Dance Progression Grid						
<ul> <li>Early Years Outcome</li> <li>The main Early Years Outcomes covered in the Dance units are:</li> <li>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&amp;H 30-50)</li> <li>Experiments with different ways of moving. (PD - M&amp;H 40-60)</li> <li>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD - M&amp;H ELG)</li> <li>Enjoys joining in with dancing and ring games. (EAD - M &amp; M 30-50)</li> <li>Beginning to move rhythmically. (EAD - M &amp; M 30-50)</li> <li>Imitates movement in response to music. (EAD - M &amp; M 30-50)</li> <li>Begins to build a repertoire of songs and dances. (EAD - M &amp; M 40-60)</li> <li>Children sing songs, make music and dance, and experiment with ways of changing them. (EAD - M &amp; M ELG)</li> <li>Developing preferences for forms of expression. (EAD - BI 30-50)</li> <li>Uses movement to express feelings. (EAD - BI 30-50)</li> <li>Creates movement in response to music. (EAD - BI 30-50)</li> <li>Captures experiences and responses with a range of media, such as dance. (EAD - BI 30-50)</li> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD - BI 40-60)</li> <li>Children represent their own ideas, thoughts and feelings through dance. (EAD - BI ELG)</li> </ul>	<ul> <li>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: <ul> <li>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; <ul> <li>perform dances using simple movement patterns.</li> </ul> </li> </ul></li></ul>	<ul> <li>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: <ul> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>perform dances using a range of movement patterns;</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> </li> </ul>				

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. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	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. Know ways they can become healthier.			
Dance Skills									

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Use more complex dance Dance with fluency and control, li								
vocabulary to compare and all movements and ensuring that								
improve work. transitions flow.								
Demonstrate consistent precision								
performing dance sequences.								
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Use complex dance vocabulary to								
compare and improve work.								
Compete/Perform								
Control my body when Perform using a range of actions and body parts with Perform sequences of this own composition with Develop the quality of the Perform and create Perform own longer, more Link actions to create a complex								
performing a sequence of some coordination. coordination. coordination. actions in their performances. sequences with fluency and complex sequences in time sequence using a full range of								
movement. expression. to music. movement.								
Bigin to perform learnt skills with some control. Perform learnt skills with increasing control. Perform learnt skills and								
techniques with control and Perform the sequence in time to								
Compete against self and others. confidence. music.								

			Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	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		