

Lesson 1/6

To explore strong shapes and basic tribal movements.

EDSTART KNOW

- I can describe what makes a shape look strong.
- I can explain how balance helps my movements.
- I can recognise high, middle, and low levels in movement.

EDSTART GO

- I can move safely in different directions and pathways.
- I can copy simple strong actions with growing accuracy.
- I can change my level when the teacher asks.

EDSTART SHOW

- I can hold a strong pose confidently.
- I can link two movements smoothly.
- I can perform a short action sequence to others.

Recap: To explore strong shapes and basic tribal movements.

Lesson 2/6

To move in time with stamping and clapping patterns.

EDSTART KNOW

- I can recognise a steady beat in movement.
- I can explain what rhythm means in the Haka.
- I can listen carefully to follow patterns and cues.

EDSTART GO

- I can stamp and clap in time with a simple rhythm.
- I can copy call-and-response actions accurately.
- I can adjust my timing to stay with the group.

EDSTART SHOW

- I can perform a clear stamping and clapping pattern.
- I can repeat a rhythm confidently more than once.
- I can stay in time with others when performing.

Recap: To move in time with stamping and clapping patterns.

Lesson 3/6

To use large body movements to show confidence.

EDSTART KNOW

- I can describe what a big, confident movement looks like.
- I can explain how expression changes the feeling of a movement.
- I can recognise how strong posture helps performance.

EDSTART GO

- I can use large actions safely in my own space.
- I can copy big movements with growing accuracy.
- I can change my actions to show confidence and energy.

EDSTART SHOW

- I can perform big movements with clear power.
- I can repeat a sequence with strong expression.
- I can show confidence through my body and face.

Recap: To use large body movements to show confidence.

Lesson 4/6

To travel and move using different levels.

EDSTART KNOW

- I can name the three movement levels: high, middle and low.
- I can explain how levels change the look of a movement.
- I can recognise straight, curved and zig-zag pathways.

EDSTART GO

- I can travel safely along different pathways.
- I can change my level when the teacher asks.
- I can link levels and actions with control.

EDSTART SHOW

- I can perform clear shapes at different levels.
- I can move through pathways smoothly.
- I can combine actions into a short sequence.

Recap: To travel and move using different levels.

Lesson 5/6

To create a short group routine using basic Haka actions.

EDSTART KNOW

- I can name different Haka-style movements.
- I can explain what makes movements look strong and clear.
- I can recognise how rhythm helps a routine stay together.

EDSTART GO

- I can copy movements and repeat them with control.
- I can stay in time with rhythm patterns.
- I can work with others to build a short routine.

EDSTART SHOW

- I can perform clear movements in a sequence.
- I can keep a steady rhythm in a group.
- I can show teamwork and confidence in my performance.

Recap: To create a short group routine using basic Haka actions.

Lesson 6/6

To perform a simple group Haka with confidence.

EDSTART KNOW

- I can describe what makes a performance clear and confident.
- I can recognise the importance of timing and teamwork.
- I can identify what strong facial expression looks like.

EDSTART GO

- I can perform movements in time with my group.
- I can enter and exit a performance space with control.
- I can use strong shapes, rhythm and expression when performing.

EDSTART SHOW

- I can perform my routine clearly and confidently.
- I can hold my finishing shape with power.
- I can watch and evaluate performances respectfully.