



Jerry Clay Academy Subject Unit Overview

Subject: PE – Dance **Year Group:** Year 1 **Term:** Spring 1

Core Learning of This Unit:

- Perform basic body actions.
- Use different parts of the body singly and in combination.
- Show a sense of dynamic, expressive and rhythmic qualities in their own dance.
- Choose appropriate movements for different dance ideas.
- Remember and repeat short dance phrases and simple dances.
- Move with control.
- Vary the way they use space.
- Describe how their lungs and heart work when dancing.
- Describe basic body actions and simple expressive and dynamic qualities of movement.

Prior Learning:

Year	Acquiring and Developing	Selecting and Applying	Improving and Evaluating	Knowledge & Understanding of Fitness & Health
LF	Actions <ul style="list-style-type: none"> ■ balance on large body parts ■ travel on feet – walk, run, hop, skip, bounce ■ travel on hands and feet ■ bounce, jump [from two feet to two feet] ■ land safely ■ stop ■ climb ■ have different body parts in contact with the floor ■ turn to change direction ■ gesture with isolated body parts e.g. arms, leg; hands ■ handle small props e.g. hoop, ribbon Dynamics <ul style="list-style-type: none"> ■ fast and slow ■ forwards and backwards [changing front] ■ big and small body shapes (size) Space <ul style="list-style-type: none"> ■ move on the spot ■ travel: <ul style="list-style-type: none"> • in confined personal space • from one space to another space • into and out of (hoops, rope squares etc.) • over and along (lines, ropes etc.) • onto and off apparatus ■ weaving into and out of each other 	<ul style="list-style-type: none"> ■ move spontaneously within available space ■ show awareness of others and obstacles in space, and adjust direction and speed appropriately ■ perform isolated actions ■ repeat actions ■ respond appropriately to simple movement tasks ■ respond through movement and gesture to simple rhythms and different stimuli ■ demonstrate an ability to use and combine simple movements and gestures to express feelings ■ link simple combinations of travelling, balancing and jumping, and simple variations of each of these actions ■ combine very simple changes of direction, speed and shape 	<ul style="list-style-type: none"> ■ observe and identify: <ul style="list-style-type: none"> • different ways of travelling • individual body parts • forwards and backwards • big and small body shapes (sizes) ■ copy and repeat simple travelling actions, balances and shapes e.g. hopping; balancing on two feet; wide [star] shape ■ copy and repeat simple combinations of actions and dynamics e.g. slow and fast walk; balance in small shape and in big shape ■ show some understanding that their movements represent/express an idea or feeling 	<ul style="list-style-type: none"> ■ observe that the body becomes tired during exercise and that vigorous exercise results in being out of breath ■ show an understanding of the body's need to rest when it feels tired or is out of breath ■ show some understanding that exercise is important to good health ■ observe that the body [muscles] become harder when tensed or stretched ■ handle small props safely e.g. with awareness of others in the space, with consideration for own wellbeing; carrying and placing props carefully

National Curriculum Statements:

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
- perform dances using simple movement patterns

Significant People



Anna Pavlova (1881-1931)
Russian prima ballerina, recognised for the creation of the role, 'The Dying Swan', who became the first ballerina to tour ballet internationally.

Key Vocabulary:

- Rhythm
- Space
- Speed
- Directions
- Body parts