



Hallcroft Infant & Nursery School

PE Lesson Sequence



Autumn 2 - Year 2

Dance

What we already know, remember and can do:

Foundation 2 ELG: PD GM. Negotiates space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: EAD, B I & E..... Performs songs, rhymes poems and stories with others and (when appropriate) tries to move in time with music.

• **Year 1 dance.** Copy dance moves. Make up a short dance, after watching one., Dance imaginatively, Change rhythm, speed, level and direction.

✓ **Year 2 Multi skills.** Change direction quickly with good balance and control (agility), Co-ordinate their body whilst beginning to move at different speeds with various equipment, Complete challenges as a team in various running/obstacle games and working to improve performance

	Learning Objective	What will be known and remembered (Substantive)	What will be... (Disciplinary)	Revisited Vocabulary	New Vocabulary
1	Learning Objective Listen, respond to set tasks and sounds following expectations & rules. Can follow rules given without prompt. Represent at least one game with safe use of equipment ✓ Starting activity: Playground Games ✓ Main activity: Playground Toys ✓ Performance activity: Play with Me	✓ Why is it important to listen to each other's ideas? ✓ How can you be creative with your movements? ✓ How can you ensure the game/toy is safe? ✓ Why is important to consider safety? ✓ How does using a piece of equipment enhance your dance? ✓ How did the 'play' change between no 'toys' and with 'toys'? ✓ What was the difference between your individual group motifs & the last one all together?	✓ Listen, respond to set tasks and sounds following expectations & rules. ✓ Can follow rules given without prompt. ✓ Represent at least one game with safe use of equipment ✓ Movement: Think about shapes & formations ✓ Use lots of space & travel ✓ How can 'run' also be shown in dance ✓ To move freely whilst using props ✓ to be mindful of others around ✓ Control the equipment whilst dancing	Motif Unison dynamic	Play Toy Equipment Safety

2	<p>Learning Objective: Can move confidently & creatively with control, balance & coordination. Can use arms & legs simultaneously in different directions. Can create a motif showing toy materials & movements</p> <ul style="list-style-type: none"> ✓ Starting activity: Tangible Toys ✓ Main activity: Bring it to Life ✓ Performance activity: Explain the Action 	<ul style="list-style-type: none"> ✓ How do your movement ideas reflect the feel of the toy? ✓ Can you describe how your actions bring your toy to life? ✓ How easy is it to create a movement routine about a toy? ✓ How did your movements in the motif match the toy? ✓ Which aspects of toys were you exploring? ✓ How did you use movement to bring these ideas to life? 	<ul style="list-style-type: none"> ✓ Can move confidently & creatively with control, balance & coordination. ✓ Can use arms & legs simultaneously in different directions ✓ Can create a motif showing toy materials & movements 	Dynamic Balance	Toys Feel
3	<p>Learning Objective: Cooperate & work in small teams. Work well with others, taking turns, sharing & helping others. Create movements with contrasting energy whilst mirrored.</p> <ul style="list-style-type: none"> ✓ Starting activity: Follow the Leader ✓ Main activity: Contrasting Toys ✓ Performance activity: Mirrored Movements 	<ul style="list-style-type: none"> ✓ Knows how to cooperate & work in small teams. ✓ How do you coordinate movements? ✓ Why do you need to make your moves clear & easy to follow? ✓ Why should you consider others when creating a move to be copied? ✓ How can you ensure you can mirror your partner? ✓ How are the movements different? ✓ How did you make sure that the mirroring was effective? (slow & controlled movements/easy to follow) 	<ul style="list-style-type: none"> ✓ Work well with others, taking turns, sharing & helping others. ✓ Create movements with contrasting energy whilst mirrored ✓ Mirroring: Side to side or face to face ✓ Synchronised movements as a mirror image ✓ Contrast: Opposites in energy, speed, etc 	Toys Motif movement	Old New Materials Mirror Contrast

