

# Dance

## Key Vocabulary for Dance

Stimulus – an idea that you form a dance or routine around  
Dynamics – how the performer moves  
Formations – shapes created by the human body  
Canon – performing the same movement or shape at different times during a performance  
Unison – performing the same movements, at the same time  
Control – the ability to start and stop a movement efficiently  
Relationships – working with a partner or group effectively

## Key Knowledge for Dance

**Actions:** understand that some actions are better suited to a certain character, mood or idea than others.  
**Dynamics:** understand that some dynamics are better suited to a certain character, mood or idea than others.  
**Space:** understand that space can be used to express a certain character, mood or idea.  
**Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others.  
**Performance:** know that being aware of other performers in my group will help us to move in time.  
**Strategy:** know that I can select from a range of dance techniques to translate my idea.

## Key Skills for Dance

**Actions:** respond imaginatively to a range of stimuli related to character and narrative.  
**Dynamics:** change dynamics confidently within a performance to express changes in character.  
**Space:** confidently use changes in level, direction and pathway.  
**Relationships:** use action and reaction to represent an idea.  
**Performance:** perform complex dances that communicate narrative and character well, performing clearly and fluently.

## Pillars

**Motor Competence** - having a secure repertoire of fundamental movement skills and techniques that form increasingly complex movement patterns and sequences within domain-specific contexts.

**Rules, Strategies and Tactics** - having an increasingly complex tactical knowledge, knowledge of context-specific rules, conventions, regulations and strategies and knowing how to be successful across a range of activities and sports.

**Healthy Participation** - understanding and demonstrating how to safely prepare and participate in increasingly specific contexts, and the short-term and long-term impacts of sport and physical activity.

# PE Year 4: Summer 1

## Key Questions

### Rugby

How should a rugby ball be held?  
How is throwing and receiving a rugby ball different to a standard round ball?  
How do we know when to run or pass?  
What are the rules of tagging?  
How do attackers support their teammates?  
How do we dodge a defender?  
Why do we need to play to the rules?

### Dance

How does a change of direction and/or pathway have an effect on a performance?  
Can you explain action and reaction?  
What is the impact of dynamics?  
What happens to a performance when we change the level, speed or timing?

# Rugby

## Key Vocabulary for Rugby

Interception - gaining possession by preventing an opponent's pass reaching its destination.  
Defending – protecting your try line to prevent an opponent crossing the line.  
Attacking – moving towards an opponent try line to attempt to score points.  
Conceding – being unable to prevent an opponent scoring a try.  
Obstruction – blocking an opponent preventing them from tackling your team mate.  
Gastrocnemius – the large muscle found in the rear of the lower leg.  
Phalanges – the bones found in the hand.

## Key Knowledge for Rugby

**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it.  
**Space:** know that moving into space will help my team keep possession and score goals.  
**Attacking:** recognise when to pass and when to shoot.  
**Defending:** know when to mark and when to attempt to win the ball.  
**Tactics:** know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.  
**Rules:** know and understand the rules to be able to manage our own game.

## Key Skills for Rugby

**Sending & receiving:** develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.  
**Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control.  
**Space:** develop moving into space to help my team.  
**Attacking:** change direction to lose an opponent with some success.  
**Defending:** develop defending one on one and begin to intercept.