

YEAR 3

	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 Negotiate space and obstacles safely, with consideration for themselves and others. 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 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 spatial 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 a range of movement patterns

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I respond to different stimuli and add drama and emotion to dance?	Can I add drama and emotion through dance to create a motif?	Can I work with a partner to execute a wider variety of movements?	Can I continue to work with a partner to execute a wider variety of movements?	Can I extend my dance skills by using more complex actions?	Can I create a final performance of my dance sequence?	
CONCEPTS Link to concept map	CREATIVITY	CREATIVITY	CREATIVITY	CREATIVITY	CREATIVITY	PERFORMANCE	
SKILLS	Use simple dance vocabulary to compare and improve work	Create motifs from different stimuli	Begin to improvise with a partner to create a simple dance	Begin to improvise with a partner to create a simple dance	Compare and adapt movements to create a larger sequence	Perform with some expression and rhythm	Will bring together their sequences to perform with some expression and rhythm
KNOWLEDGE PE Subject Organiser - Year 3 - Dance - Wild animals	Pupils will ensure that their movements are big and clear	Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.	Pupils will apply creativity as they try a range of movement options.	Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story. Pupils will apply creativity as they try a range of movement options	Pupils will apply creativity as they try a range of movement options Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve	Pupils will understand what makes an 'excellent' dance	Pupils will bring together the choreography to create a final performance in groups.
LESSON LINK	Complete PE- Year 3 – Dance – Wild Animals	Complete PE- Year 3 – Dance – Wild Animals	Complete PE- Year 3 – Dance – Wild Animals	Complete PE- Year 3 – Dance – Wild Animals	Complete PE- Year 3 – Dance – Wild Animals	Complete PE- Year 3 – Dance – Wild Animals	
PROGRESSIVE VOCABULARY	expression creativity respond focus	expression creativity respond focus motif	expression creativity execute movement motif	expression creativity execute movement motif	expression creativity execute movement motif	expression creativity execute movement motif	Articulate, demonstrate and recognise subject specific vocabulary

				observe	observe develop	observe develop	
CURRICULUM EXPERIENCES	Video clip of wild animals						
END POINT	Pupils will be able to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.	Pupils will build on the character work adding drama and emotion to dance and to create motifs in pairs.	Pupils will sustain their characters to add drama and emotion to their dance.	Pupils will sustain their characters to add drama and emotion to their dance. In pairs they will observe another pair and describe their movements.	Pupils will develop movement vocabulary by introducing more advanced dance terms	Pupils will perform their sequence showing flow between their movements.	

