

KS1 - Aim	As in all units, pupils develop physical, social, emotional and thinking whole child objectives.		
	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.		
Year 1	Dance		
Link to prior learning			
Vocabulary	Counts, pose, level, slow, fast, balance		
Learning objectives	Context	Skills	Knowledge
Theme: Weather To use counts of 8 to move in time and make my dance look interesting.	Theme: Weather To use counts of 8 to move in time and make my dance look interesting.	Social: To show respect when watching others perform. Emotional: To show empathy in the way I provide feedback. Thinking: To choose my own pose to create my snowflake and creatively use counts.	<ul style="list-style-type: none"> •Count evenly to the beat. •Use clear actions. •Use levels to make your dance look interesting.
Theme: Weather To explore pathways in my dance.	Theme: Weather To explore pathways in my dance.	Social: To move safely around others. Emotional: To be confident to move and perform. Thinking: To choose my own actions to travel, move and pose to create my dance.	<ul style="list-style-type: none"> •Draw the shape of the pathway as you travel. •Use a change of direction and speed to make your dance look interesting. •Use counts of 8 to help you stay in time with the music and each other.
Theme: Weather To create my own dance using, actions, pathways and counts.	Theme: Weather To create my own dance using, actions, pathways and counts	Social: To share ideas with a partner. Emotional: To be confident to move and perform. Thinking: To choose my own actions to create my dance.	<ul style="list-style-type: none"> •Discuss and share ideas with a partner to create your actions. •Use counts of 8 to help you stay in time with the music and each other.

Theme: Pirates To explore speeds and actions in our pirate inspired dance.	Theme: Pirates To explore speeds and actions in our pirate inspired dance	Social: To discuss and agree on a preferred speed. Emotional: To be confident to move and perform. Thinking: To select my actions when performing.	<ul style="list-style-type: none"> •Use clear actions. •Use counts of 8 to help you stay in time with the music and each other.
THEME: Pirates To copy, remember and repeat actions that represent the theme.	THEME: Pirates To copy, remember and repeat actions that represent the theme.	Social: To show respect when watching others perform. Emotional: To show confidence to move in character as a pirate. Thinking: To copy and repeat actions.	<ul style="list-style-type: none"> •Use clear actions. •Use expression to help to tell the story.
THEME: Pirates To copy, repeat, create and perform actions that represent the theme.	Pirates To copy, repeat, create and perform actions that represent the theme.	Social: To discuss and share ideas with a partner before deciding together what actions to do. Emotional: To accept ideas that differ from my own. Thinking: To create actions that represent the theme.	<ul style="list-style-type: none"> •Draw the shape of the pathway as you travel. •Use levels to make your dance look interesting.
Year 2	Dance		
Link to prior learning	Y1		
Vocabulary	Mirror, action, pathway, direction, speed, timing		
Learning objectives	Context	Skills	Knowledge
THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.	To copy, remember and repeat actions using facial expressions to show different characters.	Social: To work safely around others. Emotional: To be confident to perform using facial expressions to help to tell the story. Thinking: To provide feedback to others about their performance.	<ul style="list-style-type: none"> •Change your expression to show the different characters. •Use clear, exaggerated actions.

<p>THEME: The Circus</p> <p>To explore pathways and levels.</p>	<p>To explore pathways and levels.</p>	<p>Social: To collaborate when rehearsing a class performance.</p> <p>Emotional: To have confidence to share my ideas.</p> <p>Thinking: To reflect on my dance so far to make improvements.</p>	<ul style="list-style-type: none"> •Use counts of 8 to help you stay in time with the music.
<p>Theme: Circus</p> <p>To remember and rehearse our circus dance showing expression and character.</p>	<p>To remember and rehearse our circus dance showing expression and character.</p>	<p>Social: To show help other people remember and rehearse our circus dance.</p> <p>Emotional: To persevere when practising my own dance.</p> <p>Thinking: To reflect on my dance so far to make improvements.</p>	<ul style="list-style-type: none"> •Change your expression to show the different characters. •Use clear, exaggerated actions. •Use counts of 8 to help you stay in time with the music.
<p>THEME: The Rainforest</p> <p>To copy, repeat and create actions in response to a stimulus.</p>	<p>To copy, repeat and create actions in response to a stimulus.</p>	<p>Social: To decide with a partner the order of our actions.</p> <p>Emotional: To be confident to share my ideas.</p> <p>Thinking: To observe and provide feedback about the travelling actions and pathways used.</p>	<ul style="list-style-type: none"> •Choose actions that show clear changes in speed. •Show stillness when holding your shape/balance.

