

PE - Dance

	reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	Describe how the body feels when still and when exercising.	1.Describe how the body feels before during and after exercise.	1.Recognise and describe how the body feels during and after different physical activities.	Recognise and describe the effects of exercise on the body.	Explain why exercise is good for your health.		Understand why exercise is good for health, fitness and wellbeing.
		2.Carry and place equipment safely.	2.Explain what they need to stay healthy.	Know the importance of strength and flexibility for physical activity.			
				Explain why it is important to warm up and cool down.	Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Carry out warm-ups and cool-downs safely and effectively. Understand the importance of warming up and cooling down.
					Describe how the body reacts at different times and how this affects performance.		
							Know ways they can become healthier.
Dance Skills	Join a range of different movements together.	3.Copy and repeat actions.	3.Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple dance.	Confidently improvise with a partner or on their own.		
		4.Put a sequence of actions together to create a motif.	4.Create a short motif inspired by a stimulus.	Create motifs from different stimuli.	Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli.	Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together.	Use dramatic expression in dance movements and motifs. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.
	change the speed	5.Vary the speed of their actions.	5.Change the speed and level of their actions.	Begin to compare and adapt movements and motifs to create a larger sequence.	Compose longer dance sequences in a small group.		

	of their actions.						
	Change the style of their movements	6.Use simple choreographic devices such as unison, canon and mirroring.	6.Use simple choreographic devices such as unison, canon and mirroring.	Use simple dance vocabulary to compare and improve work.	Use simple dance vocabulary when comparing and improving work.	Use more complex dance vocabulary to compare and improve work.	Use complex dance vocabulary to compare and improve work.
	Create a short movement phrase which demonstrates their own ideas.	7.Begin to improvise independently to create a simple dance.	7.Use different transitions within a dance motif.		Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.
			8.Move in time to music.		Compose a dance that reflects the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style.
			9.Improve the timing of their actions.	Perform with some awareness of rhythm and expression.	Demonstrate rhythm and spatial awareness.	Ensure their actions fit the rhythm of the music.	Move rhythmically and accurately in dance sequences.
					Change parts of a dance as a result of self-evaluation.	Modify parts of a sequence as a result of self and peer evaluation.	Modify some elements of a sequence as a result of self and peer evaluation.
						Show a change of pace and timing in their movements.	Show a change of pace and timing in their movements.
						Develop an awareness of their use of space.	
						Improvise with confidence, still demonstrating fluency across the sequence.	Perform with confidence, using a range of movement patterns. Improvise with confidence, still demonstrating fluency across their sequence.
							Demonstrate strong and controlled movements throughout a dance sequence.
							Combine flexibility, techniques and movements to create a fluent sequence.

							Dance with fluency and control, linking all movements and ensuring that transitions flow.
							Demonstrate consistent precision when performing dance sequences.
Compete/ Perform	Control my body when performing a sequence of movements.	8.Perform using a range of actions and body parts with some coordination.	10.Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression.		
		9.Begin to perform learnt skills with some control.	11.Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
			12.Compete against self and others.	Compete against self and others in a controlled manner.			
						Perform own longer, more complex sequences in time to music.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music.
Evaluate	Talk about what they have done.	10.Watch and describe performances.	13.Watch and describe performances and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performances.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
	Talk about what others have done.	11.Begin to say how they could improve.	14.Talk about the differences between their work and that of others.	Describe how their performance has improved over time.			
					Modify their use of skills or techniques to achieve a better result.		
						Explain why they have used particular skills or techniques, and the effect they have had on their performance.	