



## St Leo's and Southmead Catholic Nursery and Primary School

### Physical Education - Dance Skills - Progression of Skills/Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Fitness</b>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
<b>Dance Skills</b>	<p>Copy and repeat actions</p> <p>Put a sequence of actions together to form a motif</p> <p>Vary the speed of their actions</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the level and speed of their actions</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improving the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to prepare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movement and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p>



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<b>Dance Skills (cont)</b>				<p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>



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<b>Compete/ Perform</b>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and each other.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Links actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to the music.</p> <p>Perform and apply a variety of skills and techniques confidently and with precision.</p>
<b>Evaluate</b>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk the differences between their work and the that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques and the effect they have on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate movements.</p>

*"Nurture, Inspire, Succeed"*