Hook Junior School Whole School Dance Curriculum Overview

Aims

Hook Junior School provides a balanced PE curriculum enabling pupils to:

- Know how to lead healthy and active lives, understanding why this is important.
- Understand what happens to our body when we exercise
- Develop control and a broad range of skills to be used in a variety of sporting activities
- Create actions and sequences by linking skills and movements
- Develop communication, collaboration and social development through working individually and in a group dynamic
- Have the confidence and motivation to participate in challenging and competitive sports
- Enjoy physical activity and encourage the children to take part in extra-curricular activities to promote a lifelong participation in physical activity and sport

National Curriculum

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- perform dances using a range of movement patterns
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Autumn Term

	Year 3	Year 4	Year 5	Year 6
	UK compared to Brazil (Samba)	**Explorers**	**Earth and Beyond (Space)**	**WWII (Swing Dance)**
	NC areas of focus - perform dances using a range of movement patterns - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best	**NC areas of focus** - perform dances using a range of movement patterns - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best	**NC areas of focus** - perform dances using a range of movement patterns - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best	**NC areas of focus** - perform dances using a range of movement patterns - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best
Concepts	Roles and responsibilities	Relationships, Respect	Identity, belonging	
Prior Knowledge		Repetition of a simple routine telling a story Basic leaps and jumps Creating simple partner routines	Repetition of more complex routines Leaps, jumps, simple inversions Creating simple partner and short group routines Investigating ways of travelling Basic self evaluation and peer evaluation and simple modifications as a result	Repetition of complex routines Leaps, jumps, simple versions Creating group routines with varying levels and formation e.g. basic understanding of canon Evaluation and modification of routines based on self and peer evaluation

Knowledge	Recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength. Identify where their core muscles are. That control is important for developing performance. Begin to understand how to collaborate with each other. Continually exposed to the vocabulary below and why - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring	Describe how the body reacts during different types of activity and how this affects the way they perform. Can recognise there are different styles of jumping. Begin to explain importance of core strength in dance. That control is important for developing performance and ensuring flow in a routine. Understand how to collaborate with each other. Begin to explain the different types of strength below and why - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring	Know and understand the basic principles of warming up and why it is important for good quality performance Explain the importance of core strength in dance well. That control is important for developing performance and ensuring flow in a routine. Confidently collaborate with each other. Can explain the different types of strength below and why - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring	That warming up and cooling down are important. That exercise is good for health, fitness and wellbeing and how to become healthier themselves. Need for control in movements and exaggeration of movement varies. Develop an understanding of how to improve learn how to evaluate and recognise their own success. Confidently and competently collaborate with each other. Explain the importance of core strength in dance linking to examples of skills That control is important for developing performance and ensuring flow in a routine. Can confidently explain different types of strength and how they can apply to other sports - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring

