

Scheme Of Work

Dance (Space) - KS1

Learning Intention:

Lesson 1	How can you move in time to the music?
Lesson 2	How can you perform dance movements in time to the music?
Lesson 3	How can you perform dance movements with control?
Lesson 4	How can you perform dance movements at different levels?
Lesson 5	How can you perform dance movements in different directions?
Lesson 6	How can you remember your dance and perform with control?



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Success Criteria:

Year 1

- Can listen to the beat of the music/tambourine and sometimes move in time to it
- Can perform basic dance movements attempting to move in time to the music
- Can perform basic dance movements with some control
- Can perform dance movements showing a variety of levels
- Can use basic dance movements to travel, e.g. jumping and turning
- Can co-operate with their partner/group to make a dance
- Can remember simple dance moves and perform with some control

Year 2

- Can listen to the beat of the music/tambourine and move in time to it
- Can perform basic dance movements attempting to move in time to the music
- Can perform dance movements with control
- Can perform dance movements mostly in time to the music showing a variety of levels
- Can perform a variety of dance movements to travel when performing, e.g. jumping turning, gesturing
- Can co-operate with my partner/group ensuring they work as a team
- Can remember simple dance moves and perform with control



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Key Skills:

PHYSICAL ME

- HOPPING
- SKIPPING
- JUMPING
- AGILITY
- BALANCE
- COORDINATION
- MIRRORING ACTIONS

SOCIAL ME

- CO-OPERATE WITH OTHERS
- MINI COACH
- TEAM WORK
- INCLUSION OF ALL TEAM MEMBERS, EVERYONE TO GET A TURN
- DEMONSTRATING TO THE GROUP
- PEER ASSESSMENT

THINKING ME

- SELECT AND APPLY SKILLS (FOR BALANCE ETC)
- FEEDBACK TO A PARTNER / GROUP
- DISCUSSING AND SHARING IDEAS
- IMPROVING ON LEARNT SKILLS TO IMPROVE TECHNIQUES
- FOLLOWING INSTRUCTIONS
- LEARNING HOW DIFFERENT ELEMENTS OF THE BODY MOVE AND CONTROL IT
- GIVING KIND, USEFUL FEEDBACK ON PEERS' DANCES
- LEARN FROM FEEDBACK FROM PEERS TO MAKE IMPROVEMENTS

HEALTHY ME

- WARMING UP
- KNOW THAT EXERCISE KEEPS YOUR HEART HEALTHY
- WARM DOWN
- STAY HYDRATED



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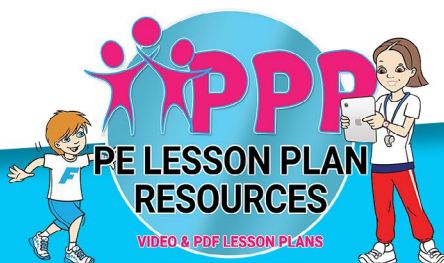
End of Key Stage Attainments:

Year 1

Has begun to master basic movements such as running
Has begun to master basic movements such as jumping
Can show some communication and collaborate with others in a variety of activities
Has begun to demonstrate agility, balance, co-ordination
Has begun to perform dances using simple movement patterns

Year 2

Can master basic movements such as running and begin to apply these in a range of activities
Can master basic movements such as jumping and begin to apply these in a range of activities
Can demonstrate agility, balance, co-ordination
Can perform dances using simple movement patterns

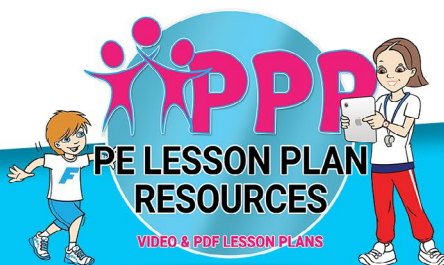


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Links to National Curriculum:

Literacy	<ul style="list-style-type: none"> • Listening and following instructions • Understanding dance has a beginning, middle and end like a story / children's written work • Imagination – being in a different location (space), discussing / describing what Aliens would be like, look and move • Increasing vocabulary – Verbs / Nouns – bounce, float
Numeracy	<ul style="list-style-type: none"> • Counting to the beat of the music – with movements • Understanding the length of time (seconds and minutes)
Music	<ul style="list-style-type: none"> • Understanding how the beat / tone of music makes you feel / move when thinking about something specifically
Geography	<ul style="list-style-type: none"> • Understanding what the Space journey / environment is like – thinking of the details of how far away it is, how would you get there, what would be there – planets, moon
Science	<ul style="list-style-type: none"> • Talking about the planets. Why we would float in space like an astronaut (gravity).
Drama	<ul style="list-style-type: none"> • Taking on a role and pretending to be certain objects – Spaceships, Aliens
PSHE	<ul style="list-style-type: none"> • Patience / turn taking / fairness • Communication, working in a team • Reflection – children to spend time thinking about how a space journey would be and how this is interpreted into your body movement, facial expressions • Perseverance, to improve on skills and improve personal scores • Leadership – supporting their peers and showing good communication skills • Confidence – to share ideas and dance movements



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| | <ul style="list-style-type: none">• Feedback – giving kind, positive, constructive, useful feedback to peers, accepting compliments and praise with grace along with constructive feedback for improvements and progression / challenge• Self / Peer Assessment – watching recorded performances |
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Health and Safety

- It is advised that all equipment is appropriately cleaned in line with government guidelines for the corona virus, before and after each lesson
- Children to stay hydrated
- Warm up and down before and after the lesson



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