THEME: The Rainforest To copy, create and perform actions considering dynamics.	To copy, create and perform actions considering dynamics.	Social: To be aware of others as I move. Emotional: To perform confidently. Thinking: To understand that dynamics change how the action is performed.	<ul style="list-style-type: none"> •Use changes of direction and speed. •Use dynamics to change how the action is performed.
THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed.	To create a short dance phrase with a partner showing clear changes of speed.	Social: To work with a partner moving in time with them and mirroring them. Emotional: To be confident to perform to others. Thinking: To use feedback provided to me to improve my performance.	<ul style="list-style-type: none"> •Use the opposite arm/leg to your partner. •Use unison to move at the same time as someone else.
Aim KS2	As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils create dances in relation to an idea including historical and scientific stimuli. 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.		
Year 3	Dance		
Link to prior learning	Y2		
Vocabulary	Flow, explore, create, perform, match, feedback, expression		
Learning objectives	Context	Skills	Knowledge

<p>Lesson 4: THEME: A Trip to...</p> <p>To remember, repeat and create actions to represent an idea.</p>	<p>To remember, repeat and create actions to represent an idea.</p>	<p>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.</p>	<ul style="list-style-type: none"> •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.
<p>THEME: A Trip to...</p> <p>To share ideas of actions and dynamics to create a dance that shows a location.</p>	<p>To share ideas of actions and dynamics to create a dance that shows a location</p>	<p>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.</p>	<ul style="list-style-type: none"> •Use counts to stay in time with your group. •Use dynamics in your dance to help to represent your idea.
<p>THEME: A Trip to...</p> <p>To use choreographing ideas to develop our dance.</p>	<p>To use choreographing ideas to develop our dance</p>	<p>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.</p>	<ul style="list-style-type: none"> •Consider the use of space around you. •Use changes of timing within your dance. •Use counts to stay in time with your group.
<p>Lesson 10</p> <p>THEME: Superpowers</p> <p>To remember, repeat and create actions around a theme.</p>	<p>To remember, repeat and create actions around a theme.</p>	<p>Social: To show respect for others when watching them perform. Emotional: To be sensitive to other's feelings when providing feedback. Thinking: To provide feedback using key words.</p>	<ul style="list-style-type: none"> •Move with clear confident actions. •Use counts of 8 to help you to stay in time with each other and the music
<p>THEME: Superpowers</p> <p>To understand and use formations.</p>	<p>To understand and use formations</p>	<p>Social: To work collaboratively as a group. Emotional: To understand and accept that my ideas won’t always be chosen. Thinking: To understand how to use formations.</p>	<ul style="list-style-type: none"> •Use counts of 8 to help you to stay in time with each other and the music

THEME: Superpowers To structure a dance to represent a theme.	To structure a dance to represent a theme.	Social: To work as a group to make decisions. Emotional: To think about how others might feel when sharing feedback. Thinking: To reflect on my own performance.	•Work with your partner, sharing ideas.

Year 4	Dance		
Link to prior learning	Y3		
Vocabulary	Reaction, unison, represent, dynamics, control		
Learning objectives	Context	Skills	Knowledge
Lesson 1: THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.	To copy and create actions in response to an idea and be able to adapt this using changes of space.	Social: To work co-operatively with a partner to refine the set choreography and to adapt it. Emotional: To be confident to share and perform my ideas. Thinking: To adapt the choreography to include changes in direction or pathway.	•Change the direction or pathway of your actions to make your performance look interesting.
THEME: The Spy To choose actions which relate to the theme.	To choose actions which relate to the theme	Social: To help my partner to remember the choreography. Emotional: To show confidence to perform to others. Thinking: To act on feedback given to me to improve my performance.	•Choose actions that represent the character. •One movement impacts another.
THEME: The Spy To develop a dance using matching and mirroring.	To develop a dance using matching and mirroring	Social: To communicate and discuss ideas with my partner. Emotional: To be confident to perform in front of the class.	•Assign actions to counts to help you to create your dance. •Talk through and share your ideas with your partner.

		Thinking: To demonstrate my understanding of matching and mirroring through the feedback I give.	
Lesson 7: THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter.	To understand how dynamics, space and relationships can be used to represent a state of matter.	Social: To share ideas as a group and decide together what to do. Emotional: To be considerate of other's ideas and opinions. Thinking: To understand how to choose ideas that represent each state of matter.	<ul style="list-style-type: none"> •Choose actions that represent each state of matter. •Consider how the actions are performed.
THEME: States of Matter To use actions, dynamics, space and relationships to represent a states of matter.	To use actions, dynamics, space and relationships to represent a states of matter.	Social: To work co-operatively in my group, helping each other to remember our choreography and create new ideas. Emotional: To be confident to lead others. Thinking: To provide feedback using set criteria.	<ul style="list-style-type: none"> •Choose actions that represent each state of matter. •Consider how the actions are performed and where and when you dance in relation to others.
THEME: States of Matter To order and structure phrases to create a dance performance.	To order and structure phrases to create a dance performance.	Social: To collaborate with others in my group. Emotional: To be confident to perform in front of the class. Thinking: To demonstrate my understanding of dynamics, space, relationships and structure through the feedback I give.	<ul style="list-style-type: none"> •Change level, direction, speed, timing to make actions more interesting. •Consider how the actions are performed and where and when you dance in relation to others.
Year 5	Dance		
Link to prior learning	Y4		
Vocabulary	Posture, canon, formation, performance, relationship		
Learning objectives	Context	Skills	Knowledge

