

# Physical Education

## Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

**Resilient:** Every child is resilient.

**Emotionally Literate:** Every child is aware of their feelings and those of others.

**Aspirational:** Every child aspires for more in their learning and in life.

**Communicators:** Every child is an effective communicator.

**Happy:** Every child has the right to be happy. Bilton Community Federation

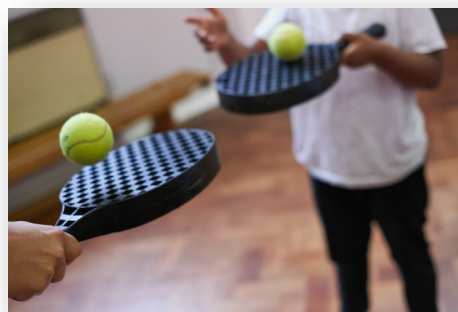


Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

At Bawnmore we study P.E. to develop the physical, social and emotional well-being of our learners. We aim to provide a diverse and challenging curriculum that is accessible to all of our learners, as well as being both positive and motivating. We hope to aid all of our learners to achieve their full potential. We aim to offer a variety of opportunities to help develop a life-long love of physical activity and a love of sport. We aim to help our learners to develop the competence to excel in a broad range of physical activities, which in turn will support their health, fitness and well-being.

We aim to participate and succeed in differing competitive sport and physical activities to help them build character and learn values such as fairness and respect, both for the rules and fellow participants. We aim to teach in a way that children:

- Have fun and experience success in sport
- Learn in a safe environment
- Can join in at their own level of development
- Build and secure a range of skills
- Develop a good sporting attitude
- Understand basic rules
- Experience positive competition
- Enjoy different experiences, such as outdoor and adventurous education



All pupils receive 2 hours of P.E. a week either with class teachers or specialist coaches. The curriculum is further enhanced by before and after school clubs offering the children more specialist activities such as yoga. Teachers also run organised games during break times, to encourage the children to develop their coaching and team building skills. Apart from this the children also partake in the Daily Mile and several movement breaks throughout the day to ensure they are staying fit and active!

At Bawnmore, we take part in a range of outdoor lessons, to ensure our children can put their physical skills into practise in the outdoor environment. Our P.E. has an outdoor learning focus with links to forest school skills.

Overall we follow the guidelines set by the National Curriculum to ensure we offer a range of P.E. activities that allow each child to feel challenged and offer opportunities to progress and become Key Stage 2 ready.

# Curriculum Overview

In EYFS, the PE curriculum focuses on fostering gross motor skills, spatial awareness, and sensory exploration through structured and unstructured play. Activities are designed to be playful, engaging, and developmentally appropriate, allowing children to explore movement in a safe and supportive environment.

Key Components:

1. Basic locomotor skills: Running, jumping, hopping, skipping, galloping.
2. Spatial awareness: Moving around obstacles, navigating through space.
3. Ball handling: Rolling, throwing, catching, and kicking balls of various sizes.
4. Balance and coordination: Activities to improve balance and body control.
5. Creative movement: Dance, rhythmic activities, and imaginative play.
6. Introduction to simple games and team activities: Taking turns, sharing, and cooperating with peers.

As children progress into Year 1 and Year 2, the PE curriculum builds upon the foundational skills introduced in EYFS, gradually increasing complexity and introducing structured games and activities. The focus remains on skill development, fitness, and fostering a positive attitude towards physical activity.

Key Components:

1. Developing agility, speed, and coordination through structured drills and exercises.
2. Introduction to sports-specific skills: Basic techniques for sports such as football, basketball, and athletics.
3. Cooperative games and team-building activities: Encouraging teamwork, communication, and sportsmanship.
4. Introduction to rules and strategies of simple team games: Learning the basic rules and concepts of team sports.
5. Fitness and health education: Understanding the importance of physical fitness, warm-up routines, and basic principles of nutrition.
6. Creative expression through movement: Exploring dance, gymnastics, and other expressive forms of physical activity.

Assessment in PE at this stage focuses on observation, participation, and progress over time. Teachers assess children's skill development, participation, cooperation, and attitude towards physical activity through informal observation, structured activities, and self-assessment tasks.

