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| Dance |  | **KS1** | | **KS2** | | | |
|  | EYFS | Year 1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
| Acquire and develop ideas | Development matters – Reception  Revise and refine the fundamental movement skills they have already acquired –  Rolling  Crawling  Walking  Jumping  Running  Hopping  Skipping  Climbing  Progress towards a more fluent style of moving, with developing control and grace  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming  Combine different movements with ease and fluency  Develop overall body-strength, balance, co-ordination and agility | Explore actions in response to stimuli  Know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea  Go and stop in control and perform body actions with control and co-ordination  Explore ideas, moods and feelings | | Respond imaginatively to a range of stimuli related to character and narrative  Perform the basic actions and dances clearly and fluently  Perform with expression and sensitivity to the dance idea and the accompaniment  Copy, refine and repeat dance phrases | | Respond to a range of stimuli and accompaniment  Perform the basic dance actions with increased control, co-ordination, fluency and accuracy  Perform with expression and improvise freely using a range of continuous movements and patterns  Perform set dances from different times, places and customs | |
| Select, apply and make choices | Choose and link appropriate actions to make short dance phrases and simple structures  Work in pairs using simple partner relationships and compositional skills | | Know how to begin to develop movement  Use simple motifs and movements patterns to structure dance phrases on their own or with a partner or in a group | | Select and use a range of compositional ideas to create motifs that demonstrate their dance ideas  Work collaboratively in small groups to communicate dance ideas and create their work in the context of a whole dance | |
| Evaluate and improve | Observe each other and themselves dancing  Describe dance phrases and what they can see by commenting on what they like and dislike  Explore and understand some historical and cultural aspects in dance | | Observe themselves and others dancing, begin to comment on what they can see  Describe and interpret the dances of other children using appropriate language and suggest how they might be improved  Explore, understand and comment on historical and cultural aspects of dance | | Observe themselves, each other, and professional artists, and talk about dance with understanding  Use appropriate language and terminology  Recognise how costume, music and set and art contribute to a performance | |
| Health and well-being | Know and talk about the different factors that support their overall health and well-being  Regular physical activity, healthy eating, toothbrushing, sensible amount of ‘screen time’, having a good sleep routine, being a safepedestrian | Know that dance is active and that changes will occur in their bodies and to know how their bodies feel after dance activities  Know that they need to warm-up and cool down for dance | | Recognise that dance is good actively for health and well-being  Show understanding of warming up and cooling down and choose appropriate activities to do so on their own | | Describe how dance contributes to fitness and well-being and identify what types of exercise they need to do to help their dancing  Explain and apply basic safety principles in preparing for exercise | |
| Vocabulary | Move, safely, healthy, feeling, fast, slow, hot, cold, listen, stop, start, positional language | travel, stillness, direction, space, body parts, levels, speed, explore, copy, describe | | + space, repetition, action and reaction, pattern | | + dance style, technique, pattern, rhythm, variation, unison, canon, action, reaction | |