



INTENT	IMPLEMENTATION	IMPACT
<p>See INTENT statement</p>	<p>ACET PE schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Lessons are planned alongside the ACET subject-specific progression map. Pupils are given the opportunity to practice existing skills, transfer skills from other units and learn new skills, which combine to develop new or more advanced skills/techniques. Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils. Formal summative assessments are termly and a levelled through the ACET assessment criteria in line with the NC objectives for PE in KS2.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects including scientific concepts, PSHE and topic themes.</p> <p>Attainment and progress are measured using our ACET assessment criteria.</p>



Dance

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Copy and perform dances using a range of movement patterns.		Perform dances in small groups, using a range of movement patterns and styles of dance.		Children should be taught how to perform a range of dance movements and different styles of dance, to then create their own dance sequences. They should be able to demonstrate; control, fluency, accuracy and consistency, within movement patterns.
<p>Copy basic movement patterns and explore own ideas.</p> <p>Recall short and simple dance movements and perform with control.</p> <p>Perform pair/group dances involving canon & unison, levels and speeds.</p> <p>Respond to music to express a variety of moods & feelings.</p>	<p>Clearly performing movement patterns, demonstrating control and coordination.</p> <p>Responding to different styles of dance by demonstrating movement patterns.</p> <p>Perform clear & fluent dances that show sensitivity to ideas and range of stimuli.</p> <p>Respond imaginatively, to stimuli related to characters, music and stories (cross curricular).</p>	<p>Creating own movement patterns, to create a short dance sequence demonstrating fluency and control.</p> <p>Working effectively as part of a group or partnership, developing movements with the use of another person/other people.</p> <p>Perform fluent dances with characteristics of different styles, demonstrating facial expressions linked with emotions.</p> <p>Act on feedback by being able to adapt & refine (in pairs or groups), dances that vary</p>	<p>Performing a range of dances copying and creating in groups, using a range of movement patterns.</p> <p>Demonstrate ideas to others in the class, using a range of compositional skills.</p> <p>Create & perform dances in a variety of styles, consistently, in small groups.</p> <p>Use appropriate criteria & terminology, to evaluate their own and others performances.</p>	

<p>Safely perform teacher led warm ups and understand why we do this process.</p>	<p>Recognise how and why safe working practice is important and understanding changes in the body when warming up.</p>	<p>direction, space, speed & rhythm.</p> <p>Understand the human body, recognise changes after the warm up phase and be able to explain why these changes are happening.</p>	<p>Understand key components of a warm up, including pulse raiser and stretching. Knowing what stretch, stretches each muscle group.</p>	
<p>Warm up Cool down Variety Movement Canon Unison Pattern Level Speed Perform Control</p>	<p>Stretch Imaginative Demonstrate Coordination Respond Styles Fluent Stimuli Sensitivity Recognise Range</p>	<p>Create Sequence Effective Partnership Characteristics Expressions Emotions Feedback Adapt Refine Rhythm</p>	<p>Compositional Consistency Appropriate Terminology Evaluate Components Muscles Pulse raiser Stretching Direction Mirror</p>	