



South Gosforth First School
Year 4 – Physical Education Long Term Plan



Purpose of Study

At South Gosforth First School, our aim is to increase participation in high quality sport and physical activity across the school, as well as developing a positive and competitive attitude towards sport. Our lessons in P.E. will allow our children to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. We aim for each child to be determined, honest and respectful and use these values throughout school and promote them within P.E activities. We want to ensure that all children are given the opportunity to participate in high quality competitive and non-competitive sporting activities here at school-, whether that is developing a skill that they already have or trying something completely new to them. Our children have huge potential and it is our mission to ensure that they realise their talents and further develop their strengths.

At South Gosforth, the six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork are promoted through our engagement in the School Games and Healthy Active Lifestyle festivals as well as being part of every lesson.

Aims

In line with the National Curriculum for PE it is our aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.





Autumn 1	Fundamental Skills	
Character Culture Creativity Challenge	Prior Learning Fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.	
	Key Learning Intentions To change direction quickly under pressure. To explain what happens when I exercise. To identify when I was successful and what I need to do to improve. To link hopping and jumping actions with other fundamental skills. To work with others to complete skipping challenges. To demonstrate good balance and control when performing other fundamental skills. To understand and demonstrate how and when to speed up and slow down when running.	
	Overview of Knowledge In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.	Key Vocabulary Accelerate agility balance co-ordination control decelerate distance momentum react rhythm speed stability technique
	Overview of Skills Running: Keep your elbows bent when changing direction to help you to stay balanced. Balancing: Squeeze different muscles to help you to stay balanced in different activities. Jumping and hopping: Swing your non hopping foot helps to create momentum. Skipping: Keep your chest up to help you to stay balanced.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop balancing and understand the importance of this skill.	Games Following instructions Sharing equipment
	To develop technique when running at different speeds.	Games Following instructions Sharing equipment
	To develop agility using a change of speed and direction.	Games Following instructions Sharing equipment
	To develop technique and control when jumping, hopping and landing.	Games Following instructions



		Sharing equipment
	To develop skipping with a rope.	Games Following instructions Sharing equipment
	To apply fundamental skills to a variety of challenges.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Autumn 1	Ball Skills	
Character Culture Creativity Challenge	Prior Learning Fundamental ball skills – rolling, throwing, catching and dribbling.	
	Key Learning Intentions To accurately use a range of throwing techniques to throw to a target. To catch different sized objects with increasing consistency with one and two hands. To consistently track the path of a ball that is not sent directly to me. To dribble a ball with increasing control and co-ordination. To persevere when learning a new skill. To provide feedback using key terminology and understand what I need to do to improve.	
	Overview of Knowledge In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well-known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.	Key Vocabulary accurate block collect control decision momentum opponent best possession power pressure react receive select technique track
	Overview of Skills Sending: You can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. Catching: Adjust your hands to the height of the ball. Little fingers together for a close catch, thumbs together for a high catch. Tracking: Tracking a ball is an important skill used in games activities such as rounders, football and tennis. Dribbling: Dribbling with soft hands/touches will help you to keep control.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop tracking and collecting skills.	Games Following instructions Sharing equipment
	To develop confidence and accuracy when tracking a ball.	Games Following instructions Sharing equipment



	To develop dribbling skills with hands and feet.	Games Following instructions Sharing equipment
	To develop catching skills using one and two hands.	Games Following instructions Sharing equipment
	To explore and develop a variety of throwing techniques.	Games Following instructions Sharing equipment
	To use tracking and sending skills with feet.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Autumn 2	Badminton	
Character Culture Creativity Challenge	Prior Learning Net and wall games.	
	Key Learning Intentions To develop a wider range of skills and to use these under some pressure. To identify when I was successful and what I need to do to improve. To use feedback provided to improve my work. To work cooperatively with others to manage our game. To understand the need for tactics and to identify when to use them in different situations. To understand the rules of the game and to apply them honestly most of the time. To understand there are different skills for different situations and to apply this.	
	Overview of Knowledge Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Key Vocabulary Adjust communicate dominant non-dominant pressure serve sportsmanship situation tactic technique
	Overview of Skills Shots: Use an underarm if the shuttlecock is low and an overarm if the shuttlecock is high. Serving: Use a serve to start a game or rally. Rallying: Control is more important than power to keep a co-operative rally going. Footwork: Use small, quick steps to adjust your stance to play a shot.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To use the serve with consideration of attacking principles.	Games Following instructions Sharing equipment
	To explore an underarm return with consideration of attacking principles.	Games Following instructions Sharing equipment
	To explore an underarm return with consideration of attacking principles.	Games Following instructions Sharing equipment



	To explore the overhead forehand with consideration of attacking principles.	Games Following instructions Sharing equipment
	To select and apply skills and tactics to play competitively.	Games Following instructions Sharing equipment
	To apply rules, skills and tactics to play in a tournament.	Games Following instructions Sharing equipment
	Healthy Participation Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Autumn 2	Football	
Character Culture Creativity Challenge	Prior Learning Invasion games and attacking and defending principles.	
	Key Learning Intentions To delay an opponent and to help to prevent the other team from scoring. To dribble, pass, receive and shoot the ball with increasing control. To move to space to help my team to keep possession and score goals. To provide feedback using key terminology and understand what I need to do to improve. To use simple tactics to help my team score or gain possession. To share ideas and work with others to manage our game. To understand the rules of the game and I can use them often and honestly.	
	Overview of Knowledge Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	Key Vocabulary accelerate communicate control cushion decision delay deny invasion opposition option pitch possession referee tournament track
	Overview of Skills Sending & receiving: Cushioning the ball will help you to control it when receiving it. Dribbling: Using changes of direction and speed when you dribble will help you to maintain possession. Space: Moving into space will help your team keep possession and score goals. Attacking: Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. Defending: Mark a player to stop them from being an option. Try to intercept the ball as it is passed.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop attacking skills to maintain possession.	Games Following instructions Sharing equipment
	To develop changing direction and speed when attacking.	Games Following instructions Sharing equipment
	To begin recognise when to use different attacking skills.	Games Following instructions



		Sharing equipment
	To apply attacking skills to move towards a goal.	Games Following instructions Sharing equipment
	To use defending skills to delay an opponent and gain possession.	Games Following instructions Sharing equipment
	To apply skills and knowledge to compete in a tournament.	Games Following instructions Sharing equipment
	Healthy Participation Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Spring 1	Gymnastics	
Character Culture Creativity Challenge	Prior Learning Gymnastics skills of jumping, rolling, travelling and balancing.	
	Key Learning Intentions To explain what happens to my body when I exercise and how this helps to make me healthy. To plan and perform sequences with a partner that include a change of level and shape. To provide feedback using appropriate language relating to the lesson. To safely perform balances individually and with a partner. To watch, describe and suggest possible improvements to others' performances and my own. To understand how body tension can improve the control and quality of my movements.	
	Overview of Knowledge In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Key Vocabulary body tension bridge contrast extend flow fluidly inverted position match momentum performance rotation sequence shoulder stand stability wrist grip
	Overview of Skills Shapes: Shapes can be used to improve your sequence. Be sure to show each shape clearly. Inverted movements: Inverted movements are actions in which your hips go above your head. Balances: Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly. Rolls: Keep the shape of your roll using body tension. Jumps: Land toes first, look forwards and bend your knees to land.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop individual and partner balances.	Routines and gymnastic actions Following instructions Sharing equipment
	To develop control in performing and landing rotation jumps.	Routines and gymnastic actions Following instructions Sharing equipment



	To develop the straight, barrel, forward and straddle roll.	Routines and gymnastic actions Following instructions Sharing equipment
	To link actions that flow using the rolls I have learnt.	Routines and gymnastic actions Following instructions Sharing equipment
	To develop strength in inverted movements.	Routines and gymnastic actions Following instructions Sharing equipment
	To create a great partner sequence to include the skills I have learnt and apparatus.	Routines and gymnastic actions Following instructions Sharing equipment
	Healthy Participation Pupils should be bare foot.	
	Assessment End of unit assessment.	



Spring 1	Hockey	
Character Culture Creativity Challenge	Prior Learning Attacking and defending principles.	
	Key Learning Intentions ** Assessment Criteria** To delay an opponent and help to prevent the other team from scoring. To dribble, pass, receive and shoot the ball with increasing control. To move to space to help my team to keep possession and score goals. To provide feedback using key terminology and understand what I need to do to improve. To use simple tactics to help my team score or gain possession. To share ideas and work with others to manage our game. To understand the rules of the game and I can use them often and honestly.	
	Overview of Knowledge Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Key Vocabulary accelerate cushion decision delay gain invasion opposition option possession receive referee tackle tournament
	Overview of Skills Sending & receiving: Cushioning the ball will help you to control it when receiving it. Dribbling: Using changes of direction and speed when you dribble will help you to maintain possession. Space: Moving into space will help your team keep possession and score goals. Attacking and defending: As an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop attacking skills with accuracy and control.	Games Following instructions Sharing equipment
	To develop attacking skills to maintain possession.	Games Following instructions Sharing equipment



	To use attacking skills to beat a defender.	Games Following instructions Sharing equipment
	To use defending skills to delay an opponent and gain possession.	Games Following instructions Sharing equipment
	To apply attacking skills to move towards goal and find space.	Games Following instructions Sharing equipment
	To apply skills and knowledge to compete in a tournament.	Games Following instructions Sharing equipment
	Healthy Participation Sticks should not be lifted higher than waist height. Use Quiksticks or air flow balls.	
	Assessment End of unit assessment.	



Spring 2	OAA (Outdoor Adventurous Activities)	
Character Culture Creativity Challenge	Prior Learning Working within a team.	
	Key Learning Intentions To accurately follow and give instructions. To confidently communicate ideas and listen to others. To identify key symbols on a map and use a key to help navigate around a grid. To plan and apply strategies to solve problems. To reflect on when and why I was successful at solving challenges. To work collaboratively and effectively with a partner and a small group.	
	Overview of Knowledge OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.	Key Vocabulary Collaborate communicate effectively instructions key leader navigate orientate reflect role solve symbol teamwork
	Overview of Skills Problem solving: Discussing the advantages and disadvantages of ideas will help to guide you to a conclusion about which idea to use. Navigational skills: Using a key and cardinal points on a map will help you to orientate it. Communication: There are different types of communication that you can use. This could be visual, verbal or physical. This means you can communicate without talking. Reflection: Critically reflecting on when and why you are successful at solving challenges will help you to improve in future challenges.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop co-operation and teamwork skills.	Games Following instructions Sharing equipment
	To orientate a map and navigate around a grid.	Games Following instructions Sharing equipment
	To develop observational skills, listening to others and following instructions.	Games Following instructions



		Sharing equipment
	To develop trust whilst listening to others and following instructions.	Games Following instructions Sharing equipment
	To be able to identify, draw and follow a simple map.	Games Following instructions Sharing equipment
	To be able to orientate and navigate around a map and draw a route using directions.	Games Following instructions Sharing equipment
	Healthy Participation Discuss the safety implications for each challenge set considering the space, equipment and pupils within it.	
	Assessment End of unit assessment.	



Spring 2	Dance	
Character Culture Creativity Challenge	Prior Learning Creating characters and narrative through movement and gesture.	
	Key Learning Intentions To choose actions and dynamics to convey a character or idea. To copy and remember set choreography. To provide feedback using appropriate language relating to the lesson. To respond imaginatively to a range of stimuli relating to character and narrative. To use changes in timing and spacing to develop a dance. To use counts to keep in time with others and the music. To use simple movement patterns to structure dance phrases on my own, with a partner and in a group. To show respect for others when working as a group and watching others perform.	
	Overview of Knowledge Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Key Vocabulary action action and reaction canon dynamics expression flow formation match mirror order performance phrase relationship represent rhythm space structure timing unison
	Overview of Skills Actions: Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea. Dynamics: Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea. Space: Space can be used to express a certain character, mood or idea. Relationships: Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.	Dance Following instructions Sharing equipment
	THEME: The Spy	Dance Following instructions



	To choose actions which relate to the theme.	Sharing equipment
	THEME: The Spy To develop a dance using matching and mirroring.	Dance Following instructions Sharing equipment
	THEME: Carnival To learn and create dance moves in the theme of carnival.	Dance Following instructions Sharing equipment
	THEME: Carnival To develop a carnival dance using formations, canon and unison.	Dance Following instructions Sharing equipment
	THEME: Carnival To develop a dance phrase and perform as part of a class performance.	Dance Following instructions Sharing equipment
	Healthy Participation Pupils should be bare foot for dance. Ensure pupils always work in their own safe space when working independently. This unit will develop balance, co-ordination and flexibility.	
	Assessment End of unit assessment.	



Summer 1	Cricket	
Character Culture Creativity Challenge	Prior Learning Striking and fielding principles	
	Key Learning Intentions To bowl a ball with some accuracy and consistency. To learn the rules of the game and to use them to play honestly and fairly. To communicate with my teammates to apply simple tactics. To persevere when learning a new skill. To provide feedback using key terminology and understand what I need to do to improve. To strike a bowled ball after a bounce. To use overarm and underarm throwing, and catching skills with increasing accuracy. To share ideas and work with others to manage our game.	
	Overview of Knowledge Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.	Key Vocabulary accuracy bowled out caught out cushion decision grip momentum no ball opposition pressure retrieve run out short barrier tactics technique tournament two-handed pickup wicket
	Overview of Skills Striking: Using the centre of the bat will provide the most control and accuracy. Fielding: It is easier to field a ball that is coming towards you rather than away, so set up accordingly. Throwing: Being balanced before throwing will help to improve the accuracy of the throw. Catching: Track the ball as it is thrown to help you to catch more consistently.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop overarm and underarm throwing and apply these to a striking and fielding game.	Games Following instructions Sharing equipment
	To develop bowling technique and learn the rules of the skill within this game.	Games Following instructions Sharing equipment
	To develop batting technique and understand where to hit the ball.	Games Following instructions Sharing equipment



	To develop fielding techniques and apply them to game situations.	Games Following instructions Sharing equipment
	To play different roles in a game and begin to think tactically about each role.	Games Following instructions Sharing equipment
	To apply skills and knowledge to compete in a tournament.	Games Following instructions Sharing equipment
	Healthy Participation Ensure pupils always have a safe distance between themselves and a batter. Ensure safe use and handling of the bat at all times.	
	Assessment End of unit assessment.	



Summer 1	Tennis	
Character Culture Creativity Challenge	Prior Learning Net and wall games.	
	Key Learning Intentions To communicate with my teammates to apply simple tactics. To explain what happens to my body when I exercise and how this helps to make me healthy. To provide feedback using key terminology and understand what I need to do to improve. To return to the ready position to defend my own court. To sometimes play a continuous game. To use a range of basic racket skills. To share ideas and work with others to manage our game. To understand the rules of the game and I can use them often and honestly.	
	Overview of Knowledge Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Key Vocabulary Alternate co-operative compete contact continuous control court deny extend rally receiver reflect experience swing tactic
	Overview of Skills Shots: Play a forehand when the ball comes to your dominant side. Play a backhand when the ball comes to your non-dominant side. Rallying: Move your feet to the ball to help you to hit in a more balanced position and increase the accuracy of your shot. Footwork: Get your feet in the right position to help you to balance before playing a shot.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop racket and ball control.	Games Following instructions Sharing equipment
	To develop returning the ball using a forehand and understand when to use it.	Games Following instructions Sharing equipment
	To develop the backhand and understand when to use it.	Games Following instructions Sharing equipment



	To keep a continuous rally going showing increased technique.	Games Following instructions Sharing equipment
	To use and apply rules and simple tactics.	Games Following instructions Sharing equipment
	To understand and use rules to manage a game.	Games Following instructions Sharing equipment
	Healthy Participation Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket.	
	Assessment End of unit assessment.	



