Progression of Skills

Dance

PE- Dance – Updated August 2022	Nursery	Reception	Year One	Year Two
Concepts and Key Questions	Autumn 1-Magical Me – How are we all special and Unique? Individuality, Well- being, Unique Autumn2-Sparkle and Shine. How and why do we celebrate different occasions? Belonging, Belief, Patience Spring1- Long, Long Ago. Why do we tell stories? Patience, Tradition Spring 2- Eager Explorers. Where are we going and how will we get there? Happiness, Resilience Summer 1-0ver the horizon. Why are some changes important? Beauty, Change Summer 2- Up, Up and Away. Who can we be today? Creativity, Dream, Strength	Autumn 1-Magical Me – How are we all special and Unique? Individuality, Well- being, Unique Autumn2-Sparkle and Shine. How and why do we celebrate different occasions? Belonging, Belief, Patience Spring1- Long, Long Ago. Why do we tell stories? Patience, Tradition Spring 2- Eager Explorers. Where are we going and how will we get there? Happiness, Resilience Summer 1-0ver the horizon. Why are some changes important? Beauty, Change Summer 2- Up, Up and Away. Who can we be today? Creativity, Dream, Strength	Autumn – What does it mean to be a part of a community? Community, Individuality, Pride, Caring, Change Spring - Are we all the same? Belonging/Care/Ambition/ Diversity/Change. Summer 1 – Are animals important? Care/Change/Compassion	Autumn - Can one person make a difference? Ambition, Determination, Choice Spring - Who inspires you? Why? Inspiration/Courage/Consequence Summer – Are all children around the world treated equally? Diversity/Fairness/Pride.
Descriptors from EYFS Profile and the National Curriculum	Physical Development Gross Motor Skills ELG Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; - • Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills ELG Children at the expected level of development will: -		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	

	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing		♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns	
Autumn	Autumn 1 – Magical Me Using a combination of Funky Feet, Sticky Kids Resources, Parachute, Nursery Rhymes and Ring Games, the children explore themed actions in different dances focusing on simple repeated sequences and copying /mirroring the actions of the teacher. Autumn 2 – Sparkle and Shine Using a combination of Nursery Rhymes, Songs, Squiggle - Time Scarves, Parachute and Funky Feet Resources, the children explore movement and free expression.	No Dance Taught	No Dance Taught	No Dance Taught
Spring		Goldilocks/Frozen- Within this topic children use a familiar stimulus to perform themed action in a sequence using fluid and natural movements. They will express character traits through expression and use props to communicate the meaning of movement.	Arctic – Children spend the full term learning about The Arctic and comparing it to warmer climates. Before any dance is taught, children share the book Penguin Small. Within Dance children then develop their skills from reception with the focus being gestures, levels and dynamics. They also work together in pairs and small groups to improve body shapes.	Spring 1 - Storm Whale – children need to be familiar with The Storm Whale. Children explore different parts of the story in sequence. In this sequence of lessons they explore dynamics of height, paired work of complimentary actions, counterbalances, turning and sequence building. Spring 2- Great Fire of London – This is taught after the topic has been taught to the children so they

			Children explore large explosive actions and the importance of varying speed. They then explore more about The Arctic and the weather conditions. Children explore irregular pattern, still ness and comparing controlled flowing actions. In groups, they work on complementary shapes and themes.	have more awareness of what they are doing. Children look at how the fire started and spread as well as extinguishing the flames and clearing up. Children work in pairs exploring gestures, cannons and formation and teamwork to tell the story through dance
Summer	Summer 1 Over the Horizon Children explore through songs / rhymes simple repeated sequences and free expression. "The Teddy Bears Picnic" and Miss Polly had a Dolly.." Summer 2 Up, Up and Away- Children explore journeys through songs/rhymes simple repeated sequences and free expression "Row, Row, Row your Boat." "The Wheels on the Bus."" A Sailor went to Sea, Sea, Sea." By the end of nursery children are expected to: Be able to name major body parts	Summer 1 – Over the Horizon – focus on minibeasts. Children will explore movement through pathways, travelling in a range of ways independently and in pairs. Children will work together to copy accurately, take turns and improvise their performances. Summer 2 – Up, Up and Away Pirates- within the topic of pirates children produce work with mimetic actions including clarity of shapes as well traveling in a range of ways, exploring floor patterns By the end of reception children are expected to; Be able to name most body parts Be able to articulate most body parts on request	Summer 1 – Materials – Children work through this topic as a solid, liquid and gas. They explore the scientific properties through dance looking at the holding of shapes, constant movement and flow. They do this with the articulation of body parts as well as jumps and balances. Explored The 3 Little Pigs. Children's focus in these sessions are travelling, balancing and size work. Summer 2- Space. Lots of paired work with others/ Mirroring and complimenting shapes and actions. By the end of Year 1 children are expected to; Able to name all body parts accurately Able to articulate all body parts on request	Summer 1- Africa - This topic can be taught in any order as each lesson is linked to animals and the way the move. Movements covered include swinging, sliding, coiling, galloping, leaping. As well as movements children learn about speed and size. Summer 2 – Through the keyhole Children learn about their local environment. Through dance they explore up, down and circular pathways as well as pattern and shape work. By the end of Year 2 children are expected to; Can describe their own actions accurately Can describe the actions of others accurately

