



# Medium Term Unit Planning

<b>Topic Name: Dance</b>	
<b>Learning outcome:</b> Children will be able to demonstrate a range of actions, jumps and travelling steps, and explore different speeds, direction and dynamics. Children will work individually, in partners and small groups to combine actions and portray stories through movement and music.	
<b>Hook</b> Stories are used to stimulate ideas and encourage creativity.	<b>Topic Showcase (e.g. display, museum, performance, presentation)</b> Children will perform their dances to the other Year 1 class at the end of the topic.
<b>Oracy:</b> Children will actively participate in discussions and share their ideas and listen to the ideas of others.	<b>Key Vocabulary:</b> Dance, jump, turn, walk, skip, march, prance, creep, gallop, hop, twirl, quickly, slowly, happily, sadly, heavily, softly, high, low, forwards, backwards, side by side, lead, follow, copy
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees Where the Wild Things Are by Maurice Sendak	
<b>Citizenship/Community Opportunities:</b> Children will tell a partner something they are good at! Children will be able to explain why it is important to lead a healthy lifestyle and participate in physical activities.	
<b>Experiences/Visits/Visitors</b> N/A	



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## Main Subjects covered:

Physical Education (PE)

## Physical Education Threshold Concepts

- Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.

## Notes:

Useful Links:

Weekly Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Mystery Dance  LI: I can perform actions in combination.  LI: I can use different directions and levels.	<b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of physical movements and sporting techniques.</b>	<ul style="list-style-type: none"> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> </ul>	Children will create a mystery dance in small groups by picking cards at random. First, they will pick 3 action cards and perform these actions in their groups. Then they will pick a dynamics card which tells them how to perform the actions (slowly, happily etc). Finally, they will choose a space card which tells them where to perform their actions (forwards, backwards, high or low). The children will perform their mystery dances to



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			the class and we will have to guess which cards they had.
<p>2. Superheroes</p> <p>L1: I can move like a superhero by running, jumping and crawling!</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>Over 2 lessons children will compose a dance on the theme of superheroes. They experiment with how they think these superheroes will move and will come up with a short movement phrase and perform to the music. The dance will pass through different stages – getting ready for a normal day, finding out someone's in trouble, putting on their superhero suit, and then saving the day! They will use movement adaptations to change their actions, thinking about dynamics and space, and changing the speed or size of the actions. Children will work on their own, in partners and in small groups at different points of the dance. They will also learn group moves to perform in unison.</p>



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<p>3. Superheroes</p> <p>L1: I can remember and repeat actions.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>Children will practice and refine their movements and actions from the previous lesson. We will piece together individual parts, partner work and whole group parts to compose a complete dance.</p>
<p>4. Giraffes Can't Dance</p> <p>L1: I can travel by moving like a variety of different animals, taking weight on various body parts.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>Children will create a dance inspired by the book 'Giraffes Can't Dance'. In this lesson they will look at the different animals found in the story and explore how they move. In partners they will choose an animal and create a short sequence of movements, considering the dynamics, tempo and space.</p>
<p>5. Giraffes Can't Dance</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> </ul>	<p>In this lesson the children will look at the different styles of dance in the book. They will learn steps inspired by the Waltz,</p>



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<p>L1: I can repeat actions in different styles of dance.</p>	<p><b>physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>Cha Cha, Rock and Roll, and the Scottish Reel. The children can discuss which styles they like and explain why.</p>
<p>6. Giraffes Can't Dance</p> <p>L1: I can tell a story without words, using a variety of hand gestures and actions to represent ideas.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>In this lesson the children will put their ideas together to compose a dance which tells the story. They will describe how emotions can affect movement and let the audience know what the dance is about, e.g. 'How did Gerald move when he was sad?' Children will be in groups of different animals and will work together to form short sequences. The class teacher will tell the story while the children perform their routines. This activity may last a few lessons.</p>
<p>7. Where the Wild Things Are</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> </ul>	<p>The following lessons may go over several weeks, depending on the children's interests. Children will listen to the story</p>



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<p>L1: I can explore and create a movement phrase linked to specific part of the story (waking up &amp; going on an adventure in the small boat.)</p>	<p><b>physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>and show an understanding of what happens to Max. They will individually explore movements for waking up; stretching, yawning, etc. We will share good ideas and choose 3 to link together to form opening phrase. Next, the children will move into groups to form a boat. Each group will explore movements in a boat (rocking, swaying, crashing waves etc.)</p>
<p>8. Where the Wild Things Are</p> <p>L1: I can work in a small group to create and perform movements using levels &amp; pathways linked to the 'Wild Things'.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>Children will explore 3 movements to represent 'wild things' in small groups. The children will be encouraged to use different levels and pathways. Each group will perform their movements (individually) in canon. Once finished, stare (gesture) at next group &amp; all freeze (looking at each other in their groups) &amp; shout "Be Still!"</p>
<p>9. Where the Wild Things Are</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> </ul>	<p>The children will recap on story and dance phrases so far. We will discuss movements, linking them to the story. Children will</p>



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<p>L1: I can practice a routine, developing timing and control.</p>	<p><b>physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>have time to practice and develop confident, strong actions. Groups will perform their phrases and the children will give each other feedback. Next, the children will add on the next phrase – Crowning Max the King. In groups, bow, salute &amp; attention. They will individually march around whole space, using pathways, then march back into their groups.</p>
<p>10. Where the Wild Things Are</p> <p>L1: I can work together to perform a dance.</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle. - This concept involves learning a range of physical movements and sporting techniques.</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<p>The children will add the final phrase of the dance. They will all travel back home in small boats and use their actions and faces to reflect sad emotions.</p> <p>As a class, we will practice the dance together and discuss our favourite parts. The children will perform to an 'audience'!</p>