Dance Skills (Skills in bold writing are new to that year group)	Repeat and perform copied dance phrases. Use movements to create a story through dance in a small group. Translates ideas from stimuli into movement with support. Shows some awareness of rhythm. Beginning to improvise independently to create a simple dance. Apply knowledge of leaps and turns: Straight, tuck, jumping jack, star jump, straddle, pike, cat leap, scissor jump. Beginning to improvise with a partner to create a simple dance. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare work.	Refines, repeats and performs copied dance phrases building into full dance. Identifies and practises patterns and actions of a chosen dance style. Demonstrating precision and some control in response to stimuli. Demonstrates rhythm and spatial awareness. Beginning to vary dynamics and develop actions and motifs. Confidently improvises with a partner or on their own (up to 16 beats). Apply knowledge of leaps and turns: Straight, tuck, jumping jack, star jump, straddle, pike, **straight half turn**, **straight full turn**, cat leap, **cat leap half turn**. Apply knowledge of levels and changing of levels at beginning or end of a routine. Beginning to understand the importance of formation in taught dance. Beginning to create longer dance sequences in a larger group. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.	Identifies and practises patterns and actions of a chosen dance style. Combines flexibility, techniques and movements to create a sequence (up to 24 beats). Demonstrates a variety of movements throughout a dance sequence. Beginning to exaggerate dance movements and motifs (using expression when moving) Apply knowledge of leaps and turns: straight, tuck, jumping jack, star jump, straddle, pike, stag jump, straight half turn, straight full turn, cat leap, cat leap half turn, **split leap**. Apply knowledge of levels and changing of levels throughout a routine. Begin to understand the use of canon skill in dance. Confidently understand importance of formation in taught dance and begin to use varying formations independently. Begin to move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to their maximum potential. Modifies parts of a sequence as a result of self and peer evaluation. Improvises with confidence, still demonstrating fluency across their sequence. Begin to use more complex dance vocabulary to compare and improve work.	Combines flexibility, techniques and movements to create a fluent sequence (up to 32 beats). Demonstrates strong movements that link and flow throughout a dance sequence. Performs and improves with confidence, using a range of movement patterns. Demonstrates an imagination when creating own dance sequences and motifs. Exaggerate dance movements and motifs (using expression when moving) Apply knowledge of leaps and turns: Straight, tuck, jumping jack, star jump, straddle, pike, stag jump, straight half turn, straight full turn, cat leap, cat leap half turn, **cat leap full turn**, split leap, **stag leap.** Apply knowledge of levels and changing of levels at different points/with different dancers. Incorporate canon skill in routines with minimal guidance. Confidently and competently understand and use varying formation in dance for effect Moves appropriately and with the required style in relation to a range of stimuli. e.g using various levels, ways of travelling and motifs. Clearly shows a change of pace and timing in their movements, moving to the beat accurately in dance sequences. Demonstrates consistent precision when performing dance sequences. Modifies whole sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.

Understanding	Recognise and describe the short term effects of exercise on the body during different activities. Understand the importance of core strength within dance. Beginning to understand the importance of using arms as well as legs when performing. Understand that watching themselves and others can help to improve Understand the importance of respect.	Describe how the body reacts during different types of activity and how this affects the way they perform. Understand the importance of core strength within dance. Importance of accuracy. Beginning to understand the importance of using arms as well as legs when performing. Beginning to understand the importance of facial expression within dance. Understand that watching themselves and others can help to improve Understand the importance of respect.	Understand that we warm up to prevent injury, to get oxygenated blood to our muscles. Understand why physical activity is good for their health. Understand the importance of core strength within dance. The importance of evaluation in improving performance. How to combine jumps within travelling. Understand the importance of facial expression and body language within dance. Understand the importance of respect.	Understand that warming up and cooling down are important to prevent injury and prepare the body. Understand the importance of core strength within dance. Carry out warm ups safely and effectively. Understand the need for control when taking off and landing within a routine. Understand the importance of facial expression and body language within dance. Understand the importance of respect.
Protected Characteristics, Character Virtues and British Values	Age, Disability, Gender, Race Individual liberty, democracy, respect	Age, Disability, Gender, Race Individual liberty, democracy, respect	Age, Disability, Gender, Race Individual liberty, democracy, respect	Age, Disability, Gender, Race Individual liberty, democracy, respect
Safeguarding in the curriculum	understand the importance of keeping healthy/well-being/physically and mentally recognise that everyone is different and the importance of developing a positive body image move safely and apply skills in a physical space with an awareness of others show respect to all referees and judges and staff who are making decisions based on their observations and knowledge set personal goals and encourage others to achieve theirs work in teams and encourage others to play a positive role in games physical challenges select team members fairly and be inclusive to everyone develop positive self-care and organisational skills manage emotions including anger and disappointment when not being able to win	understand the importance of keeping healthy/well-being/physically and mentally recognise that everyone is different and the importance of developing a positive body image move safely and apply skills in a physical space with an awareness of others show respect to all referees and judges and staff who are making decisions based on their observations and knowledge set personal goals and encourage others to achieve theirs work in teams and encourage others to play a positive role in games physical challenges select team members fairly and be inclusive to everyone develop positive self-care and organisational skills manage emotions including anger and disappointment when not being able to win	understand the importance of keeping healthy/well-being/physically and mentally recognise that everyone is different and the importance of developing a positive body image move safely and apply skills in a physical space with an awareness of others show respect to all referees and judges and staff who are making decisions based on their observations and knowledge set personal goals and encourage others to achieve theirs work in teams and encourage others to play a positive role in games physical challenges select team members fairly and be inclusive to everyone develop positive self-care and organisational skills manage emotions including anger and disappointment when not being able to win	understand the importance of keeping healthy/well-being/physically and mentally recognise that everyone is different and the importance of developing a positive body image move safely and apply skills in a physical space with an awareness of others show respect to all referees and judges and staff who are making decisions based on their observations and knowledge set personal goals and encourage others to achieve theirs work in teams and encourage others to play a positive role in games physical challenges select team members fairly and be inclusive to everyone develop positive self-care and organisational skills manage emotions including anger and disappointment when not being able to win

