



**WHOLE SCHOOL PROGRESSION DOCUMENT – PE – DANCE**

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>HEALTH &amp; FITNESS</b>	<ul style="list-style-type: none"> <li>*Describe how the body feels when still and when exercising.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe how the body feels before, during and after exercise.</li> <li>*Carry and place equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise and describe how the body feels during and after different physical activities.</li> <li>*Explain what they need to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise and describe the effects of exercise on the body.</li> <li>*Know the importance of strength and flexibility for physical activity.</li> <li>*Explain why it is important to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe how the body reacts at different times and how this affects performance.</li> <li>*Explain why exercise is good for your health.</li> <li>*Know some reasons for warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>*Know and understand the reasons for warming up and cooling down.</li> <li>*Explain some safety principles when preparing for and during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the importance of warming up and cooling down.</li> <li>*Carry out warm-ups and cool-downs safely and effectively.</li> <li>*Understand why exercise is good for health, fitness and wellbeing.</li> <li>*Know ways they can become healthier.</li> </ul>
<b>DANCE SKILLS</b>	<ul style="list-style-type: none"> <li>*Join a range of different movements together.</li> <li>*Change the speed of their actions.</li> <li>*Change the style of their movements.</li> <li>*Create a short movement phrase which demonstrates their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>*Copy and repeat actions.</li> <li>*Put a sequence of actions together to create a motif.</li> <li>*Vary the speed of their actions.</li> <li>*Use simple choreographic devices such as unison, canon and mirroring.</li> <li>*Begin to improvise independently to create a simple dance.</li> </ul>	<ul style="list-style-type: none"> <li>*Copy, remember and repeat actions.</li> <li>*Create a short motif inspired by a stimulus.</li> <li>*Change the speed and level of their actions.</li> <li>*Use simple choreographic devices such as unison, canon and mirroring.</li> <li>*Use different transitions within a dance motif.</li> <li>*Move in time to music.</li> <li>*Improve the timing of their actions.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to improvise with a partner to create a simple dance.</li> <li>*Create motifs from different stimuli.</li> <li>*Begin to compare and adapt movements and motifs to create a larger sequence.</li> <li>*Use simple dance vocabulary to compare and improve work.</li> <li>*Perform with some awareness of rhythm and expression.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>*Compose a dance that reflects the chosen dance style.</li> <li>*Confidently improvise with a partner or on their own.</li> <li>*Compose longer dance sequences in a small group.</li> <li>*Demonstrate precision and some control in response to stimuli.</li> <li>*Begin to vary dynamics and develop actions and motifs in response to stimuli.</li> <li>*Demonstrate rhythm and spatial awareness.</li> <li>*Change parts of a dance as a result of self-evaluation.</li> <li>*Use simple dance vocabulary when comparing and improving work.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>*Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>*Show a change of pace and timing in their movements.</li> <li>*Develop an awareness of their use of space.</li> <li>*Demonstrate imagination and creativity in the movements they devise in response to stimuli.</li> <li>*Use transitions to link motifs smoothly together.</li> <li>*Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>*Ensure their actions fit the rhythm of the music.</li> <li>*Modify parts of a sequence as a result of self and peer evaluation.</li> <li>*Use more complex dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>*Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>*Use dramatic expression in dance movements and motifs.</li> <li>*Perform with confidence, using a range of movement patterns.</li> <li>*Demonstrate strong and controlled movements throughout a dance sequence.</li> <li>*Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>*Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</li> <li>*Show a change of pace and timing in their movements.</li> <li>*Move rhythmically and accurately in dance sequences.</li> <li>*Improvise with confidence, still demonstrating fluency across their sequence.</li> </ul>

<b>DANCE SKILLS</b>							<ul style="list-style-type: none"> <li>*Dance with fluency and control, linking all movements and ensuring that transitions flow.</li> <li>*Demonstrate consistent precision when performing dance sequences.</li> <li>*Modify some elements of a sequence as a result of self and peer evaluation.</li> <li>*Use complex dance vocabulary to compare and improve work.</li> </ul>
<b>COMPETE/PERFORM</b>	<ul style="list-style-type: none"> <li>*Control my body when performing a sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform using a range of actions and body parts with some coordination.</li> <li>*Begin to perform learnt skills with some control.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform sequences of their own composition with coordination.</li> <li>*Perform learnt skills with increasing control.</li> <li>*Compete against self and others.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop the quality of the actions in their performances.</li> <li>*Perform learnt skills and techniques with control and confidence.</li> <li>*Compete against self and others in a controlled manner.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform and create sequences with fluency and expression.</li> <li>*Perform and apply skills and techniques with control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform own longer, more complex sequences in time to music.</li> <li>*Consistently perform and apply skills and techniques with accuracy and control.</li> </ul>	<ul style="list-style-type: none"> <li>*Link actions to create a complex sequence using a full range of movement.</li> <li>*Perform the sequence in time to music.</li> <li>*Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> </ul>
<b>EVALUATE</b>	<ul style="list-style-type: none"> <li>*Talk about what they have done.</li> <li>*Talk about what others have done.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch and describe performances.</li> <li>*Begin to say how they could improve.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch and describe performances, and use what they see to improve their own performance.</li> <li>*Talk about the differences between their work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch, describe and evaluate the effectiveness of a performance.</li> <li>*Describe how their performance has improved over time.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>*Modify their use of skills or techniques to achieve a better result.</li> </ul>	<ul style="list-style-type: none"> <li>*Choose and use criteria to evaluate own and others' performances.</li> <li>*Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>*Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>