

Physical Education Knowledge Organiser

Year 1 dance

National Curriculum links: perform dances using simple movement patterns as well as developing balance, agility and co-ordination.

Key values and vocabulary	Learning	Breakdown of skills/success criteria
<p><u>Values</u></p> <ul style="list-style-type: none"> · imagination · team work · co-operation <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> · travelling · mirroring · sequence · obstacles · balance · memory · repeat · movement · stillness · turn 	<p style="text-align: center;">Previous learning</p> <p><i>In EYFS, the children will have been taught how to;</i></p> <ul style="list-style-type: none"> · travel on hands and feet, · balance on small and large body parts, · make a range of shapes on small body parts and · experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. <p style="text-align: center;">Year 1 learning</p> <p><i>In year 1, the children will have learnt how to perform fundamental movement skills at a developing level, to perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. This will be assessed through the demonstration of the following physical skills;</i></p> <ul style="list-style-type: none"> · the ability to copy and explore basic body actions from a range of stimuli (words, poetry pictures, sounds and objects), · to copy simple movement patterns, · show and tell using body actions to explore moods, ideas and feelings, <p><i>vary speed, strength, energy and tension of their movements.</i></p>	<p><u>Aim and success criteria of educational dance for year 1</u></p> <ul style="list-style-type: none"> · All children will explore basic body actions, e.g. jumping and turning and use different parts of their body to make movements. · Create and repeat short dances inspired by different stimulus and themes. · Think about how to use movement to explore and communicate ideas, feelings and thoughts. <p><u>Breakdown of skills for dance</u></p> <p>Side galloping</p> <ul style="list-style-type: none"> · Rhythmical smooth action · Weight on balls of feet · Body faces front · Rear leg lands adjacent to or behind front foot · Low vertical lift <p>Skipping</p> <ul style="list-style-type: none"> · Step-hop pattern is co-ordinated and smooth · Arms are used rhythmically in opposition to legs
<p>Key knowledge</p>	<p style="text-align: center;">Future learning</p>	
<p><i>Children need to build on their knowledge of</i></p>	<p><i>In year 2, the children will learn to perform fundamental movement skills at a developing level and start to master some basic movements, perform body</i></p>	

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movement and ways of travelling.

They must incorporate a range of movements, actions and balancing to create a sequence/routine.

*actions with control and coordination and to perform short dances, showing an understanding of expressive qualities. This will be assessed through the demonstration of **the year 1 physical skills where a greater control, coordination and spatial awareness is seen.***

- *Low vertical lift on hop*
- *Land on ball of foot*

Supporting resources

Side galloping



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Skipping



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