<p>THEME: Dance by Chance</p> <p>To create a dance using a random structure and perform the actions showing quality and control.</p>	<p>To create a dance using a random structure and perform the actions showing quality and control.</p>	<p>Social: To work with a partner to create and perform a dance.</p> <p>Emotional: To be sensitive of other's feelings when providing feedback.</p> <p>Thinking: To use feedback given to me to improve my performance.</p>	<ul style="list-style-type: none"> •Consider the quality of performance of each action. •Use counts of 8 to help you to stay in time with your partner.
<p>THEME: Dance by Chance</p> <p>To understand how changing dynamics changes the appearance of the performance.</p>	<p>To understand how changing dynamics changes the appearance of the performance.</p>	<p>Social: To work with a partner to share and explore ideas.</p> <p>Emotional: To show an awareness of other people's feelings when providing feedback.</p> <p>Thinking: To understand how to improve my performance.</p>	<ul style="list-style-type: none"> •Consider how each action is performed when changing the dynamic. •Use counts to help you to stay in time with each other.
<p>THEME: Dance by Chance</p> <p>To understand and use relationships and space to change how a performance looks.</p>	<p>To understand and use relationships and space to change how a performance looks.</p>	<p>Social: To work with a group to make decisions about our dance.</p> <p>Emotional: To show confidence to perform to others.</p> <p>Thinking: To understand and apply the use of relationships and space to change the appearance of my dance.</p>	<ul style="list-style-type: none"> •Use changes in level, direction and pathway. •Use relationships changes in formation, timing, matching and mirroring, and moving either apart or in contact with your partner.
<p>THEME: Rock 'n' Roll</p> <p>To copy and repeat movements in the style of rock 'n' roll.</p>	<p>To copy and repeat movements in the style of rock 'n' roll</p>	<p>ocial: To share ideas with a partner.</p> <p>Emotional: To be confident to perform my ideas.</p> <p>Thinking: To create in the style of rock 'n' roll.</p>	<ul style="list-style-type: none"> •Use upbeat dynamics and facial expressions to help to make your actions look like the style of rock 'n' roll.
<p>THEME: Rock 'n' Roll</p> <p>To work with a partner to copy and repeat</p>	<p>To work with a partner to copy and repeat actions keeping in time with the music.</p>	<p>Social: To work safely with my partner and ensure the safety of those around us.</p>	<ul style="list-style-type: none"> •Use bouncy, lively and quick dynamics in your performance.

actions keeping in time with the music.		Emotional: To show confidence to perform in the style of rock 'n' roll. Thinking: To provide feedback using the correct terminology.	•Use counts of 8 to keep in time and help to remember the order of actions.
THEME: Rock 'n' Roll To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.	To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.	Social: To lead a group through an aerobics warm up with good communication skills. Emotional: To be confident to suggest ideas and actions. Thinking: To explore and create with others.	•Use different levels and formations in your dance to make it look interesting.
Year 6	Dance		
Link to prior learning	Y5		
Vocabulary	Phrase, structure, connect, choreograph, contrast, fluently		
Learning objectives	Context	Skills	Knowledge
THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements.	To copy and repeat a set dance phrase showing confidence in movements.	Social: To help others to remember and complete the phrases. Emotional: To be confident to share my ideas. Thinking: To use changes in level, direction and formation effectively to develop my dance.	•Use loud confident actions to create the music in your performance.
THEME: Stamp, Clap To work with others to explore and develop the dance idea.	To work with others to explore and develop the dance idea.	Social: To discuss my ideas with my group and come up with a plan of the best time to use different actions. Emotional: To show acceptance of other's ideas. Thinking: To use feedback to improve my performance.	•Use counts of 8 to help you stay in time with each other.

<p>THEME: Stamp, Clap To use changes in dynamics in response to the stimulus.</p>	<p>To use changes in dynamics in response to the stimulus.</p>	<p>ocial: To work collaboratively with others to choreograph our ideas. Emotional: To be confident to perform in front of others. Thinking: To identify what went well in my performance and what we could do to improve.</p>	<ul style="list-style-type: none"> •Use counts of 8 to help you to stay in time with each other. •Use strong, confident actions.
<p>THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p>	<p>To demonstrate a sense of rhythm and energy when performing bhangra style motifs</p>	<p>Social: To support other people in my class. Emotional: To persevere when learning something new. Thinking: To understand what a motif is.</p>	<ul style="list-style-type: none"> •Use counts of 8 to help you stay in time with each other.
<p>THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction.</p>	<p>To perform a bhangra dance, showing an awareness of timing, formations and direction.</p>	<p>Social: To support other people in my class. Emotional: To try my best and join back in if I lose my place. Thinking: To know my place in each formation.</p>	<ul style="list-style-type: none"> •Consider dynamics and facial expressions. •Use counts of 8 to help you stay in time with each other.
<p>THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations.</p>	<p>To select, order, structure and perform movements in a bhangra style, showing various group formations.</p>	<p>Social: To communicate my ideas with others in my group. Emotional: To work with integrity when practicing my performance. Thinking: To provide feedback using appropriate terminology.</p>	<ul style="list-style-type: none"> •Use counts of 8 to help you stay in time with each other. •Use strong, confident actions.