## Curriculum Overview

### EYFS

	Games	Dance	Gymnastics	Sport Skills	Athletics	Outdoor	Throughout
<p><b>By the end of Cygnets</b></p> <p>Our EY PE curriculum includes many areas including PSED, CL, PD, Maths and EAD.</p>	<p>Kicks a large ball - Can catch a large ball. - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Experiments with different ways of moving. - Begins to work as a team i.e. moving equipment together.</p>	<p>- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Experiments with different ways of moving. - Creates movement in response to music, starts to show an understanding of movement and remembers this in response to music and rhythm</p>	<p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. - Walks upstairs or downstairs holding onto a rail two feet to a step. - Can stand momentarily on one foot when shown. - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Experiments with different ways of moving.</p>		<p>- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Walks downstairs, two feet to each step while carrying a small object. - Mounts stairs, steps or climbing equipment using alternate feet. - Experiments with different ways of moving</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Walks downstairs, two feet to each step while carrying a small object. - Mounts stairs, steps or climbing equipment using alternate feet. - Experiments with different way</p>	<p>- Share and take turns with other, starting to understand about working together. - Beginning to work as part of a team to plan and move equipment. - Opportunities to explore and take risks in their physical play. - Understand that exercise is good for us. - Listen to and follow simple instructions. - Use large muscle movements - Links to maths and spatial reasoning - Talking about the position of themselves i.e. on the bench, under the table etc.</p>

<p><b>By the end of Reception</b></p> <p>Our EY PE curriculum includes many areas including PSED, CL, PD, Maths and EAD.</p>	<p>- Know how to play very simple playground games. - Accept others into their games. - Experiment with throwing different sports equipment. - To throw suitable equipment in a particular direction and with some accuracy. -</p>	<p>- Explore moving to different music. - Copy some moves that have been practised. - Travel in different ways. - Choose ways of moving.</p>	<p>Know what a balance is. - Hold a simple balance for 5 seconds. - Jump and land safely on two feet with bent knees. - Know the names of some basic gymnastics equipment. - Understand why mats are important in</p>	<p>- To develop hand-eye coordination. To develop throwing and catching skills using different balls. To develop basic kicking and dribbling skills</p>	<p>Travel i.e. run, jog, jump in a given direction. - Experiment with throwing different sports equipment. - To throw suitable equipment in a particular direction and with some - Throw, pat, kick and</p>	<p>- Navigate a safe way to travel around and across equipment - Work alongside another child. To use balance bikes safely Use of bikes and scooters for</p>	<p>Take turns in physical activities. - Negotiate space safely. - Know how to use a range of equipment safely. - To know how to take risks in their physical play. - Listen attentively to instructions. - Understand why we</p>
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	<p>Throw, pat, kick and roll equipment with some control. - Know how to catch with two hands.</p>		<p>gymnastics. - Choose ways of moving. - Consider the risks of these moves/apparatus</p>	<p>using different balls. To begin bouncing and rolling skills with different balls. To apply ball skills in fun and cooperative game settings.</p>	<p>roll equipment with some control. - Know how to catch with two hands.</p>	<p>coordination and balance Introduction to ball skills; throwing, kicking, catching Supported use of trim-trail and tyres Introduction to the Daily Mile a few times a week.</p>	<p>exercise and what 'healthy' and 'unhealthy' means. - Make choices about how they are going to move, considering which parts of the body they will use. - Talk to others to help them plan how they are going to move. - Consider the risk in their movements and choice and how they can minimise these risks. - Cross-curricular links to Maths and spatial reasoning. Following and giving directions and being able to see things from different angles.</p>
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#### Outdoor Learning Cross-Curricular Links

- Simple team games
- Ball skills
- Bean bags – throwing/catching
- Free play in forest school area with a variety of PE equipment
- To use balance bikes safely
- Use of bikes and scooters for coordination and balance
- Introduction to ball skills; throwing, kicking, catching
- Supported use of trim-trail and tyres
- Introduction to the Daily Mile a few times a week.

