

National Curriculum – Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

Skills

What are some skills highlighted within Dance?

Movement and Physical Skills

- **Travelling** – moving in different ways (walking, running, skipping, hopping, jumping, galloping, sliding)
- **Balancing** – holding still positions, balancing on one foot or different body parts
- **Turning and spinning** – simple twirls, half turns, or full turns
- **Jumping and landing** – small jumps safely and with control
- **Stretching and bending** – reaching high or low, exploring the range of movement
- **Body awareness** – knowing how different body parts move and can be used in dance

Expressive and Creative Skills

- **Expressing emotions through movement** – showing happy, sad, excited, tired, etc.
- **Using imagination** – creating movements to represent animals, weather, or stories
- **Improvisation** – exploring different ways to move freely
- **Responding to stimuli** – moving to sounds, pictures, words, or props

Remembering sequences – recalling short movement patterns or routines

Following instructions – listening carefully to cues or directions

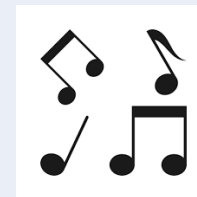
Equipment used:



Gym Mat



Scarfs for dancing



Music

Vocabulary

Travel – to move from one place to another

Jump – to push off the ground with your feet

Hop – to jump on one foot

Skip – a step and a hop pattern

Slide / Glide – smooth sideways movement

Turn – to move around in a circle

Balance – to stay still without wobbling

Stretch – to make your body long

Curl – to make your body small

Shape – the position your body makes (e.g., wide, narrow, twisted)

Freeze – to stop moving completely

Gesture – using a body part (like a hand or arm) to express something

Beat – the steady pulse in music

Tempo – how fast or slow the music is

Rhythm – a pattern of sounds and movements

Count – using numbers to help stay in time (1-2-3-4)

Unison – moving together at the same time

Canon – one person starts, then others follow in turn

Key Learning: We are learning to create, perform, and improve dance sequences by exploring movement, rhythm, emotion, and teamwork.

1	Changes in sequences Pupils are learning to create and perform a short dance that expresses different emotions and moods. They will explore how movements and actions can show contrasting feelings, such as happiness, sadness, or anger. Pupils will also develop their ability to recognise and describe how changes in dynamics—like speed, energy, and flow—affect the mood of a dance, both in their own performances and in those of others.
2	Rhythm Pupils are learning to dance with rhythm by following a clockwork pattern. They will explore movements that follow the numbers on a clock face, helping them to develop coordination and spatial awareness. Pupils will practise moving in time with a steady rhythm and combine simple dance steps to create a repeating movement pattern that reflects the idea of a clock's motion.
3	Short Movement Pupils are learning to work independently to create and perform a short movement phrase based on the clock face dance. They will practise remembering and recalling dance steps, performing them confidently on their own. Some pupils will extend their learning by creating their own dance steps to add to the movement pattern, showing creativity and individuality in their performance.
4	Style of dance-The Gunpowder Plot Pupils are learning to watch, copy, and repeat actions to create a dance motif in a freestyle style. They will explore six different dance actions, practising how to perform them with control and confidence. Pupils will then combine these moves to form a short sequence, performing their motifs in time with the music and showing rhythm and style.
5	Freestyle- The Gunpowder Plot Pupils are learning to perform their freestyle motif in different formations. They will recall and perform the moves learned previously, practising how to position themselves in various group shapes and patterns. Working together, pupils will explore entering and exiting formations using “on and off stage” techniques, developing teamwork, coordination, and performance awareness.
6	A story through dance Pupils are learning to use movement and expression to tell the story of The Gunpowder Plot through dance, showing emotion, teamwork, and clear storytelling in our performance.
7	Performance Pupils are learning to use different movement pathways in their dance. They will explore how to travel and move within given formations, practising smooth transitions from smaller group formations to a whole-class performance. Pupils will also focus on improving their timing and coordination so that the class can perform together with rhythm and unity.