

# MOVING EDSTART

## Year 2 - Movement to Music Unit of Work

**Pupils will be taught...**

### Overall Learning Outcomes (Endpoints)

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#### **Children can:**

- **Perform basic body actions and movements**
- **Vary how they move depending on what body parts they are using**
- **Show a range of different body shapes**
- **Move confidently and safely in their own and general space, using changes of speed, level and direction**
- **Be creative in how they move around**
- **Choose some of the movements they have already explored and use them to make their own movement patterns**

### Learning Objective

### Learning Outcomes

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|---|---|
| <b>1 To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</b> | <b>Children can:</b> <ul style="list-style-type: none"><li>• Perform basic body actions and movements</li><li>• Vary how they move depending on what body parts they are using</li><li>• Come up with their own movements depending on the instructions</li><li>• Understand basic ways to travel</li></ul>           |
| <b>2 To perform the basic actions of travelling, jumping, turning, and making shapes</b>  | <b>Children can:</b> <ul style="list-style-type: none"><li>• Perform basic body actions</li><li>• Show a range of different body shapes</li><li>• Move at different speeds and heights</li><li>• Retain key information (Gestures, canon and unison)</li></ul>  |
| <b>3 To develop the basic actions of travelling, jumping, turning and making shapes</b>   | <b>Children can:</b> <ul style="list-style-type: none"><li>• Move confidently and safely in their own and general space, using changes of speed, level and direction</li><li>• Move with control</li><li>• Respond in the correct manner to commands (Inside, outside, freeze, etc.)</li></ul>                        |
| <b>4 To move at speed with varying movement patterns</b>  | <b>Children can:</b> <ul style="list-style-type: none"><li>• Move around looking at changing speed and direction</li><li>• Vary the movement whilst changing direction and speed</li><li>• Perform a range of basic movements (Gestures, canon and unison)</li></ul>  |
| <b>5 To experiment with different ways of moving</b>  | <b>Children can:</b> <ul style="list-style-type: none"><li>• Find new ways of moving</li><li>• Be creative in how they move around</li><li>• Remember and repeat simple movement patterns</li><li>• Respond imaginatively to a stimulus used</li></ul>  |
| <b>6 To join a set of movement patterns and to remember small sequences</b>   | <b>Children can:</b> <ul style="list-style-type: none"><li>• Choose some of the movements they have already explored and use them to make their own movement patterns</li><li>• Link actions (Simple dance routine in pairs or small groups)</li><li>• Use movements which express ideas, moods or feelings</li></ul> |

### Assessment Mark

### Requirements

#### Working Towards

- Understand basic ways to travel
- Retain key information (Gestures, canon and unison)
- Can respond in the correct manner to commands (Inside, outside, freeze, etc.)

#### On Target

- Use fundamental shapes/movements (Jog, jump, hop and balancing)
- Can perform a range of movements (Gestures, canon and unison)
- Show some idea of rhythm, coordination, expression and creativity
- Can travel in different ways
- Respond imaginatively to a stimulus used
- Work well in a group

#### Above Target

- Can link actions (Simple dance routine in pairs or small groups)
- Use movements which express ideas, moods or feelings
- Show creative ideas

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.