## Curriculum Overview

### Year 1

<p><b>By the end of Year 1</b></p>	<p>- Learn how to throw various equipment with some accuracy to a target or a partner - Develop their understanding of how to hold and use various bats. - Know some team games and be able to talk about rules and why these are important</p>	<p>- Know and use a wide range of ways in which we can travel. - Copy movements with some control - Begin to link together some simple routines and movements - Collaborate by choreographing a dances with a partner.</p>	<p>- Know and use a wide range of ways in which we can travel. - Hold a balance with some control. - Understand different movements and jumps including star and tuck shapes. - Jump from low equipment landing on one foot and two feet.</p>	<p>To develop ball throwing and catching skills. To dribble the ball. To look for space. To begin to play simple cooperative and competitive games.</p>	<p>- Know and use a wide range of ways in which we can travel. - Jump from one foot to two feet, two feet to two feet and two feet to one foot. - Throw various suitable equipment with some accuracy. - Develop understanding of self-competition and improvement</p>	<p>- Think of a way in which to solve a physical problem. - Select suitable equipment for a use. - Share ideas with others - Listen to others' ideas.</p>	<p>- Negotiate space safely whilst changing direction and speed. - Work with a partner and beginning to know why working together is important. - Know what Sportsmanship is and appropriate reactions to winning and losing. - Understand how competition can be positive and help us to improve. - Be</p>
						<p>supportive of other children. - Know the key parts of the body that are affected by exercise. - To know how to move equipment safely with support. - Be able to explain what a warm up and cool down are. - To know what is meant by 'partner' and 'team' - Where possible, cross-curricular links should be encouraged i.e. dances linked to key topics or Maths skills.</p>	

#### Outdoor Learning Cross-Curricular Links

- Independent use of bikes and scooters
- Introduction to simple team games; football, hockey, cricket, basketball
- Developing greater accuracy
- Continued focus on balance through trim-trail, tyres, access of greater risk
- Daily Mile every day

## Curriculum Overview

### Year 2

<b>By the end of Year 2</b>	- Learn how to throw various equipment with accuracy to a target or a partner - Hit a ball with some accuracy using a bat. - Know a variety of team games (some in which they can play without the support of an adult) and understand and apply some of the rules, explaining why these are important.	- Think of creative ways in which we can travel during dance routines. - Copy and adapt simple routines and movements. - Explain how different movements suit different types of music i.e. moving slowly because the music is slow/quiet Collaborate by choreographing a dances with a partner.	- Think of creative ways in which we can travel across the floor and equipment. - Balance with control and consideration to their body presentation i.e. pointing toes. - Understand different movements and jumps including star, tuck, pike and straddle shapes. - Jump from varied (suitable) height equipment landing with good control, on one foot and two feet.	To participate in simple invasion games. To defend space. To participate in games in which the rules change or progress. To begin to use offensive strategies.	Know and use range of ways in which we can travel and how what we do can affect the efficiency i.e. starting position for running. - Know which type of jump would be best to use in some activities i.e. long jump. - Throw various suitable equipment with accuracy and with some body awareness. - Explain how practise and competition can lead to improvement.	Think of different ways in which to solve a physical problem and explain why one way could be better than another. - Select suitable equipment for a use and use it safely. - Discuss and consider ideas of others. - Work co-operatively with others. - Begin to give clear instructions to others.	Negotiate space safely, changing direction and speed whilst handling and passing equipment. - Work well with a partner. - Begin to work as part of a bigger group and understand some of the benefits of working as a team. - Explain what Sportsmanship is and demonstrate simple examples of good sportsmanship during activities. - Explain why and how competition can help us. - Be supportive of other children including when winning or losing during activities. - Understand why key parts of the body need to change during exercise. - To know how to move familiar sports equipment safely. - Be able to explain what a warm up and cool down are and how this relates to the effects of exercise has on our body. - Where possible, cross-curricular links should be encouraged i.e. dances linked to key topics or Maths skills
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## Example Unit—EYFS

