

YEAR 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DANCE	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon. Particularly: Gross Motor Skills ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Specific: Being Imaginative and Expressive ELG</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Copy, remember and repeat actions</p> <p>Change the speed of their actions</p> <p>Change the style of their movements</p> <p>Create a short movement phrase</p> <p>Use their own ideas</p>	<p>Create a short motif inspired by a stimulus</p> <p>Change the speed and level of their actions</p> <p>Use simple choreographics devices such as unison, canon and mirroring</p> <p>Use different transitions</p> <p>Move in time to music</p> <p>Join a range of different movements together</p>	<p>Begin to improvise with a partner to create a simple dance</p> <p>Create motifs from different stimuli</p> <p>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 expression and rhythm</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>Improvise with a partner or on their own</p> <p>Demonstrate some precision and control</p> <p>Begin to vary dynamics</p> <p>Demonstrate rhythm and some spacial awareness</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>Compose individual, partner and group dances that reflects the chosen dance style</p> <p>Show a change of pace and timing in their movements</p> <p>Demonstrate spacial awareness</p> <p>Use transitions to link motifs smoothly together</p> <p>Ensure actions fit to the rhythm</p> <p>Modify parts of a sequence</p> <p>Use more complex dance vocabulary to compare and improve work</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>Compose individual, partner and group dances that reflects the chosen dance style</p> <p>Use dramatic expression in dance movements</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move rhythmically and accurately in dance sequences</p> <p>Improvise with confidence</p> <p>Show a change of pace and timings in their movements</p> <p>Demonstrate a strong and controlled dance sequence</p>

COMPOSITES

perform dances using simple movement patterns

COMPONENTS

	1	2	3	4	5	6	End Point
	Can you create a range of controlled movements that represent a superhero?	Can you extend your sequence whilst performing as your character?	Can you extend your creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something?	Can you create a range of controlled movements that represent a villain?	Can you respond to a rhythm performing a range of controlled movements that represent a superhero and villain?	Can you respond to create movements that represent a real life hero?	Pupils select a movement that summarises a real life hero and problem. One pupil is going to be the hero and the other will be the problem. Pupils perform their movements towards each other. When the hero and problem meet, each pupil needs to create a balance or movement that summarises what happens.
CONCEPTS Link to concept map	CREATIVITY	CREATIVITY AND PERFORMANCE	CREATIVITY	CREATIVITY	CREATIVITY AND PERFORMANCE	CREATIVITY	
SKILLS	Copy, remember and repeat actions	Copy, remember and repeat actions	Change the speed of their actions	Change the style of their movements	Create a short movement phrase	Use their own ideas	Children will be able to create their own movements that represent superheroes and villains through a simple movement phrase.
KNOWLEDGE PE Subject Organiser - Dance Year 1	Pupils can move in relation to the music.	Pupils can move in relation to the music and respond with appropriate movements and actions	Pupils can ensure their movements are big and clear	Pupils can move in relation to the music.	Pupils can move in relation to the music and respond with appropriate movements and actions.	Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.	Children will be able to create their own movements responding to the music that represent superheroes and villains through a simple movement phrase.
LESSON LINK	Complete PE- Year 1 – Dance - Heroes	Complete PE- Year 1 – Dance - Heroes	Complete PE- Year 1 – Dance - Heroes	Complete PE- Year 1 – Dance - Heroes	Complete PE- Year 1 – Dance - Heroes	Complete PE- Year 1 – Dance - Heroes	
PROGRESSIVE VOCABULARY	control movements	control movements sequence perform	sequence perform demonstrate	co-ordinate perform sequence	explore perform movements	explore dance movements perform	Articulate, demonstrate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES		Use of props and equipment that represent a superhero			Use of props and equipment that represent a villain		

END POINT	Pupils will learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position).	Pupils will perform a range of controlled movements that demonstrate their superheroes' superpowers.	Pupils will perform a range of controlled movements that demonstrate their superheroes' rescuing/saving someone by using high and low movements.	Pupils will learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance as a villain.	Pupils will explore the relationships between the two characters when performing their movements.	Pupils will explore the problems that day to day heroes might face and create solutions through dance movements.	
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