

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 1 - Year A– Dance

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Prior Learning (what pupils already know and can do)

- Pupils will know how to use their bodies to make shapes, actions, and movements.
- Pupils will know how to listen and follow instructions,
- Pupils will know how to change speeds- walk, jog, run, sprint.
- Pupils will know how to start and stop and move in time to music.
- Pupils experimented with different ways of moving to music. Pupils learned through dance to negotiate space and obstacles safely; with consideration for themselves and others.

End Points (what pupils MUST know and remember)

Dance- A Day in the Sunshine.

Music “Walking on Sunshine”

- To know how to listen to the music and move bodies in time and with control to the music
- To know how to create theme or word related shapes, actions, and movements.
- To show different levels, pathways and direction when travelling; and to show travelling in different way
- To know how to link ideas together so that they flow into a dance performance

Key Vocabulary

Motif, unison, levels, canon, control, travel, beat, tempo, shapes, expression, sequence

Recommended Resources:

- “Walking on Sunshine” (music stimulus)
- Visual stimulus (e.g. nature, still life imagery, poem)
- Space markers or pathway cards
- Music player with speaker
- Vocabulary display cards (motif, unison, beat, etc.)
- Printed poem for choreography inspiration
- Video links (e.g. clips of *Strictly Come Dancing*)

Cross-curricular connections:

- **Literacy:** Use of thematic language, storytelling through dance, expressive vocabulary
- **PSHE / Citizenship:** Teamwork, collaboration, respect when performing and giving feedback
- **Science:** Muscles, body awareness, and physical effects of exercise

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- **Maths:** Counting to music (8s and 16s), understanding tempo and rhythm, sequencing and spatial awareness

Career opportunities

1. Professional Dancer or Choreographer
2. PE Teacher or Dance Instructor
3. Music Video Performer
4. Stage Performer (Theatre, Musical)

Inspiring Role Models: Anton Du Beke (*Strictly Come Dancing*)

Session 1 – Moving in the Sunshine

LO: To explore different movements in the sunshine using inspiration from a piece of music and/or poem.

Objectives:

- To be able to use different parts of the body to make shapes and move.
- To know how to use the space safely.
- To explore different ideas using a stimulus.

Teaching Content:

- **Warm-up:** *Sunshine Shapes* – Pupils stretch and make shapes like the sun rising, sunshine rays, or melting heat.
- **Skill Practice:** Experiment with movements inspired by a nature poem and the music “Walking on Sunshine.”
- **Game Scenario:** *Movement Freeze* – Pupils dance freely to the music, freezing when the music stops in a “sunshine” pose.
- **Plenary:** Which part of your body moved most today? What made you feel happy in your dance?

Vocabulary: sunshine, stretch, move, explore, shape, space

Healthy Participation: To understand how warming up prepares our muscles for dancing and keeps us safe from injury.

Session 2 – Exploring Pathways and Travel

LO: To explore different ways of travelling and moving on different levels.

Objectives:

- To explore movement using different pathways (straight, zig-zag, circular).
- To be able to move using different levels (high, medium, low).
- To be able to show travel through a set space using direction and control.

Teaching Content:

- **Warm-up:** *Pathway Parade* – Walk, jog, or tiptoe in different lines across the hall following set pathways.
- **Skill Practice:** Pupils explore moving like sunbeams in different levels and directions (e.g., high skips, low rolls).
- **Game Scenario:** *Pathway Trail* – Use pathway cards to follow patterns around the space.
- **Plenary:** Which pathway felt easiest or hardest? How did it change your travel?

Vocabulary: pathway, travel, high, low, straight, zig-zag

Healthy Participation: To understand how stretching helps our muscles and improves flexibility for dance.

Session 3 – Performing with Unison and Canon

LO: To perform a dance sequence in canon and unison.

Objectives:

- To work in small groups to develop short movement phrases.
- To perform a simple motif with a partner in canon and unison.
- To use travel, turn, and jump in response to a stimulus.

Teaching Content:

- **Warm-up:** *Mirror Moves* – Pupils follow a partner's movements, then swap.
- **Skill Practice:** Create a 4-move motif (e.g. stretch, jump, spin, step) and perform it in unison and then in canon.
- **Game Scenario:** *Duet Sharing* – Pairs or small groups take turns showing their motif to the class.
- **Plenary:** What was the difference between canon and unison? Which did you enjoy more?

Vocabulary: motif, unison, canon, turn, jump

Healthy Participation: To explain why teamwork and focus help us dance well with others and improve performance.

Session 4 – Developing the Sequence with Structure

LO: To link movements and create a short structured sequence.

Objectives:

- To remember and repeat movements with control and timing.
- To structure a dance with a clear beginning, middle and end.
- To develop a motif into a longer sequence using a partner or group.

Teaching Content:

- **Warm-up:** *Sequence Shapes* – Pupils make beginning, middle, and end poses using their bodies.
- **Skill Practice:** Extend previous motifs with a travelling movement and still shape to create a sequence.
- **Game Scenario:** *Sunshine Story Sequence* – Perform a short dance that shows morning to afternoon using three sections.
- **Plenary:** What made your beginning and end clear? Did your sequence flow smoothly?

Vocabulary: sequence, beginning, middle, end, structure, repeat

Healthy Participation: To understand how dancing improves our coordination, memory, and concentration.

Session 5 – Rehearsing and Refining Our Dance

LO: To rehearse and refine my performance with a partner/group.

Objectives:

- To practise movements with control, timing and accuracy.
- To give and receive feedback to improve performance.
- To use clear starts and finishes in a performance.

Teaching Content:

- **Warm-up:** *Dance Countdown* – Repeat movements 4, 3, 2, 1 times to rehearse and recall patterns.
- **Skill Practice:** Work in small groups to polish sequences, focusing on flow and timing.
- **Game Scenario:** *Feedback Buddies* – Pairs perform and offer one strength and one area to improve.
- **Plenary:** What feedback helped your group most? What do you still want to work on?

Vocabulary: rehearse, refine, improve, control, feedback

Healthy Participation: To reflect on how practice helps improve our fitness, skills and confidence in performance.

Session 6 – Performing with Expression

LO: To perform my dance with confidence and expression.

Objectives:

- To perform a sequence clearly with rhythm and flow.
- To use facial expressions and body language to show the theme of sunshine.
- To perform to an audience with focus and energy.

Teaching Content:

- **Warm-up:** *Emotion Moves* – Pupils move as though they are “happy”, “excited” or “shy” to loosen up expression.
- **Skill Practice:** Final group rehearsals with focus on energy and expressive faces.
- **Game Scenario:** *Dance Showcase* – Each group performs their full sunshine sequence to the class or another audience.
- **Plenary:** How did performing make you feel? What was your favourite part?

Vocabulary: perform, confidence, expression, rhythm, energy

Healthy Participation: To celebrate how dancing can make us feel happy, calm, and confident, supporting our mental wellbeing.

Future learning this content supports: This unit builds the foundation for Phase 2 Dance and movement-based sports by:

- Strengthening **core control, balance, coordination, and posture**

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- Improving **spatial awareness and movement sequencing**
- Preparing pupils to explore **pathways, timing, and performance technique**
- Encouraging confidence, creativity, and self-expression through physical movement