
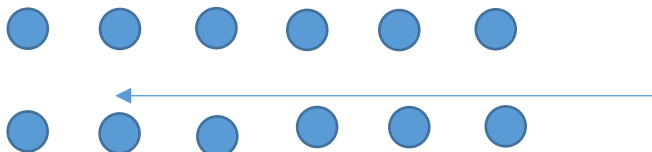


<b>Year Group: 3</b>	<b>Main Curriculum Area: PE</b>	<b>Topic Area: Dance</b>	<b>CC Links: History- Stone Age</b>	
<b>Curriculum Drivers:</b>	<b>Diversity</b> – Listen to a variety of music from different countries.	<b>EQT -</b>	<b>Creativity</b> – allow children to explore and create a variety of dance moves	<b>Community –</b>
<b>Vocabulary for unit:</b>	<ul style="list-style-type: none"> <li>• words to describe actions, dynamics, space and relationships</li> <li>• words to describe group formations, <i>eg square, circle, line</i></li> <li>• partner, copy, follow, lead, mime</li> <li>• unison, canon, repeat</li> <li>• structure</li> <li>• motif</li> <li>• dance sequence</li> <li>• improvisation, explore</li> </ul>			













Big ideas: (highlight ones covered in lesson)		Movement	Competition	Analysis and evaluation	
		Development of skills and techniques	Games	Preparation for life and participation	
		Application of skills and techniques	Tactics	Health and fitness	
		Co-operation/teamwork	Challenge	Swimming	
Key vocabulary:		Partner, copy, follow, lead, improvise, mime, unison, sequence			
	WALT	Warm up	Shared learning and teaching /practical	Cool down/reflection	Resources
Lesson 1	Using a stimulus (music or idea) improvise dance moves	Explore different movements around the space listening to instructions  Low movements, medium, high  <b>Bean game</b> - move around the hall and on the commands of the coach perform the movement:  Stretches - see the knowledge of the participants and ask them what stretches they know.	<p>Discuss dance rules to begin with. Stop, look listen.</p> <p>Introduction session related to dance, games and tasks that are going to test the participants and show the ability and confidence of them.</p> <p><u>Activity 1</u>: 2 isles - find a partner and sit opposite them, once all the group have found a partner then it should look like 2 isles that has been formed. Each pair is given a number and when your number is shouted out they have to come into the middle and dance down the isle, then walk back round then dance to their space. To change the game tell the pair what type of dance they have to do: tall, small or wide as examples.</p>  <p><u>Activity 2</u>: skip to a space with partner.</p> <p>Mirror game 1 - sit with your partner and play the mime game. Face each other and one person is the leader the other is the follower. The leader does slow miming movements that their partner has to follow. Swap roles and repeat.</p> <p><u>Activity 3</u>: Mirror game 2 - with a partner take in turns to move around and make dance moves in which your partner has to copy, this can be done in small groups so that the participants can copy and take more ideas from each other.</p>	Stretches- discuss with children the different muscles that we have used today that need to cool down.  Discuss importance of cool down and how our muscles need to relax.  Get children to suggest stretches that link to the muscles we have used today.  Finish with deep breathing.  <	

## PE vision statement:

The national curriculum for physical education aims to ensure that all pupils:

- To lead a healthy lifestyle through regular physical activity and healthy eating
- To have an enjoyment and understanding of a range of skills and sports
- To experience competing against others (Inter-school/Intra-school- houses, year groups)

(See Vision statement document for full over)

Big Ideas of PE		
 <p><b>Movement</b> – children move different parts of their bodies and are keeping physically active for longer periods of time.</p>	 <p><b>Competition</b> – a contest between two or more children or teams striving for the common goal of winning/gaining points.</p>	 <p><b>Analysis and evaluation</b> – to look back at a performance or skill, of their own or others, and identify the strengths and areas for improvement.</p>
 <p><b>Development of skills and techniques</b> – Where new skills are modelled to the children and they are given time to practice, improve and critic.</p>	 <p><b>Games</b> – opportunities for skills and techniques to be applied to game situations where rules are followed.</p>	 <p><b>Preparation for life and participation</b> – providing children with the skills and mindset that will carry them through life and can be applied to other situations e.g. fair-play, resilience, teamwork, humility (victory/defeat).</p>
 <p><b>Application of skills and techniques</b> – where children are given the opportunity to apply new skills into game situations.</p>	 <p><b>Tactics</b> – plans to give a player or team an advantage against opponents.</p>	 <p><b>Health and fitness</b>- keeping bodies healthy and active and in good conditions and improving fitness levels e.g. stamina.</p>
 <p><b>Co-operation/teamwork</b>- two or more children working together to reach a common goal or produce an outcome.</p>	 <p><b>Challenge</b> –providing opportunities for children to better their performance by setting targets or objectives that push them out their comfort zone.</p>	 <p><b>Swimming</b> – The act of moving bodies through water.</p>