





Knowledge (NC) Dance Perform dances using simple movement patterns. Aims To be physical active for a sustained period of time. To lead a healthy, active lifestyle.	Markers for Assessment Can perform a dance using a simple pattern for a short period of time. Can perform a dance using simple patterns for a sustained period of time.	Below	Above
Skills To begin to explore actions relating to a theme. To link two travelling actions to a gesture.	Markers for Assessment Can link two travelling movements and one gesture. Can link a travelling movement and a gesture.	Below	Above
To explore contrasting gestures and travelling actions. To begin to explore and travel along different pathways. To begin to link movements through travel, jump, turn, gesture and	Can use contrasting actions in a simple sequence. Can travel along a variety of pathways. Can travel along two different pathways.		
stillness. Y1 Assessment Markers Y2 ALL Assessment Markers	Can link 5 movement elements in slow motion. Can link 3 movement elements in slow motion.		
Prior Knowledge To move in different ways and in different directions. Prior Skills Can sequence simple actions. Can move/travel in different ways.	Vocabulary Scrape, pull, push, tug, tie, plough, hit, chop, tunnel, burrow, strike, hack, Isolated, alone, angry, scared, circling, travel, turn, gesture, Pathway, curved, sideways, zig-zag, angular, shadow, jump, slow-motion, stillness, sweeping, driving		
Questions (potential 'hook' questions for lessons) Why is cooperation important? What is a gesture? How does the story/music make you feel? Which pathways can you take? Can you use different levels in your dance? Can you link sequences of dance? How?	Cross-Curricular/Enrichment SCIENCE/PSHE/ART/MUSIC Healthy bodies – exercise for health Listening skills, empathy and response to music PSHE – exploring emotions and feelings and how mus Cooperation & Teamwork – Diamond 9	sic affects this	