

PE Mid-Term Planning for 2022 - 2023 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 6 (Hip Hop)				
Cross-curricular links	Science (The Human Body)				
	Week 1	Week 2	Week 3	Week 4	Week 5
Software	iMove 2023	iMove 2023	iMove 2023	iMove 2023	iMove 2023
Learning intention These skills have been taken from the progression framework	To understand basic movements of Hip Hop. Compose their own dances in a creative and imaginative way	To link complex sequences Link complex sequences to specific timings and movement	To group formations Dance shows clarity, fluency, accuracy and consistency. Group formations	To use their own style to dance to (Hip Hop) Perform to an accompaniment, and expressively to chosen music	To refine and develop imaginative dances in a specific style (Hip Hop) Develop imaginative dances in a specific style
Skills	Physical Knowledge: Can describe their own actions with detail and communicate a dance idea with sensitivity. Physical Skills: Can use stillness effectively paying attention to tension and extension in the whole body. Creative/Compositional Skills: Can generate several ideas in response to a task and selects and orders work logically. Interpersonal Skills: Can anticipate possible safety issues and take avoiding action.	Physical Knowledge: Can describe the actions of others in detail and articulate what they felt the dance communicated and give justifications. Physical Skills: Can perform and adapt a wide range of travelling actions using different pathways consistently accurately. Creative/Compositional Skills: Can suggest and demonstrate challenging variations to an action e.g., jump... on the spot/travelling/shape in the air. Interpersonal Skills: Can receive feedback in a constructive manner and apply it immediately	Physical Knowledge: Can describe relationships e.g. unison, canon, mirroring, question and answer, contrast, complement, contact work and reason when and why these could be used and what they might suggest. Physical Skills: Can sustain a variety of static or dynamic balances with a sense of aesthetics. Creative/Compositional Skills: Can use unison, canon, mirroring, question and answer, contact work, contrast and complement confidently Interpersonal Skills: Can work with a range of people and regularly contributes considered opinions.	Physical Knowledge: Can use a wide variety of action, space and dynamic words appropriately. Physical Skills: Can use facial expression sensitively to give a sense of character or mood. Creative/Compositional Skills: Can select a range of formations and transitions to give particular effects and justify their choices. Interpersonal Skills: Can select group sizes to maximise the effectiveness of an idea.	Physical Knowledge: Can use a wide variety of action, space and dynamic words appropriately. Physical Skills: Can use focus effectively - communicates with an audience. Creative/Compositional Skills: Can recall a complex pattern of moves with a high degree of repetition and accuracy. Interpersonal Skills: Can respond constructively to the ideas of others and combine ideas.