

| Vocabulary | |
|---|---|
| Warm up Preparing your body before strenuous exercise to avoid straining muscles: Stretching, Pulse raising Mobility of joints | Cool down Low-impact or slower exercise to help your body return to normal after strenuous exercise |
| Pathways | Mirror |
| Speeds | Explore |
| Control | Sequence |

| Key Physical focus |
|---------------------------------------|
| Copy/learn |
| Practice/remember |
| Use actions to tell a story |
| Use imagination when creating actions |
| Timing to the music (rhythm) |

| Basic Skills | |
|--------------|--|
| Instructions | Follow and understand instructions set to make a safe working environment. |
| Dance | Link various steps and movements to music |
| Rhythm | Move to the beat of the music |
| Participate | Actively take part in dance and enjoy expressing themselves through movement |



FUNS assessment Framework

| Cognitive (A) | Physical (A&B) | Social (B) |
|--|---|---|
| RECOGNISE AND ORDER I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working well. | PERFORM SIMPLE SEQUENCES I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. | HELP AND ENCOURAGE I can help, praise and encourage others in their learning. |
| OBSERVE AND DESCRIBE I can understand and follow simple rules. I can name something I am good at. | PERFORM SINGLE SKILLS I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. | UNDERSTAND OTHERS I can work with others, taking turns and sharing |
| FOLLOW INSTRUCTIONS I can follow simple instructions. | TRAVEL IN DIFFERENT WAYS I can move confidently in different ways. | PLAY WITH OTHERS WITH HELP I can play with others and take turns and share with help. |

Dance | PE | Foundation stage

| | Lesson Progression |
|---|---|
| 1 | Real PE: Learn different balances and jumps and develop control |
| 2 | <ul style="list-style-type: none">• Real PE: Learn to mirror others movements using balances and jumps• Introduce beats in music to develop counts and timing. |
| 3 | <ul style="list-style-type: none">• Learn movement content based on stimulus using repetition to help with movement memory.• Use the movements learned to match and mirror a partner. |
| 4 | <ul style="list-style-type: none">• Recall movements learned in previous lesson and learn and practice different movements that relate to a theme/ stimulus.• Begin to explore pathways whilst using the movement content learned. |
| 5 | <ul style="list-style-type: none">• Recall movements learned in previous lessons and learn and practice different movements that relate to a theme/ stimulus.• Explore varying speeds in the movement content learned. |
| 6 | Choose their favourite movements they have learned throughout the term to create a sequence. |

| Vocabulary | |
|---|---|
| Warm up Preparing your body before strenuous exercise to avoid straining muscles: Stretching, Pulse raising, Mobility of joints | Cool down Low-impact or slower exercise to help your body return to normal after strenuous exercise |
| Levels Abstract | Rhythm Expression |

| Key Physical focus |
|---|
| Copy/learn |
| Practice/remember |
| Create actions to tell a story |
| Generate ideas and actions using music, videos, stories and pictures as stimuli |
| Timing to the music (Rhythm) |
| Control |

| Basic Skills | |
|--------------|--|
| Instructions | Follow and understand instructions set to make a safe working environment. |
| Dance | Link various steps and movements to music |
| Rhythm | Move to the beat of the music |
| Participate | Actively take part in dance and enjoy expressing themselves through movement |



FUNS assessment Framework

| Creative (A) | Physical (A&B) | Cognitive (B) |
|--|--|--|
| REFINE AND CHANGE I can link actions and develop sequences of movement that express my own ideas. | LINK WITH QUALITY I can perform a variety of movements and skills with good body tension. | DESCRIBE HOW TO IMPROVE Understand ways (criteria) to judge performance and identify specific parts to continue to work upon. Use awareness of space and others to make good decisions |
| RECOGNISE AND RESPOND I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. | PERFORM WITH CONTROL I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency | EXPLAIN WHY I can explain what I am doing well and I have begun to identify areas for improvement |
| COMPARE AND DEVELOP I can begin to compare my movements and skills with those of others. I can select and link movements together. | PERFORM SIMPLE SEQUENCES I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. | RECOGNISE AND ORDER I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working well. |

Lesson Progression

1

- Develop counts and timing to beats in music.
- Use creativity to explore a range of basic movements provided (linked to a theme).
- Apply these movements to music through instruction.

2

- Recall movements learned in previous lesson. Use creativity to explore different basic movements provided (linked to a theme).
- Apply these movements to music through instruction.

3

- Recall movements learned in previous lesson. Continue to add to movement content using creativity to explore different basic movements provided (linked to a theme).
- Apply these movements to music through instruction.

4

- Introduce the idea of abstract movements and use creativity to apply this to movements learned in previous lessons.
- Use favourite movement content learnt in previous lessons to create own short dances in pairs.

5

- Continue to build and rehearse the paired dances from previous lesson.
- Develop and improve the quality of the dances through control, musicality, levels, and expression (including abstract movements).

6

- Refine the dance from previous lesson.
- Perform paired dances to the class.
- Evaluate their own and others work and learn how to improve their own work.