Key Vocabulary	Warm up, cool down, heart, heartbeat, blood, breath, muscle. Dance phrase, motif, stimuli, rhythm, flow. Pike, straddle, straight, tuck, star jump. Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness. Sequence, balance, routine.	Warm up, cool down, heart, heartbeat, blood, breath, lungs, oxygen, muscles Dance phrase, motif, stimuli, rhythm, improvise, spatial awareness, flow, beat. Pike, straddle, straight, tuck, star jump. Coordination, pace, precision. Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness. Sequence, balance, routine, refine.	Warm up, cool down muscles, oxygen, blood, injury. Dance phrase, motif, stimuli, rhythm, improvise, spatial awareness, exaggeration, flow, beat. Control, technique, accuracy, evaluate, pace, Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness. Sequence, balance, routine, refine.	Warm up, cool down, prepare, muscles, oxygen, injury, wellbeing, healthy, healthier. Motif, stimuli, rhythm, improvise, spatial awareness, exaggeration, imagination, fluent, flow, beat. Control, evaluation, pace. Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness. Sequence, balance, routine.

Spring Term

	Year 3	Year 4	Year 5	Year 6
	Britain and Stone Age	**Sustainability**	**Rivers/Ancient Egypt**	**Mechanics**
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Concepts	Change	Sustainability, Responsibilities	Responsibilities and Community	
Prior Knowledge		Repetition of a simple routine telling a story Basic leaps and jumps Creating simple partner routines	Repetition of more complex routines Leaps, jumps, simple inversions Creating simple partner and short group routines Investigating ways of travelling Basic self evaluation and peer evaluation and simple modifications as a result	Repetition of complex routines Leaps, jumps, simple versions Creating group routines with varying levels and formation e.g. basic understanding of canon Evaluation and modification of routines based on self and peer evaluation

Knowledge	Recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength. Identify where their core muscles are. That control is important for developing performance. Begin to understand how to collaborate with each other. Continually exposed to the vocabulary below and why - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring	Describe how the body reacts during different types of activity and how this affects the way they perform. Can recognise there are different styles of jumping. Begin to explain importance of core strength in dance. That control is important for developing performance and ensuring flow in a routine. Understand how to collaborate with each other. Begin to explain the different types of strength below and why - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring	Know and understand the basic principles of warming up and why it is important for good quality performance Explain the importance of core strength in dance well. That control is important for developing performance and ensuring flow in a routine. Confidently collaborate with each other. Can explain the different types of strength below and why - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring	That warming up and cooling down are important. That exercise is good for health, fitness and wellbeing and how to become healthier themselves. Need for control in movements and exaggeration of movement varies. Develop an understanding of how to improve learn how to evaluate and recognise their own success. Confidently and competently collaborate with each other. Explain the importance of core strength in dance linking to examples of skills That control is important for developing performance and ensuring flow in a routine. Can confidently explain different types of strength and how they can apply to other sports - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring

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Throughout all teaching of PE please ensure you are linking vocabulary and skills to other areas of the subject, encouraging children to spot similarities and differences between sports/activities or muscles used.

<u>Global citizenship in PE</u>

- Where sports were invented and now where they are played to look at the spread
- Developing cooperation and highlighting the importance of teamwork
- Promote a sense of fair play and mutual respect – what to do when conflict arises. Maybe look at the sport of rugby as a good example instead of football
- Provide opportunities to challenge cultural, gender and racial stereotypes
- Participation or knowledge of global events, tracking results e.g. Rugby world cup