4	<p>Learning Objective: Use call & response to give purpose to movements.</p> <p>Understand & explain which activities are good for our health. Can suggest activities that increase heart rate</p> <ul style="list-style-type: none"> ✓ Starting activity: Doll, Doll, Bear! ✓ Main activity: Hey You Doll! ✓ Performance activity: I Call, You, Respond 	<ul style="list-style-type: none"> ✓ Understand & explain which activities are good for our health. ✓ Can suggest activities that increase heart rate ✓ How does this game help to warm us up? ✓ What happens to your heart rate when you run? ✓ Why is important to have a healthy heart? ✓ How can you respond to the movements being offered? ✓ Why is timing important? ✓ How can you make your movements invite movement from someone else? ✓ How did showing discipline (or not) affect your performance? ✓ What kinds of activity will impact positively on your heart rate? 	<ul style="list-style-type: none"> ✓ Use call & response to give purpose to movements. ✓ Move with good posture. ✓ Step with straight legs & pointed toes ✓ Call & respond: stillness from one or more. ✓ Connection e.g. gesture to initiate moving 	Dynamic	Call to action Respond Teddy bear Doll Energy
5	<p>Learning Objective: Describe, explain & comment on their own & others' actions & feelings. Share with others & include all involved equally. Build on previous learning to create an effective motif</p> <ul style="list-style-type: none"> ✓ Starting activity: Language Recap ✓ Main activity: Choreographed Toys ✓ Performance activity: Guess the Toy 	<ul style="list-style-type: none"> ✓ Describe, explain & comment on their own & others' actions & feelings. ✓ Share with others & include all involved equally. ✓ Why are your actions effective? ✓ How can you use dynamic to make it more effective? ✓ Why is it important to respect each other when working as a group? ✓ Can you comment on another person's work taking in to consideration their feelings? 	<ul style="list-style-type: none"> ✓ Build on previous learning to create an effective motif ✓ Unison: Entire group perform the same move ✓ Mirror: copy each other ✓ Call & respond: move in reaction 	Unison Mirroring Call Respond Motif Dynamic	Effective
6	<p>Learning Objective: Respond to instructions, do not disrupt others & offer support. Perform an 8 count motif showing irresponsible play. Show a positive attitude towards activities & other pupils.</p> <ul style="list-style-type: none"> ✓ Starting activity: Responsible & Irresponsible ✓ Main activity: Play Time 	<ul style="list-style-type: none"> ✓ Respond to instructions, do not disrupt others & offer support. ✓ How can we represent responsible/irresponsible through movement and dynamics? 	<ul style="list-style-type: none"> ✓ Respond to instructions, do not disrupt others & offer support. ✓ Perform an 8 count motif showing irresponsible play. ✓ Responsible: gentle, slow, happy 	Motif Dynamic	Broken Irresponsible Responsible Resources

	<ul style="list-style-type: none"> ✓ Performance activity: Broken Toys 	<ul style="list-style-type: none"> ✓How can you represent a toy being broken? Can you use facial expression? ✓How effective is your use of dynamic in this motif? Why is facial expression useful? ✓How did changing the amount of energy & level within the routine help to show the audience? ✓Has anyone ever broken a toy by accident? Did our motifs reflect this same emotion? 	<ul style="list-style-type: none"> ✓Irresponsible: pull, push, angry ✓Broken toys: Slow, unhappy 		
7	<p>Learning Objective: Can use a range of movements. Use a variety of level, direction & types (jump, twist, turn, leap) Create an emotive motif using a wide range of skills & tactics depicting toys.</p> <ul style="list-style-type: none"> ✓ Starting activity: A Point in Time ✓ Main activity: Eras ✓ Performance activity: Story Sequence 	<ul style="list-style-type: none"> ✓Knows how to create an emotive motif using a wide range of skills & tactics depicting toys. ✓Explain how you are using unison or mirroring within your motif. ✓How does the use of dynamics support your storytelling? ✓Use criteria that's been set for feedback ✓Suggest ways to improve opposed to negative 	<ul style="list-style-type: none"> ✓Can use a range of movements. ✓Use a variety of level, direction & types (jump, twist, turn, leap) ✓Create an emotive motif using a wide range of skills & tactics depicting toys. ✓Ensure safety by checking walls ✓Ensure safety with limited/no collisions ✓Use unison, mirroring, call & response ✓create a clear story sequence. Use a variety of skills (level, direction, pathways) & tactics (unison, mirroring, call & response). Use of dynamics to express emotions 	Mirroring Unison	Canon Victorian Modern 20th century

