



Dance Progression of Skills		
Reception		Experiments with different ways of moving. Negotiates space successfully.
		Children show good control and co-ordination in small and large movements. They move confidently in a range of ways, safely negotiating space.
		Hops confidently in time to music.
Year 1	Wisdom	Recognise that dances can have themes and stories.
	Perseverance (Skill)	Confident to explore space within their dances and movements.
		Perform basic body actions along with music.
		Use different parts of the body, combine arm and leg actions.
		Perform with an awareness of body shape required.
		Remember and repeat simple movement patterns.
		Move with control and show spatial awareness.
		With help, compose a basic movement phrase.
	Compassion	Work with a partner.
		Engage with the class to perform marching sequence and canon.
Year 2	Wisdom	Select movements that show a clear understanding of the theme/story/idea of the dance.
		Show confidence to perform in front of others.
		Show some sense of dynamic, expressive and rhythmic qualities in their own dance.



	Perseverance	Use different parts of the body in isolation and combination.
		Perform with control and balance and demonstrating coordination.
		Explore and use basic choreography including levels, speed changes, unison and canon.
		Move with imagination responding the music.
		Perform with expression.
	Compassion	Attempt to work as part of a group to perform a dance.
		Able to comment on ideas and emotions and how they can be portrayed through dance
Year 3	Wisdom	Contribute ideas to the structure of the dance.
		Describe using appropriate language the features of dances performed by others.
	Perseverance (Skill)	Attempt to perform with a sense of dynamics.
		Competently include props and other ideas in their dance.
		Attempt short pieces of improvised dance responding to the structure/theme of the dance.
		Share and create short dance phrases with a partner and in small groups.
		Perform movements with increased control.
	Compassion	Express moods and feelings throughout the dance piece.
		Can decide with others which floor patterns/pathways to follow.
Year 4	Wisdom	Respond sensitively to professional work.
		Refine, repeat and remember short dance phrases
	Perseverance (Skill)	Perform with increasing musicality with control and confidence
		Perform dances with consistency



		Show rhythm and style when performing as an individual and with others
		Dance using a variety of formations confidently
	Compassion	Show sensitivity to a dance idea/theme or story
		Showing self-control and maturity to perform a partner/ group contact work
Year 5	Wisdom	Confidently participate in dances from different cultures/parts of the world
	Perseverance (Skill)	Perform different styles of dance clearly and fluently
		Refine & improve dances adapting them to include use of space rhythm & expression
		Adapt their skills to meet the demands of a range of dance styles
		Incorporate levels and flight into movement patterns and dances
		Create and use compositional ideas confidently such as pathways, step patterns and unison
	Compassion	Recognise and comment on dances suggesting ways to improve
		Work collaboratively in groups to compose short dances
Year 6	Wisdom	Interpret different stimuli with imagination and flair
		Identify in others and self where good performance qualities are achieved
	Perseverance (Skill)	Warm up and cool down independently
		Work creatively and imaginatively on their own, in pairs and in a group to create simple dances
		Practise and refine coordination skills through activities such as live aural setting / freeze frame
		Use recognised dance actions and adapt to create motifs and movement patterns



		Communicate the artistic intention of a dance clearly, fluently, musically and with control
	Compassion	When working in groups/pairs take the lead suggesting ideas and refining actions of others
		Use facial expression to communicate emotion and a further narrative

Characteristics displayed by greater depth children in PE

Assessing children as Greater Depth in P.E is often difficult. Whilst one child may excel in Sports, they may not demonstrate the same ability in Gymnastics. Therefore, when making an overall judgment on Greater Depth it needs to be a best-fit policy across all disciplines. Teachers should consider the following core values and beliefs when assessing whether a pupil is greater depth. Greater depth children will be:

- Children who take part in after-school sports clubs both in school and external clubs.
- Children who have been selected to represent their county, team or higher.
- Children who have been awarded trophies and certificates.
- Children who have the confidence to lead others.
- Children who understand what it means to live a fit and healthy lifestyle – and lead one themselves to some extent.
 - Why do we warm up and cool down?
 - Why does our heart pump faster?
 - What muscles are being used in different skills?
- Children who excel in a variety of sports and show great enthusiasm when taking part in physical activity.
- Enjoys the task of learning new skills and applies them quickly.
- A high natural ability.
- Children who can transfer skills previously taught from one sport-based context to another.
- Children who display a good understanding of the rules.
- Children who can use and change tactics within games.
- Children who are able to set themselves personal challenges (independently) and achieve them (independently or with support).
- Children who work very well as part of a team and show great sportsmanship – being encouraging of others,
- Children who can perform well in a competitive format.



National Curriculum Statements

EYFS outcomes covered in the Dance unit are:	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)
KS1	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.

**KS2**

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:

- use running, jumping, throwing and catching in isolation and in combination;
 - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- . perform dances using a range of movement patterns
- . take part in outdoor adventurous activity challenges both individually and within a team