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| Branton St. Wilfrid’s CofE Primary School – Physical Education  Dance Curriculum Map | | | | | | | | |
| National Curriculum Objectives | | | | | | | | |
| **Reception – National Curriculum Objectives**  **Personal, Social and Emotional Development**  • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  • Increasingly follow rules, understanding why they are important.  • Remember rules without needing an adult to remind them.  **Physical Development**  • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks.  • Start taking part in some group activities which they make up for themselves, or in teams.  • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  • Show a preference for a dominant hand.  • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips  **Expressive Arts and Design**  • Respond to what they have heard, expressing their thoughts and feelings.  **Reception Personal, Social and Emotional Development**  • Manage their own needs. - personal hygiene  • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity  **Physical Development**  • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing  • Progress towards a more fluent style of moving, with developing control and grace.  • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  • Combine different movements with ease and fluency.  • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  • Develop overall body strength, balance, coordination and agility.  **Expressive Arts and Design**  • Explore, use and refine a variety of artistic effects to express their ideas and feelings.  • Return to and build on their previous learning, refining ideas and developing their ability to represent them.  • Create collaboratively, sharing ideas, resources and skills.  • Listen attentively, move to and talk about music, expressing their feelings and responses.  • Watch and talk about dance and performance art, expressing their feelings and responses.  • Explore and engage in music making and dance, performing solo or in groups.  **Personal, Social and Emotional Development Managing Self**  • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.  • Explain the reasons for rules, know right from wrong and try to behave accordingly.  • Manage their own basic hygiene and personal needs, including dressing. Building Relationships  • Work and play cooperatively and take turns with others.  **Development Gross Motor Skills**  • Negotiate 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.  **Expressive Arts and Design**  **Being Imaginative and Expressive**  • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | | | |
|  | **KS1**  Pupils should be taught to:   * master basic movements including running, jumping, throwing and catching, as well as; * developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns. | | | **KS2**  Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve **their personal best** | | | | |
| Lesson Objectives | | | | | | | | |
| R | 1 | 2 | 3 | | 4 | 5 | 6 |
| Health and Fitness | | | | | | | | |
| Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise. Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. | | Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. |
| Dance Skills | | | | | | | | |
| Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. | Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. | Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.  Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. | Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression. | | Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. | Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. | Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. |
| Compete/Perform | | | | | | | | |
| Control my body when performing a sequence of movements. Participate in simple games. | Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games | Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. | Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. | | Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition |
| Evaluate | | | | | | | | |
| Talk about what they have done. Talk about what others have done. | Watch and describe performances. Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |