

Mid-term planning for PE - Spring 1



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Strand covered	Dance Year 3 (Disco)				
Cross-curricular links	Science (The Human Body and Sound)				
	Week 1	Week 2	Week 3	Week 4	Week 5
Software	iMove	iMove	iMove	iMove	iMove
Learning intention These skills have been taken from the progression framework	To understand basic movements of Disco.	To improvise freely, translating ideas from a stimulus into movement	To share and create phrases with a partner and in small groups	To movements are accurate, clear, and consistent. (Disco)	To perform their routine (Disco)
Skills	Physical Knowledge: Can describe their own actions accurately. Physical Skills: Can use stillness effectively. Creative/Compositional Skills: Can use Unison, Canon, mirroring & contact work. Interpersonal Skills: Can anticipate possible safety issues and take avoiding action.	Physical Knowledge: Can describe the actions of others with some detail. Physical Skills: Can differentiate between & perform a wide range of travelling actions. Creative/Compositional Skills: Can use a variety of formations & move between them easily. Interpersonal Skills: Can work in groups of a variety of sizes	Physical Knowledge: Can describe actions, space & dynamics. Physical Skills: Can differentiate between & perform a wide range of gestures. Creative/Compositional Skills: Can generate more than one idea in response to a task. Interpersonal Skills: Can work in pairs, trios or quartets.	Physical Knowledge: Can describe relationships simply – e.g., with their partner, facing, in a line, back-to-back. Physical Skills: Can turn in both directions. Creative/Compositional Skills: Can suggest variations to an action e.g., if turning... higher/lower, faster/slower, jerkily/smoothly. Interpersonal Skills: Can offer & receive constructive feedback.	Physical Knowledge: Can use a wide variety of action, space. Physical Skills: Can co-ordinate simple upper & lower body actions. Creative/Compositional Skills: Can identify sections in music & structures work to fit the music. Interpersonal Skills: Can listen & watch attentively and contributes ideas.