PE Units - Reception	Lesson Plan
<b>Autumn 2 - Dance</b>	
<b>Lesson 1: Introduction to Movement and Rhythm</b> <b>Objective: Develop an understanding of rhythm and basic dance movements.</b>	Begin with a warm-up activity, such as a "Freeze Dance." Play music and have the children dance freely, freezing in place whenever the music stops. Teach basic dance movements like marching, clapping, jumping, and twirling. Practice these movements individually and in a group. Play "Musical Islands." Scatter hoops or mats on the floor as islands. When the music stops, children find an island to stand on, showcasing a dance move of their choice.
<b>Lesson 2: Introduction to Shapes</b> <b>Objective: Introduce the concept of shapes in dance and develop body awareness.</b>	Begin with a warm-up activity, such as a "Body Stretch." Encourage children to stretch their bodies in different shapes like reaching high, touching their toes, and spreading their arms wide. Demonstrate basic floor shapes such as a curled-up ball, a stretched-out star, or a straight line. Practice transitioning between these shapes. Encourage the children to explore and create their own floor shapes, moving around the space and imitating different objects or animals.
<b>Lesson 3: Standing Shapes</b> <b>Objective: Explore standing shapes and develop spatial awareness.</b>	Start with a dynamic warm-up activity like "Follow the Leader." Children take turns leading the group in creating different standing shapes, such as forming a circle or a triangle with their bodies. Introduce different standing shapes, such as tall and straight, wide and open, or narrow and small. Encourage the children to explore these shapes individually and in groups. Play "Shape Freeze Dance." Play music and have the children move freely. When the music stops, call out a specific standing shape, and children freeze in that shape.
<b>Lesson 4: Exploring Symmetry</b> <b>Objective: Explore symmetry in dance and develop coordination.</b>	Begin with a calming warm-up like "Yoga for Kids." Guide the children through simple symmetrical poses, such as the tree pose or the butterfly pose. Demonstrate symmetrical standing shapes, such as standing with arms extended to the sides or standing with one leg raised and bent. Practice mirroring these shapes with a partner. Play "Mirror Dance." Children pair up and take turns leading and mirroring each other's movements, focusing on creating symmetrical shapes with their bodies.
<b>Lesson 5: Travelling Shapes</b> <b>Objective: Introduce the concept of traveling through different shapes.</b>	Start with a warm-up activity, such as a "Shape Parade." Children move around the space, imitating different shapes with their bodies, such as zigzags, spirals, or curves. Introduce traveling movements like walking, hopping, skipping, or sliding. Encourage children to incorporate different shapes into their traveling movements. Create a movement sequence where children travel around the space, transitioning between different shapes and movements. Allow them to add their own creative touches.
<b>Lesson 6: Floor Shapes and Pathways</b> <b>Objective: Combine floor shapes with traveling movements and pathways.</b>	Begin with a dynamic warm-up activity like "Animal Journey." Assign different animals to children and have them move around the space, incorporating floor shapes and pathways inspired by their assigned animals. Introduce different floor shapes like stretching out like a snake, rolling like a ball, or balancing on hands and feet like a crab. Practice transitioning between these shapes while moving through various pathways. Have children create their own short dance sequences, incorporating floor shapes, traveling movements, and pathways. Encourage them to explore different levels and directions.
<b>Lesson 7: Choreographing Shapes</b> <b>Objective: Foster creativity and choreography skills using floor and standing shapes.</b>	Start with a calming warm-up like "Stretch and Breathe." Guide the children through gentle stretches while focusing on their breathing. Review the different floor and standing shapes explored in previous lessons. In small groups, ask children to choreograph their own dance sequences, combining floor and standing shapes. Provide time for practice and encourage them to think about transitions, levels, and directions. Each group can perform their dance sequence for the rest of the class, showcasing their creativity and the shapes they have incorporated.

### Outdoor Learning Cross-Curricular Links

Supported team games, which include use of rules monitored by children i.e. children refereeing games, coaching others etc.

Increased accuracy through team games

Continued focus on balance

Increased endurance through the Daily Mile i.e. running for longer/ running at a greater speed

