**Early Years**

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|  | **ELG Statements**  *(Endpoints children will achieve)* | **Substantive**  **Knowledge**  *(Motor competence: How well can pupils recall key components for success in movements/patterns? Rules, strategies and tactics: How well are these rules, tactics and strategies recalled?*  *Healthy participation: How well are the key points for healthy participation recalled?)* | **Disciplinary**  **Knowledge**  *(Motor competence: How well do children demonstrate accurate, safe, efficient movements?*  *Rules, strategies and tactics: How well do children demonstrate rules, tactics and strategies?*  *Healthy participation: How well do children demonstrate how to participate safely?)* | **Vocabulary** |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Nursery** | Early Years Outcomes The main Early Years Outcomes covered in the Dance units are: • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) • Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) • Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception) • Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) • Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) • Combine different movements with ease and fluency. (PD: Reception) • Develop overall body strength, balance, coordination and agility. (PD: Reception) | I Know  -Develop their basic gymnastic skills.  -Explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling.  -Copy, create, remember and repeat short sequences.  -Show contrast with my body including wide/narrow, straight/curved.  -Explore shapes in stillness using different parts of my body. | I Can  Understand that I can make different shapes with my body.  Understand that I should be still when holding a balance.  Understand that I can change my body shape to help me to roll.  Understand that bending my knees will help me to land safely.  Understand that if I hold a shape and count to five people will see it clearly  I am wareness of space and how to use it safely and perform basic skills on both floor and apparatus | Shapes:  Balances:  Rolls:  Jumps  Strategy: |
| **Reception** | **Early Years Outcomes The main Early Years Outcomes covered in the Dance units are:** • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) • Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) • Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception) • Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) • Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) • Combine different movements with ease and fluency. (PD: Reception) • Develop overall body strength, balance, coordination and agility. (PD: Reception) | I Know  Join a range of different movements together.  Change the speed of their actions.  Change the style of their movements.  Create a short movement phrase which demonstrates their own ideas. | I Can  Describe how the body feels when still and when exercising.  Talk about what they have done. Talk about what others have done.  Control my body when performing a sequence of movements. | Shapes:  Balances:  Rolls:  Jumps  Strategy: |

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|  | **National Curriculum Outcomes**  *(Endpoints children will achieve)* | **Declarative Knowledge**  *(Motor competence: How well can pupils recall key components for success in movements/patterns? Rules, strategies and tactics: How well are these rules, tactics and strategies recalled?*  *Healthy participation: How well are the key points for healthy participation recalled?)* | **Procedural Knowledge**  *(Motor competence: How well do children demonstrate accurate, safe, efficient movements?*  *Rules, strategies and tactics: How well do children demonstrate rules, tactics and strategies?*  *Healthy participation: How well do children demonstrate how to participate safely?)* | **Vocabulary** |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Year 1 Dance** | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns. | Carry and place equipment safely.  Copy and repeat actions.  Put a sequence of actions together to create a motif.  Vary the speed of their actions.  Perform using a range of actions and body parts with some coordination.  Watch and describe performances. Begin to say how they could improve | Describe how the body feels before, during and after exercise.  Can use simple choreographic devices such as unison, canon and mirroring.  Begin to improvise independently to create a simple dance.  **Can Perform learnt skills with some control.**  Understand how the body feels during and after exercise.  Understand how varying the speed enhances dance | Motif  Sequence  Create  Perform  Coordinate  Choreograph  Copy and repeat  Agility  Balance |
| **Year 2 Dance** | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending;  perform dances using simple movement patterns. | Copy, remember and repeat actions.  Create a short motif inspired by a stimulus.  Change the speed and level of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others.  Watch and describe performances, and use what they see to improve their own performance. | Can recognise and describe how the body feels during and after different physical activities.  Can explain what they need to stay healthy.  Can use different transitions within a dance motif.  **Can move in time to music. Improve the timing of their actions.**  Can talk about the differences between their work and that of others. | Motif  Sequence  Create  Perform  Coordinate  Choreograph  Copy and repeat  Agility  Balance |
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| **Year 3 Dance** | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Create motifs from different stimuli.  Know the importance of strength and flexibility for physical activity.  Perform with some awareness of rhythm and expression.  Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Begin to compare and adapt movements and motifs to create a larger sequence. | Recognise and describe the effects of exercise on the body.  I am beginning to improvise with a partner to create a simple dance.  I can use simple dance vocabulary to compare and improve work.  **I can compete against self and others in a controlled manner.**  Explain why it is important to warm up and cool down.  Describe how their performance has improved over time. | shapes  straight,  tuck,  straddle,  roll  pike.  Jumps  balance |
| **Year 4 Dance** | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.    Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli.  Begin to vary dynamics and develop actions and motifs in response to stimuli.  Perform and create sequences with fluency and expression. | Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.  **Demonstrate rhythm and spatial awareness.**  **Change parts of a dance as a result of self-evaluation.**  Modify their use of skills or techniques to achieve a better result.  Understand simple dance vocabulary when comparing and improving work. | shapes  straight,  tuck,  straddle,  roll  pike.  Jumps  Balance  Modify  Perform  Control  Accuracy  Improvise |
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| **Year 5 Dance** | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli.  Use transitions to link motifs smoothly together.  Improvise with confidence, still demonstrating fluency across the sequence.  Ensure their actions fit the rhythm of the music.  Modify parts of a sequence as a result of self and peer evaluation.  Use more complex dance vocabulary to compare and improve work. | Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise.  **Perform own longer, more complex sequences in time to music.**  Consistently perform and apply skills and techniques with accuracy and control. | shapes  straight,  tuck,  straddle,  roll  pike.  Jumps  Balance  Modify  Perform  Control  Accuracy  Improvise |
| **Year 6 Dance** | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled movements throughout a dance sequence.  Combine flexibility, techniques and movements to create a fluent sequence.  Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.  Show a change of pace and timing in their movements.  Move rhythmically and accurately in dance sequences.  Improvise with confidence, still demonstrating fluency across their sequence.  Dance with fluency and control, linking all movements and ensuring that transitions flow.  Demonstrate consistent precision when performing dance sequences.  Modify some elements of a sequence as a result of self and peer evaluation.  .  Use more complex dance vocabulary to compare and improve work. | Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier..  Improvise with confidence, still demonstrating fluency across the sequence.  Ensure their actions fit the rhythm of the music.  Use complex dance vocabulary to compare and improve work.  link actions to create a complex sequence using a full range of movement.  Perform the sequence in time to music.  **Perform and apply a variety of skills and techniques confidently, consistently and with precision.**  Modify parts of a sequence as a result of self and peer evaluation | shapes  straight,  tuck,  straddle,  roll  pike.  Jumps  Balance  Modify  Perform  Control  Accuracy  Improvise |