Summer 2	Athletics	
Character Culture Creativity Challenge	Prior Learning Running, changing direction, throwing and jumping.	
	Key Learning Intentions To demonstrate the difference in sprinting and jogging techniques. To explain what happens in my body when I warm up. To identify when I was successful and what I need to do to improve. To jump for distance with balance and control. To throw with some accuracy and power to a target area. To show determination to improve my personal best. To support and encourage others to work to their best.	
	Overview of Knowledge In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	Key Vocabulary accuracy distance heave launch measure official officiate pace power record speed stamina stride technique transfer of weight
	Overview of Skills Running: Pace yourself when running further or for a long period of time. A high knee drive, pumping your arms and running on the balls of your feet will give you power to run faster. Jumping: Transferring weight will help you to jump further. Swing your arms forwards and push your hips forward to help you to transfer weight. Throwing: Transferring weight will help you to throw further. Move the weight from your back leg to your front leg to help you to throw further.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop stamina and an understanding of speed and pace in relation to distance.	Games Following instructions Sharing equipment
	To develop power and speed in the sprinting technique.	Games Following instructions Sharing equipment
	To develop technique when jumping for distance.	Games Following instructions Sharing equipment



	To develop power and technique when throwing for distance.	Games Following instructions Sharing equipment
	To develop a pull throw for distance and accuracy.	Games Following instructions Sharing equipment
	To develop officiating and performing skills.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave in a safe way with and without equipment. When throwing, ensure pupils throw in the same direction. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed, stamina, strength. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Summer 2	Ballet Lorent – Story Telling Through Dance Theatre	
Character Culture Creativity Challenge	Prior Learning Creating characters and narrative through movement and gesture.	
	Key Learning Intentions To choose actions and dynamics to convey a character or idea. To copy and remember set choreography. To provide feedback using appropriate language relating to the lesson. To respond imaginatively to a range of stimuli relating to character and narrative. To use changes in timing and spacing to develop a dance. To use counts to keep in time with others and the music. To use simple movement patterns to structure dance phrases on my own, with a partner and in a group. To show respect for others when working as a group and watching others perform.	
	Overview of Knowledge Ballet LORENT holds at its heart a strong commitment to offering high quality dance experiences through creating diverse and inclusive work for all children and by designing complementary learning and participation programmes to support each of our productions.	Key Vocabulary action count dynamics expression flow formation match mirror narrative order performance phrase position relationship represent rhythm space sequence structure tempo timing
	Overview of Skills Actions: Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea. Dynamics: Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea. Space: Space can be used to express a certain character, mood or idea. Relationships: Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To create a dance using structure and perform the actions showing quality and control.	Listening to and following instructions Copying actions Dance routines and performances.
	To understand how changing dynamics changes the appearance of the performance.	Listening to and following instructions Copying actions Dance routines and performances.



	To understand and use relationships and space to change how a performance looks.	Listening to and following instructions Copying actions Dance routines and performances.
	To copy and repeat movements.	Listening to and following instructions Copying actions Dance routines and performances.
	To work with a partner to copy and repeat actions in time with the music.	Listening to and following instructions Copying actions Dance routines and performances.
	To work collaboratively with a group to choreograph a dance.	Listening to and following instructions Copying actions Dance routines and performances.
	Healthy Participation Pupils should be bare foot for dance. Ensure pupils always work in their own safe space when working independently.	
	Assessment End of unit assessment.	