



Our curriculum is designed to build **resilience, ambition and respect**

PE – Dance progression and overview

<p><u>National Curriculum – Purpose of study</u></p> <p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Aims - The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none">• develop competence to excel in a broad range of physical activities• are physically active for sustained periods of time• engage in competitive sports and activities• lead healthy, active lives.	<p><u>PE at The Willows</u></p> <p>We want our curriculum to provide quality fitness education and a knowledge of fitness and healthy lifestyles for all children. By the end of Year 6, we want our children to be physically literate, confident (regardless of ability and fitness level), to be able to be part of a team and to have the opportunity to show leadership. Our children have the right to good quality PE teaching, the right to health and opportunity for competition. Children have a right to be able to access resources and equipment to enable them to build fitness, knowledge and confidence.</p> <p>Quality physical Education can develop the whole child:</p> <ul style="list-style-type: none">• Strengthening thinking and decision-making skills• Building and increasing confidence and self-esteem• Developing character and resilience• Enhancing their commitment and desire to improve• Allowing opportunities for enjoyment, fun and to be free-spirited• Fostering feelings of safety and security	
<p><u>Early Years Outcomes in Dance</u></p> <ul style="list-style-type: none">• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)• Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception)• Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception)• Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception)• Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception)• Combine different movements with ease and fluency. (PD: Reception)	<p><u>KS1 National Curriculum aims covered in the Dance units</u></p> <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.</p> <ul style="list-style-type: none">• perform dances using simple movement patterns.	<p><u>KS2 National Curriculum aims covered in the Dance units</u></p> <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.</p> <ul style="list-style-type: none">• 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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	Knowledge/overview	Skills	Vocabulary
Reception	<p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds</p> <ul style="list-style-type: none"> • Perform a wide variety of dance actions both similar and contrasting • Copy, repeat, and perform simple movement patterns • Count and move to beats of 8. • Copy and repeat movement patterns. • Work as an individual, in partners, and as a group 	<p>Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work. Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.</p>	<p>Turn To rotate the body whilst moving</p> <p>Twist To rotate the body whilst keeping your feet on the floor</p>
Year 1	<p>Respond to a range of stimuli and types of music.</p> <ul style="list-style-type: none"> • Explore space, direction, levels and speeds. • Experiment creating actions and performing movements with different body parts. • Able to build simple movement patterns from given actions. • Compose and link actions to make simple movement phrases. • Respond appropriately to supporting concepts such as canon and levels 	<p>Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in rounds</p>	<p>Compose Combine and put together different movements and actions into a dance</p> <p>Canon When the same action is repeated by a group of dancers one after the other</p>
Year 2	<p>Describe and explain how performers can transition and link shapes and balances.</p> <ul style="list-style-type: none"> • Perform basic actions with control and consistency at different speeds and on different levels. • Challenge themselves to move imaginatively responding to music. • Work as part of a group to create and perform short movement sequences to music. • Perform using more sophisticated formations as well as an individual. • Explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. 	<p>Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clock face to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.</p>	<p>Unison When the same action is repeated by a group of dancers at the same time</p> <p>Mirror Presenting the mirror image</p>



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	<ul style="list-style-type: none"> • Use the stimuli to copy, repeat and create dance actions and motifs. 		
Year 3	<ul style="list-style-type: none"> • Practise different sections of a dance aiming to put together a performance. • Perform using facial expressions. • Perform with a prop. • Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. • Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. 	<p>Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create own floor patterns. Demonstrate stylistic elements of barn dance. Apply feedback to improve own performance</p>	<p>Rhythm A uniformed, recurring pattern of beat or music</p> <p>Improvisation React to music to perform actions or sequences that are not pre-planned</p>
Year 4	<p>Work to include freeze frames in routines.</p> <ul style="list-style-type: none"> • Practise and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. 	<p>Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.</p>	<p>Levels The different heights actions and dances can be performed</p> <p>Facial Expression A non-verbal way to communicate a message using the face</p>
Year 5	<ul style="list-style-type: none"> • Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience 	<p>Perform locomotor and no locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.</p>	<p>Choreographer A person who creates a dance sequence to perform</p> <p>Formation In a group dance, the position of each dancer when performing</p>



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Year 6	<p>Work collaboratively to include more complex compositional ideas</p> <ul style="list-style-type: none">• Develop motifs and incorporate into self-composed dances as individuals, pairs & groups• Talk about different styles of dance with understanding, using appropriate language & terminology• Developing group devices and greater use of teamwork.• Demonstrating narrative through contact and relationships• Showing tension through pattern and formation	<p>Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.</p>	<p>Gesture The movement of a body part without using your weight</p> <p>Dynamics Quality of movement, the intangible factor that adds uniqueness, richness and power</p>

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	Knowledge/overview	Skills	Vocabulary
Year 1	<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. 	Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over	Sequence Two or more actions one after the other Shape The position or your body during a movement
Year 2	<ul style="list-style-type: none"> Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence 	Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.	Extension Straightening a body part as far as possible Relaxation The body returns to its normal state after an exercise
Year 3	Modify actions independently using different pathways, directions and shapes. <ul style="list-style-type: none"> Consolidate and improve the quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. Show increasing flexibility in shapes and balances. 	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing , smooth transitions and extension	Combinations Putting different types of actions together in a sequence Explosive Actions with maximum effort for a short period of time



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Year 4	<p>To become increasingly competent and confident to perform skills more consistently.</p> <ul style="list-style-type: none"> • Able to perform in time with a partner and group. • Independently use compositional ideas in sequences such as changes in height, speed and direction. • Develop an increased range of body actions and shapes to include in a sequence. • Define muscles groups needed to support the core of their body. • Refine taking weight on small and large body parts, for example, hand and shoulder. 	<p>Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.</p>	<p>Contrasting Two actions that are opposite to each</p> <p>Fluency An action or sequence with control and momentum</p>
Year 5	<p>Create longer and more complex sequences and adapt performances.</p> <ul style="list-style-type: none"> • Take the lead in a group when preparing a sequence. • Develop symmetry individually, as a pair and in a small group. • Compare performances and judge strengths and areas for improvement. • Select a component for improvement. For example - timing or flow. • Take responsibility for own warm-up including remembering and repeating a variety of stretches. • Perform more complex actions, shapes and balances with consistency. • Use information given by others to improve performance. 	<p>Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & round offs. Performing pathways. Devising warm-ups</p>	<p>Aesthetics How an action or sequence looks to somebody watching</p> <p>Flexibility The range of movement around a joint</p>
Year 6	<ul style="list-style-type: none"> • Lead group warm-up showing understanding of the need for strength and flexibility. • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up own sequences. • Arrange own apparatus to enhance work and vary compositional ideas. • Experience flight on and off of high apparatus. • Perform increasingly complex sequences. • Combine own ideas with others to build sequences. • Compose and practise actions and relate to music. • Show a desire to improve across a broad range of gymnastics actions. 	<p>Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>	<p>Asymmetry When shape of the body is different on each side</p> <p>Symmetry When shape of the body is the same on each side</p>