

S SCHEME OF WORK

Dance (Science Dance)

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

Success Criteria:

Year 5

- I can show a variety of uses of energy and strength when performing
- I can show a variety of uses of space when performing
- 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
- I can perform at a variety of levels and directions and use most of the space
- I can co-operate and collaborate to create a dance performance displaying a variety of movement patterns

Year 6

- I can move with control and fluency when showing a variety of uses of energy and strength
- I can move with control and fluency when showing a variety of uses of space
- 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
- I can perform at a variety of levels and directions and use all of the space
- 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 balanceCan 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 balanceHas 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

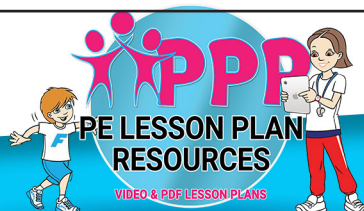
Can evaluate performance and recognise their own success



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Links to National Curriculum:

Literacy	<ul style="list-style-type: none"> • Listening and following instructions • Relating and bringing places / history 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 a new character–an Egyptian citizen. • Increasing vocabulary – stimulus, unison, hieroglyphics, silhouettes
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 of what makes up the 'Solar System' and discuss what planets there are in our solar system and how they are different from each other (size, climate, atmosphere etc.) This is then linked to a 'space dance.' • Discuss what 'matter' is. To perform a dance relating to the states of matter, solids, liquids and gases. • An understanding of the travel paths of electricity, light and sound. • Understand what an eco-system is and create their own performance creating their own eco-system. • Know the difference between a bacteria and a virus. • Energy sources and renewable energy.



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Health & 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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