

Dance Progression Grid		
Early Years Outcome The main Early Years Outcomes covered in the Dance units are: Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing	KS1 National Curriculum Aims 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.	KS2 National Curriculum Aims 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.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when	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.

			Explain why it is important to warm up and cool down.	Know some reasons for warming up and cooling down.	preparing for and during exercise.	Know ways they can become healthier.
Dance Skills						
Join a range of different movements together.	Copy and repeat actions.	Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple dance.	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.
Change the speed of their actions.	Put a sequence of actions together to create a motif.	Create a short motif inspired by a stimulus.	Create motifs from different stimuli.	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.
Change the style of their movements.	Vary the speed of their actions.	Change the speed and level of their actions.	Begin to compare and adapt movements and motifs to create a larger sequence.	Confidently improvise with a partner or on their own.	Show a change of pace and timing in their movements.	Use dramatic expression in dance movements and motifs.
Create a short movement phrase which demonstrates their own ideas.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple choreographic devices such as unison, canon and mirroring.	Use simple dance vocabulary to compare and improve work.	Compose longer dance sequences in a small group.	Develop an awareness of their use of space.	Perform with confidence, using a range of movement patterns.
	Begin to improvise independently to create a simple dance.	Use different transitions within a dance motif.	Perform with some awareness of rhythm and expression.	Demonstrate precision and some control in response to stimuli.	Demonstrate imagination and creativity in the movements they devise in response to stimuli.	Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.
		Move in time to music.		Begin to vary dynamics and develop actions and motifs in response to stimuli.	Use transitions to link motifs smoothly together.	Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.
		Improve the timing of their actions.		Demonstrate rhythm and spatial awareness.	Improvise with confidence, still demonstrating fluency across the sequence.	Show a change of pace and timing in their movements.
				Change parts of a dance as a result of self-evaluation.	Ensure their actions fit the rhythm of the music.	Move rhythmically and accurately in dance sequences.
				Use simple dance vocabulary when		Improvise with confidence, still demonstrating fluency across their sequence.

				comparing and improving work.	Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	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 complex dance vocabulary to compare and improve work.
Compete/Perform						
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	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.
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

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