

Physical Education Curriculum

Progression Journey – Body Management - Dance

EYFS statutory framework for group and school-based providers		These unit link to the following strands of the NC:					
EYFS:		KS1: perform dances using simple movement patterns.		KS2: perform dances using a range of movement patterns.			
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy basic body actions & rhythms.		Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
To explore different body parts and how they move.	To copy, repeat and explore actions in response to a theme.						
Choose & use travelling actions, shapes & balances.		Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
To explore different body parts and how they move and remember and repeat actions.	To explore and remember actions considering level, shape and direction.						
Travel in different pathways using the space around them.		Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance Use mirroring and unison when completing actions with a partner.	Use canon, unison and formation to represent an idea	Use action and reaction to represent an idea.		
To express and communicate ideas through movement exploring directions and levels.	To explore movement using a prop with control and co-ordination.						
Begin to use dynamics & expression with guidance.		Show some sense of dynamic and expressive qualities	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform Choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
To copy and repeat actions showing confidence and imagination.	To remember and repeat actions moving in time with the music.						

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Begin to count to music.		Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
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