

## DANCE

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Acquiring and developing Selecting and applying	<b>KS1</b>		<b>KS2</b>			
<b>PROGRESSION 1</b>	Demonstrates good spatial awareness and understands how to work safely in the dance space	Demonstrates a good understanding of personal space and how to use space in dance	Demonstrates a good use of space, showing free and imaginative movement	Responds imaginatively to a wider range of stimuli demonstrating a good relationship with others, space and music	Understands how to move appropriately and with the required style in relation to the stimulus	Moves freely in space showing confidence, using a range of movement patterns, levels and directions
<b>PROGRESSION 2</b>	Uses simple dance vocabulary and responds efficiently to basic instructions	Responds imaginatively to stimuli, to character and narrative	Uses and understands simple dance vocabulary and understands the fundamental aspect of dance ARSD	Demonstrates expression and a degree of confidence when moving	Demonstrates a change of pace and timing in their movements	Demonstrates strong movements throughout a dance sequence
<b>PROGRESSION 3</b>	Includes jumping and turning with basic travelling actions	Demonstrates an understanding of basic dance vocabulary including some of the fundamental aspects of dance ARSD.	Explores and responds imaginatively to a range of different stimuli, including music	Demonstrates an understanding of simple dance vocabulary and an understanding of descriptive words when talking about dance	Uses more complex dance vocabulary to compare and improve work	Describes and interprets their own and others dances using expressive language and appropriate dance vocabulary



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PROGRESSION 4	Whilst travelling demonstrates the ability to change and vary directions, levels, actions and speed	Shows control and coordination when performing actions, including travelling, jumping, turning and gestures Demonstrates contrasting levels and speeds	Performs actions with expression using a continuous range of movement	Performs movement patterns and body actions, showing consistency control and confidence	Moves appropriately and with the required style i.e. in relation to the stimulus	Combines flexibility, techniques and movements to create a fluent sequence
PROGRESSION 5	Demonstrates the ability to hold clear body shapes	Demonstrates a good understanding of gestures and actions i.e. explode, stamp, twist, wiggle, creep and begins to explore them imaginatively	Understands how dance communicates mood, ideas and feelings	Matches and mirrors actions with a partner exploring dynamics and teaches contrasting dynamics to a partner	Develops movement using different relationships i.e. unison and duet	Performs actions with expression and improvises freely using contrasting dynamics and levels
PROGRESSION 6	Demonstrates mirroring with a partner	Shows an understanding of the term unison and demonstrates with a partner	Demonstrates canon within a group	Demonstrates unison with contrasting actions, reactions, levels and dynamics	Demonstrates canon with contrasting actions, reactions, levels and dynamics	Explores with a partner how to structure a dance using unison and mirroring



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PROGRESSION 7	Demonstrates actions with basic control and coordination	Demonstrates simple motifs and movement patterns to make simple sequences	Demonstrates and can give examples of relationships in dance	Performs appropriate dynamics to interpret the topic and moves appropriately and in the required style in relation to the stimulus	Performs actions with expression using a continuous range of movements at different speeds and levels	Demonstrates different compositional ideas to create motifs incorporating unison and canon
PROGRESSION 8	Shows an understanding of some of the key components of dance, Actions, Relationships, Space and Dynamics (ARSD)	Shows an understanding of the 4 key components of dance ARSD and gives examples of each.	Explores dynamics and has an understanding of contrasting dynamics	Develops movement using repetition and variation using actions, space and dynamics	Understands what constitutes relationships in dance and gives examples of different relationships	Performs and improvises freely whilst working with a group using relationship
PROGRESSION 9	Explores and responds imaginatively using a range of movements suitable for the topic i.e. weather, animals/robots etc.	Understands that ideas from a story can be translated into movement to perform with expression and shape	Performs some basic dance actions with greater control fluency and coordination	Shows an understanding of how to link skills, techniques and ideas	Extends their dance skills and movement by using more complex body actions, dynamics, use of space and relationships	Combines flexibility, techniques and movements to create a fluent sequence