# Example Sequence of Lessons

## Year 1

PE Units – Year 1	Lesson Plan
<b>Autumn 2 - Dance</b>	
<b>Lesson 1: Floor and Standing Shapes</b> <b>Objective:</b> To develop creativity and self-expression through dance. To create a dance sequence consisting of at least 6 moves, incorporating floor and standing shapes. To practise and perform their individual dance sequences.	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Music player with suitable dance music</li> <li>• Markers or cones to designate dance spaces</li> <li>• Optional: Scarves or ribbons</li> </ul> <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Lead the class in a simple warm-up to prepare their bodies for dancing. Include activities like stretching, twisting, and reaching to the sky.</li> </ul> <p><b>Main Activity - Creating Dance Sequences</b> <i>Divide the main activity into three parts: exploration, creation, and sharing.</i></p> <p><b>Part 1: Exploration</b></p> <ul style="list-style-type: none"> <li>• Play some music and have the students move freely around the dance space.</li> <li>• Encourage them to explore different ways of moving their bodies. Ask them to notice how their bodies can make different shapes while dancing.</li> </ul> <p><b>Part 2: Creation</b></p> <ul style="list-style-type: none"> <li>• Explain that each student will create their own dance sequence.</li> <li>• Provide a list of basic dance moves and shapes (e.g., twirl, jump, spin, reach, crouch, stretch) on a whiteboard or chart for reference.</li> <li>• Instruct the students to choose at least six moves from the list to include in their sequence. They should aim to include both floor and standing shapes.</li> <li>• Give them time to practice and refine their sequences.</li> </ul> <p><b>Part 3: Sharing</b></p> <ul style="list-style-type: none"> <li>• Each student takes a turn performing their dance sequence in the centre of the dance space.</li> <li>• The rest of the class watches and claps to encourage their peers.</li> <li>• After each performance, have a brief discussion where students can share what they liked about their classmates' dances.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>• Lead a cool-down activity, such as slow, gentle stretches to relax their bodies.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Gather the students and discuss how they felt about creating and performing their dance sequences.</li> <li>• Emphasize that each of them is unique, and their dances are special because they reflect their creativity and individuality.</li> </ul>
<b>Lesson 2: To link dance movements into a sequence</b> <b>Objectives:</b> To explore and perform a range of basic dance movements. To practice linking two different dance movements together. To foster creativity and self-expression through dance.	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Music player with appropriate dance music</li> <li>• Cones or markers to designate dance spaces</li> <li>• Optional: Scarves or ribbons for added visual appeal</li> </ul> <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Lead the class in a simple warm-up to get their bodies ready for dancing. Include activities like stretching, shaking out their arms and legs, and gentle jumping in place.</li> </ul> <p><b>Main Activity - Linking Dance Movements</b> <i>Divide the main activity into three parts: exploration, practice, and performance.</i></p> <p><b>Part 1: Exploration</b></p> <ul style="list-style-type: none"> <li>• Play some lively music and have the students move freely around the dance space.</li> <li>• Encourage them to explore various dance movements, such as jumping, spinning, twirling, and stretching.</li> <li>• Prompt them to experiment with different ways of moving their bodies.</li> </ul> <p><b>Part 2: Practice</b></p> <ul style="list-style-type: none"> <li>• Explain that they will be learning and practicing two different dance movements.</li> <li>• Demonstrate and teach two basic dance movements, such as spinning in a circle and hopping on one foot.</li> <li>• Divide the class into pairs and have them practice these movements together.</li> <li>• Encourage students to help and support each other as they practice.</li> </ul> <p><b>Part 3: Performance</b></p> <ul style="list-style-type: none"> <li>• Each pair of students takes turns performing a short dance sequence that links the two movements they practiced.</li> <li>• The rest of the class watches and claps to show their appreciation.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>• Lead a cool-down activity, such as slow, gentle stretches to relax their bodies.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Gather the students and discuss how they felt about linking two different dance movements together.</li> <li>• Encourage them to think about how they can use their creativity to invent new dance sequences.</li> </ul>

