

Progression in PE

Red statements = non-negotiable skills to be learnt by end of that year group

KA Skills Progression in Dance

EYFS Obj's		KS1 NC Objectives				KS2 NC Objectives		
<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Experiments with different ways of moving. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (ELG) Children sing songs, make music and dance, and experiment with ways of changing them.(ELG) They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.(ELG) 		<ul style="list-style-type: none"> 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 perform dances using simple movement patterns 				<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best 		
Key Skills	Rec	Y1	Y2	Y3	Y4	Y5	Y6	End Point
Health & Fitness	Describe how the body feels when still and when exercising.	Carry and place equipment safely Describe how the body feels before, during and after exercise	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Explain why it is important to warm up and cool down. Know the importance of strength and flexibility for physical activity.	Explain why exercise is good for your health. Describe how the body reacts at different times and how this affects performance Know some reasons for warming up and cooling down.	Explain some safety principles when preparing for and during exercise. Know and understand the reasons for warming up and cooling down. Organise their own warm up & cool down	Carry out their own warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.	To be able to explain how physical exercise plays a part in a healthy lifestyle. Know how to exercise safely, including how and why to warm up and cool down. Participate in exercised for enjoyment.
Dance Skills & performance	Copy and repeat actions. Shows control & co-ordination when dancing	Move feet in time to music Perform using a range of actions and body parts with some coordination.	Move all body parts in time to music Use unison as a choreographic device	Begin to improvise with a partner to create a simple dance.	Confidently use the terms inversion-mirroring, unison & canon and demonstrate when dancing.	Compose individual, partner and group movement sequences that reflect the chosen dance genre.	Use dramatic expression in dance movements and motifs.	To be able to perform a range of dances of varying styles & from various times and cultures. Move with

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	<p>Create a short movement phrase which demonstrates their own ideas.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements exploring basic locomotor steps including walking, running and jumping.</p> <p>Show an awareness of how their body is moving and that movement is an essential component to dance.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Move appropriately to match the music type developing their musicality skills and sensitivity to the importance of music in performance.</p> <p>Join a range of different movements together.</p> <p>Using Inversion - mirroring as a choreographic device.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions to further develop locomotor movements to create irregular rhythmic combinations – skip, slide and gallop.</p>	<p>Remember & perform actions from a taught dance</p> <p>Change the speed and level of their actions and to begin to understand the altitude of movement in relation to the distance to the floor. Low: close to the floor with the intention downwards. Medium: the level of everyday walking. High any movement done with elevation, not only jumps but also the lifting of the chest and upward focus.</p> <p>Perform learnt skills with increasing control.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Use different transitions within a dance motif.</p> <p>Improve the timing of their actions</p> <p>Begin to show mood & feeling in dance to develop their artistic dance skills.</p>	<p>Use canon as a choreographic device</p> <p>Create motifs from different stimuli to become a movement phrase.</p> <p>Perform with some awareness of rhythm and expression</p> <p>Practise and refine a taught dance</p> <p>Develop fluency and control when performing.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Copy/perform a dances of contrasting styles.</p> <p>Can use a whole space safely</p> <p>Confidently improvise on their own.</p> <p>Compose longer dance sequences in a small group beginning to progress from movement phrases and movement sequences.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>With consistency, create controlled movement patterns.</p> <p>Develop character & narrative ideas</p> <p>Explore different pathways, levels, shape and speed</p>	<p>Show a change of pace and timing in their locomotor movements.</p> <p>Develop an awareness of their use of space.</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>Ensure their actions fit the rhythm of the music.</p>	<p>Link all movements and ensure that transitions flow.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent movement sequence.</p> <p>Move appropriately and with the required genre in relation to the stimulus, e.g. using various levels, locomotor movements and motifs.</p> <p>Move rhythmically and accurately in movement sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence incorporating any of the BEST elements of dance (Body, energy, space and/or time)</p> <p>Demonstrate consistent precision</p>	<p>fluency, control & expression using a variety of dance techniques.</p>
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Evaluate	<p>Talk about what they have done.</p> <p>Experiment with ways of changing their dance.</p> <p>Talk about what others have done.</p>	<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 about the differences between their work and 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>Use simple dance vocabulary to compare and improve work.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p>	<p>Watch performances giving ideas for improvements.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Change parts of a performance as a result of self-evaluation.</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 had on their performance.</p>	<p>when performing dance sequences.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements that will improve performance</p>	<p>To understand the value of evaluation and see how it can make themselves and others improve. Give productive evaluations of their own and other's performances.</p>
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