

SSCHEME OF WORK

Eco Warriors Dance - KS2 (YR 5&6)

Lesson 1	How can you dance in canon when performing a dance?
Lesson 2	How can you use space when performing a dance?
Lesson 3	How can you use energy and strength when performing a dance?
Lesson 4	How can you use a stimulus to perform a dance?
Lesson 5	How can you use a stimulus to perform a dance?
Lesson 6	How can you collaborate with a group to make a dance performance?

Success Criteria:

Year 5

- I can dance in canon with a group showing energy and timing
- I can show a variety of uses of space when performing
- I can show a variety of uses of energy and strength when performing
- I can translate ideas from a stimulus into movement showing some control and fluency
- I can translate ideas from a stimulus into movement showing some control and fluency
- I can co-operate and collaborate to create a dance performance displaying a variety of movement patterns

Year 6

- I can dance in canon with a group showing good energy and timing
- I can move with control and fluency when showing a variety of uses of space
- I can move with control and fluency when showing a variety of uses of energy and strength
- I can translate ideas from a stimulus into movement showing, precision, control and fluency
- I can translate ideas from a stimulus into movement showing, precision, control and fluency
- I can co-operate and collaborate to create a dance performance displaying a variety of movement patterns moving in time to the music



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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
- COOL DOWN
- STAY HYDRATED
- UNDERSTANDS WHICH EXERCISES / MOVEMENTS INCREASE THE HEART RATE / PULSE RATE



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End of Key Stage Attainments:

Year 5

Can begin to use a range of skills in different ways and to link them to make actions and sequences of movement

**Has begun to develop flexibility, strength, technique, control and balance
Can show some communication and collaborate with others in a variety of activities**

Can begin to perform dances using a range of movement patterns

Attempts to compare their performances with previous ones and demonstrate improvement to achieve their personal best

Attempts to evaluate performance and can recognise their own success

Year 6

Can use a range of skills in different ways and to link them to make actions and sequences of movement

**Has developed flexibility, strength, technique, control and balance
Has developed flexibility, strength, technique, control and balance**

Can perform dances using a range of movement patterns

Can compare their performances with previous ones and demonstrate improvement to achieve their personal best

Can evaluate performance and 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 scientific concepts to life in dance & movement • Understanding dance has a beginning, middle and end like a story/ children's written work • Imagination – Taking on the role of an Eco-warrior. What affects our planet? • Increasing vocabulary – stimulus, unison, pollution, renewable energy
Numeracy	<ul style="list-style-type: none"> • Counting to the beat of the music – with movements • Understanding the length of time (seconds and minutes)
Biology	<ul style="list-style-type: none"> • Understanding how the body works and is linked to exercise, and what happens to the body during exercise. Increase in heart rate, how to take pulse.
Drama	<ul style="list-style-type: none"> • Taking on a role and performing • Learning to choreograph a dance / set piece
PSHE	<ul style="list-style-type: none"> • Collaboration – joining two routines together • Patience / turn taking / fairness • Communication, working in a team • 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 • 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 • Respect
SCIENCE	<ul style="list-style-type: none"> • Begin to understand how the actions of countries across the world are having a negative impact on our planet • Discuss what the 'Factory conveyer belt' is and how it is affecting our planet and then to perform a dance relating to this. • What are the different types of pollution produced and how can we try to reduce our levels of waste? Dance performance based on pollution. • What levels and types of energy do we use everyday? How can we reduce these by being smarter? Energy dance performance. • How are we slowly destroying our planet? What things can we do in order to save our planet? A dance performance linking 'destroying our planet' and 'saving our planet.' • Creation of an 'eco-warriors' dance. What important messages have been learnt?



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Health & Safety

- Children to stay hydrated



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