Charleston
- Dance Fit
- Egypt
- Environment
- Industrial
- Line Dancing
- Sport
- Street
- Tudors

Each Unit in years 3 – 6 can be linked to any of the 12 dance themes depending on the theme your school are focussing on at that time.

Dance Moves

Each theme has identified 6 key dance moves which can be used throughout the Unit. The dance moves are also viewable on the **Dance Moves DVD**. The DVD has been developed in collaboration with Sutton Dance Academy and Sutton School Sports Partnership. For each theme, the children (from school years 5 and 6) perform the 6 dance moves to the relevant music. Then, for most themes, the Dance Instructor breaks down the 6 moves and demonstrates the key teaching points for each of them. This may help the teacher to demonstrate the moves to their class. The Environment and Industrial themes do not include a breakdown from the Dance Instructor as the children created these themselves based on the stimuli provided. Please be aware that the children learnt and performed all the dances in the same day.

The dance moves are also listed on the **Dance Theme Movement Card**. Key teaching points are included here as well and this card can be used to support the **Dice Games** you will see within the scheme. Using a dice, the students can change the order of the dance moves to create their own unique sequence.

Music

There is a **Music CD** which has all 12 themed tracks from the Dance Moves DVD so they can be played in full, independently from the DVD. Some Units include music suggestions. These tracks are not provided with the scheme and Teachers may wish to purchase these from the artist. Where the suggested music is by Christopher Benstead please refer to his 'Music for Dance' albums, 'the Early Years Volume 1 and 2'. For all enquiries, please email directly: info@musicfordance.net

Dance Stimulus Cards

Each theme also includes 6 stimulus cards which are used within the Units to help students create a story in their Dance Teams.

Africa

Dance Stimulus Card 5

SUN AND WIND
BATTLE IT OUT TO
SEE WHO IS STRONGER.

Dance Teams

Teams will be selected by the teacher at the start of each Unit to help structure the class and the lessons and to encourage social development through dance. Children will remain in these Dance Teams throughout the Unit delivered. We would recommend Dance Teams that consist of children of similar ability.

Warm Ups and Cool Downs

The Games Appendices include Warm up and Cool Down activities.