

**Dance
Progression Grid**

	EYFS	<p>KS1 National Curriculum Aims 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Perform dances using simple movement patterns. 	<p>KS2 National Curriculum Aims 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns; • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Health & Fitness						
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	Describe how the body feels when still and when exercising.	Explain how the body feels before during and after fitness. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.	Describe how the body acts at different times and how this affects the performance. Explain why exercise is good for yours health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry-out warm-ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and well-being. Know ways they can become healthier.
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Developing Dance skills

<p>Learn a theme based dance to perform at the end of half term.</p> <p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a story.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Learn a theme based dance to perform at the end of half term.</p> <p>Copy, remember and repeat actions.</p> <p>Create a short sequence inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Learn a theme based dance to perform at the end of half term.</p> <p>Begin to improvise with a partner to create a simple dance.</p> <p>Create a story from different stimuli.</p> <p>Begin to compare and adapt movements to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Learn a theme based dance to perform at the end of half term.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p>	<p>Learn a theme based dance to perform at the end of half term.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link dance sections smoothly together.</p> <p>Improvise with confidence, still demonstrating</p>	<p>Learn a theme based dance to perform at the end of half term.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling.</p> <p>Show a change of pace and timing in their movements.</p>
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					Use simple dance vocabulary when comparing and improving work.	fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
	Compete/Perform						
		Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Perform with a partner. Consistently perform and apply skills and techniques with accuracy and control.	Perform the sequences in time to music. Perform in small groups and with a partner. Perform and apply a variety of skills and techniques confidently, consistently and with precision.

	Evaluate						
		Watch, copy and describe what they and others have done.	<p>Watch, copy and describe what they and others have done.</p> <p>Watching large groups pick out someone that impressed them.</p>	<p>Watching large groups pick out someone that impressed them.</p> <p>By able to say what they liked about a peers performance.</p>	<p>Start to be able to understand how to self-evaluate e.g. did I remember the dance.</p> <p>Give peers positive feedback, be able to highlight a specific reason e.g. Straight arms.</p>	<p>Judge other performances and skills fairly.</p> <p>Kindly share improvements with them.</p> <p>Be able to accept any improvements they may receive.</p>	<p>Judge other performances and skills fairly.</p> <p>Compare two skills/performances be able to judge which one was better.</p> <p>Kindly share improvements with them.</p> <p>Be able to accept any improvements they may receive.</p>