

EYFS

Dance : Unit 1

Scheme of Work

Introduction

In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.

Key Skills

- Physical: actions, dynamics, space
- Social: work safely, respect, collaboration
- Emotional: independence, confidence
- Thinking: select and apply actions, creativity, exploration, recall, provide feedback

Learning Objective

LESSON 1	Theme: head, shoulders, knees and toes To explore different body parts and how they move.
LESSON 2	Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions.
LESSON 3	Theme: transport To express and communicate ideas through movement exploring directions and levels.
LESSON 4	Theme: transport To create movements and adapt and perform simple dance patterns.
LESSON 5	Theme: morning routine To copy and repeat actions showing confidence and imagination.

LESSON 6

Theme: my journey to school

To move with control and co-ordination, linking, copying and repeating actions.

Assessment Criteria

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I show respect towards others.

RECEPTION, YEAR 2

- I am confident to try new challenges and perform in front of others.
- I can combine movements fluently, selecting actions in response to the task.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I show respect towards others when providing feedback.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.

Links to the National Curriculum

LITERACY

- Create actions for words
- Use and understand vocabulary from resources

MATHS

- Counting
- Use of directions

COMMUNICATION AND LANGUAGE

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Answer questions to clarify learning
- Contribute to class discussion

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Work with a partner and small group
- Listen to and follow instructions

UNDERSTANDING THE WORLD

- Learn about morning routine
- Learn different modes of transport

EXPRESSIVE ARTS AND DESIGN

- Share ideas through movement

Healthy Participation

Children should be bare foot for dance. It is also good practice for teachers to do this. Ensure children always work in their own safe space when working independently, base stations can support this.

This unit will develop balance, co-ordination, flexibility and stamina.

If children enjoy this activity, signpost them to local opportunities.

Encourage children to find home learning relevant to this unit on the Knowledge Organiser.