



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
P.E. – DANCE	EYFS	“They represent their own ideas, thoughts and feelings through dance”	Skip (T1) Slow (T1) Fast (T1)
	KS1	“To perform dances using simple movement patterns.”	Pattern (T2) Control (T2) Steps (T1)
	KS2	“To perform dances using a range of movement patterns”	Sequence (T2) Composition (T3) Pathways (T3)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’.

- ✓ **Respect**
- Responsibility**
- ✓ **Resilience**

BRITISH VALUES

- Democracy.
- The rule of law.
- ✓ Individual liberty.
- ✓ Mutual respect.
- ✓ Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Children may demonstrate knowledge of the history of dance, and its cultural impact on the world. They may be able to reflect on different styles of dance, influenced by different cultures and both national and international histories. Children may demonstrate an awareness of socio-economic influences in different dance histories, such as hip-hop, ballet and folk and begin to compare and contrast the different styles.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

A focussed term of dance as part of the Physical Education curriculum, children will create, practise and perform a minimum of one choreographed piece to their peers, to a chosen piece of relevant music.

What sequence of activity and pedagogy will be undertaken?

EYFS: Children enjoy moving their bodies in different ways.

Year 1: Children enjoy moving their bodies with some control.

Year 2: Children confidently create movement patterns.

Year 3: Children skilfully create controlled movements & patterns.

Year 4: With consistency, children repeat controlled movement patterns.

Year 5: Children create more complex controlled movement patterns.

Year 6: Children skilfully create a series of controlled movement patterns and sequences.

Mastery: With consistency, children repeat series of controlled complex movement patterns and sequences.

IMPACT

What knowledge will the children have embedded?

Children will be able to demonstrate the skills required to perform their dance. They will be able to work independently and as part of a group to perform to a piece of music. They will recall styles of dance and their features.

What retention may be demonstrated?

Here are some example questions that may be used to assess children’s understanding.

EYFS: How does this music make you feel? Is this music fast or slow?

KS1: Can you clap your hands to this beat? How could you improve your control when dancing?

KS2: How do you make sure your composition is consistent? What sequence did you find the most challenging and why?