

SSCHEME OF WORK

Great Fire of London Dance - KS1 (YR 1&2)

Lesson 1	How can you move in time to the music?
Lesson 2	How can you work together to make your dance?
Lesson 3	How can you perform dance movements at different levels?
Lesson 4	How can you perform dance movements with control?
Lesson 5	How can you perform dance movements with control?
Lesson 6	How can you use a story to perform a dance?

Success Criteria:

Year1

- I can listen to the beat of the music and sometimes move in time to it
- I can co-operate with my group to make a dance
- I can perform dance movements showing a variety of levels
- I can perform basic perform dance movements with some control
- I can perform basic perform dance movements with some control
- I can explore some movements in response to a story

Year 2

- I can listen to the beat of the music and move in time to it
- I can co-operate with my group ensuring we work as a team
- I can perform dance movements in time to the music showing a variety of levels
- I can perform dance movements with co-ordination and control
- I can perform dance movements with co-ordination and control
- I can respond imaginatively to a story and explore movements



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PHYSICAL ME

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

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
- PEER ASSESSMENT
- DEMONSTRATING TO THE GROUP

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
-

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 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 (London), discussing / describing what it would feel like to be at the location of the Great Fire of London • Increasing vocabulary – Verbs / Nouns –Sawing, building, flickering, pouring.
Numeracy	<ul style="list-style-type: none"> • Counting to the beat of the music – with movements • Understanding the length of time (seconds and minutes)
PSHE	<ul style="list-style-type: none"> • Patience / turn taking / fairness • Communication, working in a team • Reflection – children to spend time thinking about the great fire and how this is interpreted into your body movement, facial expressions • Perseverance, to improve on skills • 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
Drama	<ul style="list-style-type: none"> • Taking on a role and pretending to be certain characters. e.g. Baker, builder.
Science	<ul style="list-style-type: none"> • How the fire started and how and why it managed to spread so quickly.
Geography	<ul style="list-style-type: none"> • Know the area that the Great Fire of London covered and its location within England
History	<ul style="list-style-type: none"> • Understand how the Great Fire of London changed the lives of people living in the area. How it affected their day to day lives, the buildings they worked in and the houses they lived in?



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Health & Safety

- Children to stay hydrated
- Warm up and down before and after the lesson
- Children to wear appropriate footwear



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