	Be able to articulate major body parts on request Be able to name basic actions Be able to perform basic actions Can stand still on request Can differentiate between walk, skip, run Can differentiate between jump & hop Can stretch in different directions Can demonstrate a short balance Can copy/mirror the actions of the teacher creating a rough approximation Can walk/skip/run around a room using a pathway of their choice Can perform an appropriate action when using action rhymes, e.g. marching & stretching up & down in 'The Grand Old Duke of York' Responds to music Can respect the space of others	Be able to name a range of actions Be able to perform a range of actions Able to use different levels & simple directions appropriately Can stand still on request or sustain a held shape Can differentiate between walk, skip, run, march, jog, gallop, trot, tip toe Can perform a range of jumps & can hop on either foot Can stretch various body parts in a range of directions Can demonstrate balancing in a range of shapes Can copy/mirror the teacher with a degree of accuracy Can copy/mirror a partner for a short period Can convey simple ideas through action, e.g. growing, exploding, washing, cleaning Mostly follows a structure	Able to name a wide range of actions Able to perform a wide range of actions Able to use different directions appropriately Can sustain a shape as a starting or finishing position (or when requested) Can differentiate between a range of travelling actions including sliding, creeping, shuffling… Can vary actions using speed Can perform a range of jumps & can hop on either foot Can vary the size of actions Can stretch various body parts in a range of directions using the whole body or specific body parts Can demonstrate balancing in a range of shapes & demonstrate a degree of control Can copy/mirror the teacher with a significant degree of accuracy Can sustain copying/mirroring a partner	Can describe simple directions, levels & dynamics in their descriptions Uses stillness effectively Can differentiate between & perform a wide range of travelling actions Can turn on the spot without falling Can turn in both directions Can perform a range of jumps & hops & know how to take off & land safely Can use size & speed of actions to create an effect Can sustain a static balance Co-ordinates simple upper & lower body actions Can use unison, canon, mirroring confidently Can use a variety of simple formations Can generate movement to communicate an idea Can respond to suggestions e.g. if turning… higher/lower, faster/slower, jerkily/smoothly Can recall a simple pattern of moves in order Can consider how an effect is created

	Listens to instructions without talking Can wait for a short period of time if others are performing	Responds to music with some awareness of rhythm Can copy/mirror the teacher with a degree of accuracy Can copy/mirror a partner for a short period Can convey simple ideas through action, e.g. growing, exploding, washing, cleaning Mostly follows a structure Responds to music with some awareness of rhythm	Can convey ideas through action and suggest character/narrative Follows a simple structure Responds to music, follows a simple rhythm, can adjust tempo according to the music Can work safely and with consideration around others Can quickly find a partner & a space together when asked Can take on a role different to that of their partner (complement/contrast) Does not make unwanted contact with partner or other child at any other time Listens attentively to instructions/ideas Can take turns	Follows a structure successfully & anticipates next section Responds to different types of music differently – rhythm, tempo, mood Can anticipate possible safety issues & take avoiding action Can work in pairs or trios Can work with a range of people Can contribute ideas or listen to the ideas of others Listens attentively and contributes Offers feedback, receives feedback constructively Can describe dance ideas to another person