EYFS includes Nursery and Reception KS1 and KS2 operate two cycles: Cycle A and Cycle B.

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| **Knowledge**  **NC L. Obs** | **EYFS** | **Y1/2** | **Y3/4** | **Y5/6** |
| The main Early Years Outcomes covered in the Dance units are:  \* Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)  \* Experiments with different ways of moving. (PD – M&H 40-60)  \* Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)  \* Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)  \* Beginning to move rhythmically. (EAD – M & M 30-50)  \* Imitates movement in response to music. (EAD – M & M 30-50)  \* Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)  \* Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)  \* Developing preferences for forms of expression. (EAD – BI 30-50)  \* Uses movement to express feelings. (EAD – BI 30-50)  \* Creates movement in response to music. (EAD – BI 30-50)  \* Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)  \* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)  \* Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG) | Pupils 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils are taught to: master basic movements, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; perform dances using simple movement patterns. | Pupils 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils are 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. | Pupils 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils are 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. |
| **Learning outcomes** | \* Spontaneously respond to different stimuli through movement (books, nursery rhymes, themes, music)  \* Move with appropriate actions and timing  \* Begin to learn movements/sequence to create dance  \* Express feelings through movement  \* Describe dance with appropriate vocab  \* Talk about what they have done  \* Talk about what others have done | \* Respond spontaneously and appropriately to variety of stimuli through movement (books, nursery rhymes, themes, music)  \* Move with appropriate actions and timing – walk, hop, jump, land  \* Learn and remember sequence of movements to create short dance  \* Show some control and confidence over movements  \* Move in time to the music  \* Begin to co-ordinate arms and legs eg march & clap  \* Interact with a partner eg holding hands, swapping places, meeting, parting  \* Watch and describe performances  \* Say what they liked  & Begin to suggest improvements | \* Respond to variety of stimuli (books, themes, music)  \* Explore and experiment with movement ideas – dynamic qualities, use of space and different relationships  \* Learn, create and remember phrases and dances  \* Show an idea, thought or feeling through movement  \* Move in time to the music - musicality  \* Be able to co-ordinate arms and legs eg march & clap  \* Structure a dance connecting different ideas, with beginning, middle and end. Whole class, individual, partner/group word  \* Perform a dance for an audience  \* Include different speeds, levels, actions (gestures, stillness, jumps etc)  \* Begin to show an awareness of different dance styles  \* Begin to understand and use dance vocabulary  \* Understand the safety aspects of dance  \* Watch, describe and evaluate performances  \* Describe how they have improved performances over time | \* Create, learn longer, more challenging dance phrases  \* Show an idea, though or feeling through movement  \* Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness  \* Demonstrate a wide variety of dynamic qualities – speed, energy, rhythm, continuity  \* Demonstrate use of space – levels, directions, pathways size and body shape  \* Demonstrate different relationships – mirroring, unison, canon, complementing and contrasting  \* Move in time to the music - musicality  \* Perform a dance for an audience with confidence  \* Perform with co-ordination, control and a variety of movements  \* Use different space and pathways  \*Explain why they have used particular techniques or skills  \* Show an awareness of different dance styles including historical/social context  \* Understand and use dance vocabulary  \* Understand the safety aspects of dance  \* Evaluate their own and others’ performances, saying what worked well and giving suggestions on how to improve |

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| **Skills** | \* Walk, jump, twist, turn ,stretch  \* Forwards, backwards, sideways, high, low  \* Begin to be aware of others  \* Copying actions from teacher/performer  \* move slowly, quickly, smoothly, jerkily  \* Begin to join movements to create a dance/movement pattern | \* **Travel**, stretch, twist, turn, jump  \* Forwards, backwards, sideways, high, low  \* Begin to be aware of **space** and others  \* Copying actions from teacher/performer  **\* Create own actions**  **\* Learn actions / teach partner**  \* move slowly, quickly, **with expression**  \* Create simple dances  \* **Remembering a short sequence/dance**  **\* Create a dance with a mixture of individual and partner work** | \* Travel, stretch, twist, turn, jump, **gesture**, **still**  \* Forwards, backwards, sideways, **levels**, **formation**,  \* **Spatial awareness**  \* Copying actions from teacher/performer  \* Create own actions  \* Learn actions / teach partner  \* **Whole** **class**, **group**, partner, individual movements  \* **Varied speed, varied energy (light/heavy)**  \* Create simple dances  \* Remembering a sequence/dance with a range of choreographic devices: **motif**, **repetition**, **unison**, **canon**, **mirroring**, **complementing**, **contrasting**  \* Create a dance with a mixture of individual, **group**, **whole** **class** and partner work | \* Travel, turn, jump, gesture, still  \* Forwards, backwards, sideways, levels, formation, **pathways**  \* Spatial awareness  \* Copying actions from teacher/performer  \* Create own actions  \* Learn actions / teach partner  \* Whole class, solo / duo / **trio**  \* Varied speed, varied energy (light/heavy **sudden/flowing**)  \* Create **complex** dances  \* Remembering a sequence/dance with a range of choreographic devices: motif, repetition, unison, canon, mirroring, **retrograde** (performing motifs in reverse)  \* Create a dance with a mixture of individual, group, whole class and partner work |
| **Possible links to other subject areas** |  | **Autumn 2 Y1 - Seasons**  **Spring 2 Y1 - Space**  **Autumn 2 Y2** – **Our Wonderful World**  **Spring 1 Y2 – Fire**  **Autumn 1 Y1 – ??**  **Spring 2 Y1 - ??**  **Autumn 2 Y2 – ??**  **Spring 2 Y2 - ??** | **Spring 2 Y3 – Stone Age**  **Autumn 2 Y4 - Animals**  **Autumn 1 Y3 – Egyptians**  **Spring 1 Y3 - Megacities**  **Autumn 1 Y4 – Egyptians** | **Autumn 1 Y5 –**  **Autumn 2 Y6 – Evolution**  **Spring 2**  **Spring 2 Y5 –**  **Spring 2 Y6 –** |
| **Vocab** | Walk  Jump  Twist  Turn  Stretch  Dance  Move  Forwards  Backwards  Sideways  High  Low | Walk **Travel**  Jump **Skip**  Twist **Hop**  Turn **Unison**  Stretch  Dance  Move  Forwards  Backwards  Sideways  High  Low | Travel  Stretch  Twist  Turn  **Punch**  Jump  **Wave**  **Level**  **Gesture**  **Stillness**  **Formation**  **Motif**  **Repetition**  Unison  **Canon**  **Mirroring**  **Complementing**  **Contrasting** | Travel **Trio**  Stretch Canon  Twist Mirroring  Turn Complementing  Punch Contrasting  Jump **Retrograde**  Wave  **Leap**  **Explode**  **Flick**  **Pivot**  **Dynamics**  Level  Gesture  Stillness  **Formation**  **Pathway**  Motif  Repetition  Unison |