

Aims and skills: In this unit, children will combine their previous skills from gymnastics last term, with elements of dance. The aim by the end of the sessions is that children will create a sequence (set of moves one after the other). This will happen in small groups, working together. The addition is that children will use simple equipment as a way to add challenge and interest, asking them to use this as part of a performance. This sequence will be performed to music. It will contain many elements of gymnastics, such as different ways of travelling, balances, counterbalances, changes in speed and in level. Added to that will be moves in time to a beat and in response to the mood of the music. We will use upbeat music as a stimulus which will support our mental well-being, making us feel good!



We will reward children for showing these key values.

Key vocabulary:

Level- the height at which you perform a movement. High (standing upright or on tiptoes), medium (crouching or on hands and knees) or low (on the floor).

Flight- movements which involve a person leaving the floor, mostly by jumping or leaping.

Travelling- a way of moving around a space. This could be simple walking or rolling, spinning, sliding, tumbling and so on.

Balance- the ability to stay upright or stay in control of body movement.

Tension- when one person might bear their own weight or the weight of another and hold it.

Beat- the pulse of a song.

Stimulus- using something to help us get creative ideas- this could be a piece of music, artwork, a poem or an object.





Apparatus- this is the equipment that will be used.

Balls



Ropes



Hoops



Ribbons



Mental Health and Wellbeing:

Engaging in physical activity can help us take care of our mental wellbeing. Here are some questions for you to think about?

How does it make you feel physically?

How does it make you feel physically?

What impact does it have on your mental health?