<b>Lesson 3: Partner Dance Sequences</b> <b>Learning Objectives:</b> To explore and perform basic dance movements and transitions. To collaborate with a partner to create a dance sequence consisting of at least four moves and transitions. To foster creativity, teamwork, and self-expression through dance.	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Music player with suitable dance music</li> <li>• Cones or markers to designate dance spaces</li> <li>• Optional: Scarves or ribbons for added visual appeal</li> </ul> <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Lead the class in a simple warm-up to prepare their bodies for dancing. Include activities like stretching, shaking out their arms and legs, and gentle jumping in place.</li> </ul> <p><b>Main Activity - Partner Dance Sequences</b> <i>Divide the main activity into three parts: exploration, creation, and sharing.</i></p> <p><b>Part 1: Exploration</b></p> <ul style="list-style-type: none"> <li>• Play some music and have the students move freely around the dance space with their partners.</li> <li>• Encourage them to explore various dance movements, such as spinning, hopping, twirling, and stretching.</li> <li>• Prompt them to experiment with different ways of moving their bodies together with their partners.</li> </ul> <p><b>Part 2: Creation</b></p> <ul style="list-style-type: none"> <li>• Explain that each pair will work together to create their own dance sequence.</li> <li>• Provide a list of basic dance moves and transitions (e.g., spin, jump, twirl, skip, turn) on a whiteboard or chart for reference.</li> <li>• Instruct the pairs to choose at least four moves and transitions from the list to include in their sequence.</li> <li>• Give them time to practice and refine their sequences, focusing on how they transition smoothly from one move to another.</li> </ul> <p><b>Part 3: Sharing</b></p> <ul style="list-style-type: none"> <li>• Each pair takes turns performing their dance sequence in front of the class.</li> <li>• The rest of the class watches and claps to show their appreciation.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>• Lead a cool-down activity, such as slow, gentle stretches to relax their bodies.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Gather the students and discuss how they felt about working with a partner to create a dance sequence.</li> <li>• Emphasize the importance of teamwork and creativity in dance.</li> </ul>
<b>Lesson 4: Partner Dance Routines with Circle Moves, Jumps, Turns, and Floor Shapes.</b> <b>Objective:</b> To develop creative dance skills in pairs. To incorporate various dance elements, including circle moves, jumps, turns, and floor shapes, into a partner dance routine. To promote cooperation and communication between partners.	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Music player with appropriate dance music</li> <li>• Cones or markers to designate dance spaces</li> <li>• Optional: Scarves or ribbons for added visual appeal</li> </ul> <p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Conduct a dynamic warm-up to prepare their bodies for dancing. Include activities like stretching, shaking out their arms and legs, and gentle jumping in place.</li> </ul> <p><b>Main Activity - Partner Dance Routines</b> <i>Divide the main activity into three parts: exploration, creation, and sharing.</i></p> <p><b>Part 1: Exploration</b></p> <ul style="list-style-type: none"> <li>• Play some lively music and have the students move freely around the dance space with their partners.</li> <li>• Encourage them to explore various dance movements, including circling together, jumping, turning, and experimenting with floor shapes.</li> <li>• Prompt them to try moving in a circle while holding hands or spinning in a circle, for example.</li> </ul> <p><b>Part 2: Creation</b></p> <ul style="list-style-type: none"> <li>• Explain that each pair will work together to create their own dance routine.</li> <li>• Provide a list of basic dance elements (e.g., circle moves, jumps, turns, floor shapes) on a whiteboard or chart for reference.</li> <li>• Instruct the pairs to incorporate at least one circle move, one jump, one turn, and one floor shape into their routine.</li> <li>• Give them time to practice and refine their routines, emphasizing smooth transitions between elements.</li> </ul> <p><b>Part 3: Sharing</b></p> <ul style="list-style-type: none"> <li>• Each pair takes turns performing their dance routine in front of the class.</li> <li>• The rest of the class watches and claps to show their appreciation.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>• Lead a cool-down activity, such as slow, gentle stretches to relax their bodies.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Gather the students and discuss how they felt about working with a partner to create a dance routine that included circle moves, jumps, turns, and floor shapes.</li> <li>• Emphasize the importance of cooperation and creativity in dance.</li> </ul>

# Example Sequence of Lessons

## Year 2

PE Units – Year 2	Lesson Plan
Autumn 2 - Dance	
<p><b>Lesson 1: Exploring Dance as Self-Expression</b></p> <p><b>Objective:</b> To understand that dance is a form of self-expression. To explore basic dance movements. To participate in a freeze dance activity to apply self-expression through movement.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Music player and speakers</li> <li>• A variety of music tracks with different tempos and styles</li> <li>• Cones or markers for setting boundaries</li> </ul> <p><b>Warm-Up</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson with a short warm-up activity to get students moving and comfortable in the dance space.</li> <li>• Use fun and energetic music to encourage students to move freely around the room.</li> <li>• Instruct them to dance in any way they like, emphasizing that there are no wrong moves in dance.</li> </ul>
	<p><b>Introduction to Dance as Self-Expression</b></p> <ul style="list-style-type: none"> <li>• Gather the students in a circle and have a brief discussion about what dance is and how it can be a form of self-expression. Ask questions like, "What is dance?" and "How do you feel when you dance?"</li> <li>• Show them a short demonstration of expressive dance movements, such as twirls, jumps, and reaching arms. Encourage students to use their bodies to express emotions, ideas, or stories through dance.</li> <li>• Discuss that everyone's dance is unique, just like their personalities, and there are no right or wrong ways to express themselves through dance.</li> </ul> <p><b>Basic Dance Movements</b></p> <ul style="list-style-type: none"> <li>• Teach the students a few basic dance movements to build their confidence and introduce them to different ways they can express themselves through dance. These movements can include: <ul style="list-style-type: none"> <li>• Swaying side to side</li> <li>• Twirling</li> <li>• Jumping in place</li> <li>• Stretching and reaching with arms</li> <li>• Marching in place</li> </ul> </li> <li>• Demonstrate each movement and have the students practice them individually and then together as a group.</li> </ul> <p><b>Freeze Dance Activity</b></p> <ul style="list-style-type: none"> <li>• Set up boundaries in the dance area using cones or markers to ensure safety.</li> <li>• Explain the freeze dance activity: When the music plays, students should dance around the space expressing themselves however they like. When the music stops, they must freeze in a creative and expressive pose.</li> <li>• Start the music, allowing the students to dance freely. Pause the music intermittently to signal freeze moments. Encourage students to hold expressive poses during freeze moments.</li> <li>• After each freeze moment, ask a few students to share their thoughts on how they expressed themselves through their movements during that round.</li> <li>• Repeat the activity with different music tracks and continue to emphasize self-expression.</li> </ul> <p><b>Cool-Down</b></p> <ul style="list-style-type: none"> <li>• Gather the students in a circle again and have a brief cool-down activity to bring their heart rates down. You can do some gentle stretching or deep breathing exercises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Conclude the lesson by asking students to share their feelings and thoughts about dance as a form of self-expression. Encourage them to discuss how they expressed themselves during the freeze dance activity and what they enjoyed the most about it.</li> </ul>

