

## **P.E at key stages 1 and 2.**

### **Aims and purposes of PE**

#### **PE offers opportunities for children to:**

- become skillful and intelligent performers;
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

#### **Content of PE at key stages 1 and 2**

During key stage 2, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Children:

- enjoy being active, showing what they can do;
- practise new skills across a range of activities that may include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities;

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- learn consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time;
- pace themselves in challenges in activities such as swimming and athletic activities;
- use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenge activities;
- know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others perform effectively;
- know why activity is important to their health and wellbeing;
- understand the rules and conventions of taking part in different activities safely.

By the end of key stage 2, the performance of the great majority of pupils should be within the range of levels 2 to 5. Most pupils might be expected to achieve level 4.

### **Dance activities.**

#### Task 1.

Create and perform a dance, either on your own, with a partner or in a small group, on the idea of 'machines'. Make sure you use changes in speed, strength, level, direction and space in your dance. Include the following three sections in your dance:

- section 1 - cogs and pistons. Circling, jerky, pulling, pushing, shaking, large, small, whole body actions, individual body parts, quick and sudden, slow and controlled, speeding up, slowing down, on the spot, travelling, on your own, with a partner
- section 2 - working together. Copying and following each other, moving in opposite directions, side by side, facing each other, moving in unison, in canon, meeting and parting, going over, under and round a partner

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- section 3 - breakdown. Out of control, spinning, jumping, racing, slowing and stopping

#### Adaptations and variations on the task

To make the task easier:

- use ideas the children are familiar with
- make the dance phrases shorter and keep actions simple
- use simple accompaniment eg. Percussion, recording of weaving shed **soundscape** produced in music.
- ask the children to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including changes of speed
- work in small groups
- use larger spaces and different heights and directions.

Make sure the children have experience of working on their own with a partner and in a small group.

#### Dance activities.

In this scheme of work children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.

In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.

Children could attempt some basic choreography for a clog/tap dance (mimicking the rhythms of the mill machinery).