

## Medium Term Plan: Supporting Implementation of

### Subject: Year 3 Spring 1 – Dance:

Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

#### N/C links:

- perform dances using a range of movement patterns.

#### Key skills:

- Physical: actions, dynamics, space, relationships, balance, jump
- Social: share ideas, respect, collaboration, inclusion, leadership, work safely
- Emotional: confidence, acceptance, sensitivity, perseverance
- Thinking: select and apply actions, creativity, observe and provide feedback

### Prior Learning (what pupils already know and can do)

- To watch the ball as it comes towards you to help you to get ready to hit it.
- To use enough power when throwing to let the ball bounce once before your partner returns it.
- Know that sending the ball towards your partner will help you to keep a rally going.
- Know that using a ready position helps you to react quickly and return/catch a ball.

### Long-term Learning (what pupils MUST know and remember) End Goals

- To be respectful of others when watching them perform.
- To provide feedback using key words.
- To repeat, remember and perform a dance phrase.
- To use counts to keep in time with a partner and group.
- To use dynamic and expressive qualities in relation to an idea.
- To work with a partner and in a small group, sharing ideas.
- To create short dance phrases that communicate the idea.

### Key Vocabulary

Action, canon, create, dynamics, explore, expression, extend, feedback, formation, interact, pathway, perform, pose, timing, unison

#### Session 1 – THEME: Machines

To create actions in response to a stimulus and move in unison with a partner.

#### Success Criteria

- Use counts of 8 to help you to stay in time with each other and the music.

#### Whole Child Objectives

- Social: To share ideas with a partner when exploring actions.
- Emotional: To show confidence to perform.
- Thinking: To provide feedback to others using correct terminology

Cogs, pistons and levers video to be shown

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12552>

Machine set phrase video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11049>

### Vocabulary

Action, create, dynamics, feedback, perform, unison

#### Session 2 - THEME: Machines

To create actions to move in contact with a partner or interact with a partner.

## Medium Term Plan: Supporting Implementation of

### Success Criteria:

- Use opposites such as forwards and backwards or up and down.
- Work with your partner, sharing ideas.

### Whole Child Objectives:

- Social: To share ideas with a partner when exploring actions.
- Emotional: To be confident to share my ideas.
- Thinking: To create my own actions that represent machine parts.

Cogs, pistons and levers video to be shown

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12552>

Machine set phrase video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11049>

Machine pushing movements video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11048>

Machine spinning movements video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11052>

### Vocabulary

Action, interact, create, feedback, interact

Session 3 – THEME: Machines

To select and link appropriate actions and dynamics to show our dance idea.

### Success Criteria:

- Consider the use of space around you.
- Use actions that represent the machine breaking down.
- Use counts to stay in time with your group.

### Whole Child Objectives:

- Social: To listen to others' ideas and decide as a group which ideas we are going to use.
- Emotional: To show acceptance if my ideas are not chosen.
- Thinking: To make decisions about what would be best for the group.

Machine breaking down video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11449>

Watch Out! Video to be shown – <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=12553>

Working machine video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11450>

### Vocabulary

Action, dynamics, create, interact, perform

Session 4 - THEME: A Trip to...

To remember, repeat and create actions to represent an idea.

### Success Criteria:

- Move with clear confident actions.
- Use counts of 8 to help you to stay in time with each other and the music.
- Work with your partner, sharing ideas.

### Whole Child Objectives:

## Medium Term Plan: Supporting Implementation of

- Social: To collaborate with my partner, sharing ideas to create a dance.
- Emotional: To be confident to perform.
- Thinking: To focus carefully so that I can copy and repeat actions.

A trip to... video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11444>

### Vocabulary

Perform, action, create, explore, extend

Session 5 – THEME: A Trip to...

To share ideas of actions and dynamics to create a dance that shows a location.

### Success Criteria:

- Use counts to stay in time with your group.
- Use dynamics in your dance to help to represent your idea.

### Whole Child Objectives:

- Social: To include all members of my group, listening to everyone's ideas.
- Emotional: To be sensitive towards others when providing feedback.
- Thinking: To understand how to tell a story through dance by changing how the actions look.

### Vocabulary

Actions, create, dynamics, feedback

Session 6 – THEME: A Trip to...

To use choreographing ideas to develop our dance.

### Success Criteria:

- Consider the use of space around you.
- Use changes of timing within your dance.
- Use counts to stay in time with your group.

### Whole Child Objectives:

- Social: To include all members of my group, listening to everyone's ideas.
- Emotional: To be confident to perform our dance.
- Thinking: To use feedback to refine our dance.

### Vocabulary

Formation, expression, pose, timing, canon

### Future learning this content supports:

Children will be developing skills further such as their balance, coordination and flexibility which are transferrable to other units across KS2. In addition, children will continue to develop further understanding of dance and gain broader knowledge of dance vocabulary. In addition, this will help support them with future dance units across KS2.