

S SCHEME OF WORK

Dance (WWII) – KS2

Learning Intention:

Lesson 1	How can you collaborate with a group to make a dance warm-up?
Lesson 2	How can you use a stimulus to perform a dance?
Lesson 3	How can you use different levels when performing a dance?
Lesson 4	How can you use different pathways when performing a dance?
Lesson 5	How can you dance in unison when performing a dance?
Lesson 6	How can you dance in canon when performing a dance?
Lesson 7	How can you use/give feedback to help improve a performance?



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Success Criteria:

Year 3

- Can co-operate and collaborate with their group to create a dance warm-up
- Can explore some movements in response to a stimulus
- Can show levels when performing
- Can show di-fferent pathways when performing
- Can dance in unison with a partner/group
- Can dance in canon when performing with a group

Year 4

- Can co-operate and collaborate with their group to create a warm-up using a variety of movement patterns
- Can respond imaginatively to a stimulus and explore movements
- Can show a variety of levels when performing
- Can show a variety of pathways across the stage when performing
- Can dance in unison with a partner/group performing a range of movement patterns
- Can dance in canon when performing with a group and show a range of movement patterns



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Scheme Of Work

Key Skills:

PHYSICAL ME

- AGILITY
- BALANCE
- COORDINATION
- STRENGTH
- FLEXIBILITY
- MIRRORING ACTIONS
- MOVEMENT
- CONTROL
- HOP
- LEAPS
- JUMPS
- SKIP
- ROLL
- RUN

SOCIAL ME

- CO-OPERATE WITH OTHERS
- MINI COACH – MAKING UP AND LEADING WARM UPS
- 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 CONTROLLING 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
- UNDERSTANDS WHICH EXERCISES / MOVEMENTS INCREASE THE HEART RATE / PULSE RATE



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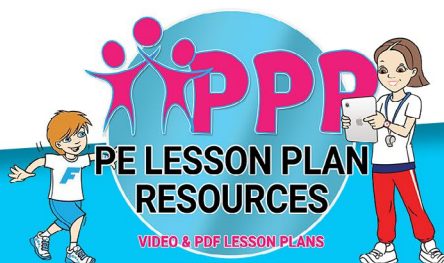
End of Key Stage Attainments:

Year 3

Can begin to use skills in different ways and to link them to make actions and sequences of movement
Has begun to develop flexibility, control and balance
Is beginning to communicate with others during physical activities
Can begin to perform dances using movement patterns
Is beginning to compare their performances with previous ones.
Can begin to recognise their own success

Year 4

Can use skills in different ways and to link them to make actions and sequences of movement
Has developed flexibility, control and balance
Can communicate with others during physical activities
Can perform dances using movement patterns
Can compare their performances with previous ones.
Can recognise their own success

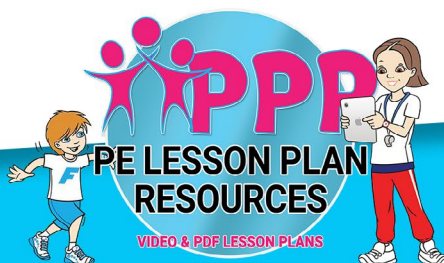


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Links to National Curriculum:

Literacy	<ul style="list-style-type: none"> • Listening and following instructions • Relating and bringing World War II to life in dance & movement • Understanding dance has a beginning, middle and end like a story / children's written work • Imagination – being in a different period of time and going back in history to understand, why, what and how • Increasing vocabulary – stimulus, unison
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
History	<ul style="list-style-type: none"> • WWII – Discussion about what happened during the time, events, what people had to do feel (evacuees, rationing, fighting, shooting, air raids, sadness, unity)
Drama	<ul style="list-style-type: none"> • Taking on a role and pretending to perform during the World War II
PSHE	<ul style="list-style-type: none"> • Patience / turn taking / fairness • Communication, working in a team • Reflection – children to spend time thinking about World War II and how people would have felt, behaved and what life would have been like during this time and how this is interpreted into your body movement, facial expressions • Perseverance, to improve on skills and improve performance • Leadership – supporting their peers and showing good communication skills • Confidence – to share ideas and dance movements • 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

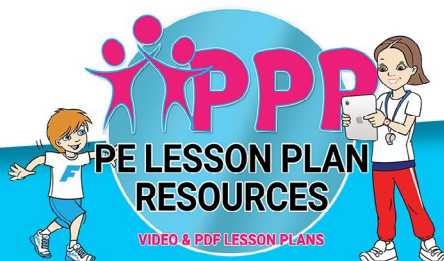


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Health and Safety

- 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



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