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PROGRESSION 10	Performs movements and simple dance phrases showing contrasts of speed, rhythm, tension, shape, size, direction and level	Creates a short sequence with a partner showing a clear beginning, middle and end, using ARSD.	Demonstrates simple motifs and movement patterns Works collaboratively with a partner and in small groups to communicate a dance idea	Creates dance sequences and short dances, to express and communicate ideas, moods and feelings	Demonstrates a good understanding of transference of weight and stillness	Creates dance sequences to express and communicate ideas, moods and feeling using ARSD
PROGRESSION 11		Structures a basic dance with a partner showing an understanding of some of the fundamental aspects of dance ARSD	Creates a short sequence with a partner showing a clear beginning, middle and end, using ARSD	Creates dances from different cultural traditions and historical periods using ARSD	Expresses a mood or feeling through dance using all key components of dance including ARSD	Teaches a dance sequence to another group using the key aspects of dance i.e. ARSD
PROGRESSION 12					Teaches a partner a short routine using some of the key aspects of dance i.e. ARSD	



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<b>EVALUATING &amp; IMPROVING</b>	Observes others and knows what makes a good audience and give positive feedback to others.	Recognises some of the fundamental aspects of dance and recalls movements in relation to actions, relationships, space and dynamics.	Talks about the differences between their own and others' performance.	Shows an understanding of how to improve their own performance by modifying their work	Recognises and talks about the expressive qualities of dance.  Compares and comments on skills, techniques and compositions and uses this to improve their performance	Demonstrates a range of descriptive language when discussing dance.  Compares and comments on skills, techniques and compositions and use this to improve their performance  Describes in greater detail reasons for changes happening to their body when they exercise
<b>KNOWLEDGE AND UNDERSTANDING OF HEALTH AND FITNESS</b>	Understands and explains why we need to warm up and cool down. Understands the short-term benefits of exercise	Gives reasons why physical activity such as dance is good for their health. Shows an understanding of why physical activity such as dance is good for their health	Demonstrates simple warm up and cool down activities.	Demonstrates appropriate warm up and cool down activities Understands that strength and suppleness are key attributes of a dancer.	Describes in greater detail changes to their body during exercise, i.e. sweating, why do we sweat?	Understands that dance is a form of physical activity and gives reasons why it is good for health and wellbeing. Describes in greater detail reasons for changes happening to their body when they exercise



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<b>SOCIAL &amp; EMOTIONAL</b>	I am happy to have a go.	I can work on a simple task by myself.	I can observe and describe what I see performed.	I can help, praise and encourage others.	I can tell others what they are good at and help them to improve other skills.	I know where I am with my learning and I am patient whilst helping others.
<b>NATIONAL CURRICULUM</b>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives.</li> </ul>					



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	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>			



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<b>UNCRC</b>	<p>"Every Child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this."</p> <p>Article 3 - Encourage all children to enact their rights by being involved in physical activities. (especially if they are obese/unfit)            Article 6 - Develop children to their full potential - pathways to other things outside of school.            Article 12 - Actively encourage children to express themselves in PE lessons.            Article 13 - Allow time at the end of the session for children to express their views.            Article 15 - Girls and boys can play together.            Article 23 - Children with disabilities are included in PE lessons.            Article 24 - Educate children and their families.            Article 28 - Promote healthy lifestyles and Educate children about health education in a fun way.            Article 29 - Provide a high level of learning of all children. Children get the opportunity to lead.            Article 31 - Children playing games during PE.</p>					



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SCHOOL GAMES VALUES	<p><b>Determination</b> Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!</p> <p><b>Teamwork</b> Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p> <p><b>Self-Belief</b> You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.</p> <p><b>Honesty</b> Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p> <p><b>Passion</b> Giving it 100 percent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.</p> <p><b>Respect</b> Show respect for the referee, for the opposition, for your teammates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone</p>					

