

## Dance Progression of Skills – EYFS, Key Stage 1 and 2

Year Group	Dance	Progression of skills	Vocabulary	Clubs	Competitions	Cross Curricular Links
Reception	See scheme of work in staff area KLZ	<ul style="list-style-type: none"> <li>• Can move freely with pleasure and confidence in a range of ways such as shuffling, sliding, hopping, walking and crawling</li> <li>• Can stand momentarily on one foot when shown</li> <li>• Can climb on equipment using alternate feet</li> <li>• Draw lines and circles using gross motor skills</li> <li>• Experiments with different ways of moving</li> <li>• Shows understanding of the need for safety when tackling new challenges</li> <li>• Practices some simple safety measures without direct supervision</li> <li>• Manages being able to get dressed successfully</li> </ul>	Movement/Travel(crawling/hopping/sliding/shuffling/hands to feet/marching) Beat Pairs Slow Fast Copy Body shape			Maths-Counting the beat Literacy-use of key words Music
Year 1	See scheme of work in staff area KLZ	<ul style="list-style-type: none"> <li>• Change their body shape in a range of ways</li> <li>• Perform simple and random dance moves</li> <li>• Show some rhythm and movement and dance</li> <li>• I copy &amp; explore basic body patterns &amp; movements</li> <li>• I can remember simple dance steps</li> </ul>	Copy Repeat Shape Rhythm Control/ Controlled Partner/pair Slow Fast Coordination	Speed stacking KS1 Gymnastics Running Football Multi-skills (KS1 athletics)	TERM 5: Dance (y1-2)	Maths-Counting the beat Literacy-use of key words Music

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		<ul style="list-style-type: none"> <li>• &amp; perform in a controlled manner</li> <li>• I choose actions &amp; link them with sounds &amp; music with guidance</li> <li>• I safely perform teacher led warm-ups &amp; can describe &amp; discuss others work in simple terms</li> </ul>	Imagine			
<b>Year 2</b>	See scheme of work in staff area KLZ	<ul style="list-style-type: none"> <li>• Can explore, copy and repeat simple skills and actions</li> <li>• Remember and repeat simple sequences</li> <li>• Copy and remember actions in a sequence</li> <li>• Begin to use rhythm in dance</li> <li>• Make a short dance sequences</li> <li>• Make simple dance moves</li> <li>• I can suggest and remember simple dance steps &amp; perform in a controlled manner</li> <li>• I perform as part of a group</li> <li>• I begin to suggest elements of teacher led warm-ups &amp; describe &amp; discuss others work</li> </ul>	Explore Copy Repeat Sequence Copy Rhythm Partner/pair Slow Fast Coordination Imagine Direction Performance			Maths-Counting the beat Literacy-use of key words Music
<b>Year 3</b>	See scheme of work in staff area KLZ	<ul style="list-style-type: none"> <li>• Move with awareness of space</li> <li>• Show increasingly clear and fluent movements</li> <li>• Show contrast in movement (slow, fast, etc)</li> <li>• Improvise with ideas and movements</li> <li>• Copy, repeat, remember and</li> </ul>	Space Fluent/Fluency Slow/Fast High/Low Copy Repeat Link	Tag rugby Speed stacking Dodgeball High 5 Netball Rounders Running	TERM 5 Dance (y3-6)	Maths-Counting the beat Literacy-use of key words Music

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		<p>explore simple dance actions</p> <ul style="list-style-type: none"> <li>• Begin to sequence movements and link actions.</li> <li>• Begin to choose movement to show ideas.</li> <li>• Move across a room in different ways</li> <li>• I am beginning to improvise freely on my own &amp; with a partner to given stimuli</li> <li>• I plan/create movement ideas for a variety of given stimuli</li> <li>• I am beginning to use dance vocabulary when describing my own and others' performances</li> <li>• I recognise changes resulting in specific dance movements and routines</li> </ul>		<p>Handball Basketball Football KS2 Gymnastics Tri golf Athletics</p>	
<b>Year 4</b>	See scheme of work in staff area KLZ	<ul style="list-style-type: none"> <li>• Move in an increasingly coordinated way</li> <li>• Show increasing control in balance</li> <li>• Use movements to communicate an idea, using expression and emotion</li> <li>• Refine movements into increasingly complex sequences</li> <li>• Cooperate with others to perform a dance</li> <li>• Use different parts of the body for different effects</li> <li>• I demonstrate precision, control</li> </ul>	<p>Space Fluent/Fluency Slow/Fast High/Low Copy Repeat Link Emotion Effects Sequences</p>		<p>Maths-Counting the beat Literacy-use of key words Drama Music</p>

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		<p>and fluency in response to given stimuli</p> <ul style="list-style-type: none"> <li>• I vary and develop actions with a partner or within a group depending on the stimuli</li> <li>• I continually demonstrate rhythm, timing and spatial awareness</li> <li>• I can modify my performance and that of others as a result of observation and basic understanding of the structure of the body</li> </ul>				
<b>Year 5</b>	See scheme of work in staff area KLZ	<ul style="list-style-type: none"> <li>• Show control and coordination in travel and balance</li> <li>• Perform a range of leaps and turns, showing control</li> <li>• Show an increasing clarity and fluency in movement</li> <li>• Make good use of creativity and imagination to compose a dance</li> <li>• Use movement expressively to show an idea, mood or feeling</li> <li>• Combine changes of shape, speed and level in a dance</li> <li>• Apply skills, actions and ideas with increasing coordination and control</li> <li>• I select and use a wider range of compositional skills to demonstrate ideas with support</li> <li>• I suggest way to improve quality of</li> </ul>	<p>Space Fluent/Fluency Slow/Fast High/Low Copy Repeat Link Emotion Speed Level Actions Coordination Control Cannon Mirroring</p>			<p>Maths-Counting the beat Literacy-use of key words Music Drama</p>

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		<p>performance showing sound knowledge and understanding</p> <ul style="list-style-type: none"> <li>• I lead my own warm up and demonstrate safe practise in all areas with support</li> </ul>				
<b>Year 6</b>	See scheme of work in staff area KLZ	<ul style="list-style-type: none"> <li>• Demonstrate precision, control and fluency</li> <li>• Sustain movements over a long period of time</li> <li>• Show expression and emotion through performance</li> <li>• Begin to improvise based on previous skills</li> <li>• Use changes in and combinations of level and speed in increasingly complex sequences</li> <li>• Plan dance performances and repeat sequences including changes in speed and level</li> <li>• I choreograph for myself using a range of taught movements and styles</li> <li>• I choreograph for others using a range of taught movements and styles with support</li> <li>• I coach others with support highlighting strengths and areas for improvement</li> </ul>	<p>Space Travel Fluent/Fluency Slow/Fast High/Low Copy Repeat Link Emotion Precision Control Improvise Complex Speed Levels Cannon</p>			<p>Maths-Counting the beat Literacy-use of key words Music Drama</p>