

| Maypole Dance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Physical Education | Years 5 & 6, Term 5                                                                                     | Year A |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------|--------|
| <b>Key vocabulary:</b> emotions, expression, rehearse, unison, canon, choreography, fluency, tutting, routine, together, question and answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |                                                                                                         |        |
| <b>Knowledge and skills:</b><br><b>Declarative Knowledge:</b><br>Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.<br>Work effectively as part of a team.<br>Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.<br><b>Procedural Knowledge:</b><br>Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.<br>Use basic compositional principles when creating dances – combining movements fluently and effectively.<br>Perform a range of movements accurately with a sense of rhythm.<br>Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.                       |                    | <b>Possible activities:</b><br>Learn Single Plait, Double Plait, Spider’s Web, Arch Dance, Stick Dance. |        |
| <b>Spiritual, Moral, Social and Cultural Education, and Promotion of British Values:</b><br>Spiritual: Children will have a willingness to reflect on their own experiences.<br>Moral: Discuss the morals of co-operation in the team; consider how fairness, honesty and sportsmanship are important in play.<br>Social: Consider the etiquette of dance and the social norms which guide people. Consider how dance has changed over the centuries.<br>Cultural: Children will consider the origins of dance.<br>British Values: Children will have respect for other dancers; they will follow the structure of the dance.<br>Equalities : Children will think about adaptations that could be made to the game; they will think about the difference between the men and women in sports; they will ensure that everyone is included. |                    |                                                                                                         |        |