<p><b>Lesson 2: Dance and Shapes: Exploring Lines, Circles, and Triangles.</b></p> <p><b>Objectives:</b> To identify and understand basic geometric shapes: lines, circles, and triangles. To express and create these shapes through dance movements. To collaborate with peers to form shapes in pairs.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Music player and speakers</li> <li>• A variety of music tracks with different tempos and styles</li> <li>• Cones or markers for setting boundaries</li> </ul> <p><b>Warm-Up</b></p> <ul style="list-style-type: none"> <li>• Start with a quick warm-up activity to get students moving and ready for the lesson.</li> <li>• Use upbeat music and engage students in simple movements like jumping jacks, jogging in place, and stretching.</li> </ul> <p><b>Introduction to Shapes in Dance</b></p> <ul style="list-style-type: none"> <li>• Gather the students in a circle and introduce the concept of shapes in dance. Display visual aids or flashcards of lines, circles, and triangles to help them recognize and understand these shapes.</li> <li>• Demonstrate how each of these shapes can be represented through simple dance movements: <ul style="list-style-type: none"> <li>• Line: Dancing in a straight line across the room.</li> <li>• Circle: Moving in a circular pattern.</li> <li>• Triangle: Dancing in a triangular path, incorporating angles.</li> </ul> </li> </ul> <p><b>Individual Shape Practice</b></p> <ul style="list-style-type: none"> <li>• Divide the students into small groups or pairs.</li> <li>• Assign each group or pair one of the shapes (line, circle, or triangle).</li> <li>• Play music and have each group or pair practice creating their assigned shape using dance movements. For example: <ul style="list-style-type: none"> <li>• Line: Students can take turns walking or gliding in a straight line.</li> <li>• Circle: Students can move in a circular path, holding hands or dancing around an imaginary centre point.</li> <li>• Triangle: Students can move in triangular patterns, incorporating angles and turns.</li> </ul> </li> </ul> <p><b>Pair Shape Collaboration</b></p> <ul style="list-style-type: none"> <li>• Instruct the students to find a partner who was working on a different shape.</li> <li>• Play music and have the pairs collaborate to create more complex shapes by combining their individual shapes. For example: <ul style="list-style-type: none"> <li>• A line and a circle can join to create a spiral shape.</li> <li>• Two triangles can collaborate to form a larger triangle.</li> <li>• A circle and a line can create a crescent shape.</li> </ul> </li> </ul> <p><b>Group Sharing and Reflection</b></p> <ul style="list-style-type: none"> <li>• Gather the students together and have each pair or group demonstrate the shape they created to the class. Encourage them to explain how they combined their individual shapes to form the new shape.</li> <li>• Discuss with the class what they learned about shapes and how they can express these geometric concepts through dance.</li> </ul> <p><b>Cool-Down</b></p> <ul style="list-style-type: none"> <li>• Finish the lesson with a calming cool-down activity, such as deep breathing exercises or gentle stretching, to help students transition out of the dance activity.</li> </ul>
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