



Key concepts: Agility, Coordination, Balance, Performance, Fitness

Learning outcomes

	Acquiring and Developing Skills	Selecting and Applying skills, tactics and compositional skills	Knowledge and understanding of Health and Fitness	Evaluating and improving performance
Y1	To move safely in their own and general space, using changes of speed, level and direction to explore movement ideas and respond imaginatively to a range of stimuli To respond to different stimuli with a range of actions To copy and explore basic body actions demonstrated by the teacher	To compose and link movement phrases to make simple dances with clear beginnings, middles and ends To perform movement phrases using a range of body actions and body parts To practise and repeat their movement phrases and perform them in a controlled way	To recognise how their body feels when still and when exercising To recognise where their heart is and understand why it beats faster when exercising	To talk about dance ideas inspired by different stimuli To copy, watch, and describe dance movement To use simple dance vocabulary to describe movement To talk about dance, linking movement to moods, ideas and feelings
Y2	To explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance To explore actions in response to stimuli To explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements	To compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas To choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities To remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness	To recognise and describe how different dance activities make them feel To understand the importance of warming up and cooling down for dance To identify how their bodies feel after dance activities	To watch and describe dance phrases and dances, and use what they learn to improve their own work To describe dance phrases and expressive qualities To say what they like and dislike, giving reasons To show an understanding of mood and describe how a dance makes them feel.
Y3	To improvise freely on their own and with a partner, translating ideas from a stimulus into movement To show an imaginative response to different stimuli through their use of language and choice of movement To incorporate different qualities and dynamics into their movement To explore and develop new actions while working with a partner or a	To create and link dance phrases using a simple dance structure or motif To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups perform short dances with expression, showing an awareness of others when moving To describe what makes a good dance	To keep up activity over a period of time and know they need to warm up and cool down for dance To (in simple language) explain why they need to warm up and cool down To sustain their effort in their dances	To describe and evaluate some of the compositional features of dances performed with a partner and in a group To talk about how they might improve their dances To use a range of expressive language to describe dance To recognise unison and canon

	small group	phrase		and suggest improvements
	Acquiring and Developing Skills	Selecting and Applying skills and tactics	Health and Fitness	Evaluating and improving
Y4	To explore and create characters and narratives in response to a range of stimuli To think about character and narrative ideas created by the stimulus, and respond through movement To experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	To use simple choreographic principles to create motifs and narrative To perform more complex dance phrases and dances that communicate character and narrative To use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer To remember, practise and combine longer, more complex dance phrases To communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others	To be able to warm up and cool down for dance To show understanding of warming up and cooling down, and choose appropriate activities to do on their own	To describe, interpret and evaluate their own and others' dances, taking account of character and narrative To describe and interpret dance movements using appropriate vocabulary To suggest how dances and performances can be improved, so that they communicate more effectively
Y5	To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group explore, improvise and choose appropriate material to create new motifs in a chosen dance style To perform specific skills and movement patterns for different dance styles with accuracy	To compose dances by using, adapting and developing steps, formations and patterning from different dance styles To perform dances expressively, using a range of performance skills To compose, develop and adapt motifs to make dance phrases and use these in longer dances	To organise their own warm-up and cool-down activities to suit the dance To show an understanding of why it is important to warm up and cool down To warm up and cool down independently To use exercises that stretch and tone their bodies and help them prepare for their dance	To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context To use appropriate dance terminology to identify and describe different styles in their own and others' dances To talk about the relationship between the dance and its accompaniment To suggest ways to develop their technique and composition
Y6	To explore, improvise and combine movement ideas fluently and effectively To respond to a range of stimuli, improvising freely using a range of controlled movements and patterns To explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship	To create and structure motifs, phrases, sections and whole dances To begin to use basic compositional principles when creating their dances To select and use a range of compositional ideas to create motifs that demonstrate their dance idea To perform with clarity and sensitivity to an accompaniment communicating a dance idea on their own, with a partner	To understand why dance is good for their fitness, health and wellbeing To prepare effectively for dancing To describe how dance contributes to fitness and wellbeing To identify what types of exercise they need to do to	To evaluate, refine and develop their own and others' work To use appropriate language and terminology to describe, interpret and evaluate their own and others' work To comment on what works well and explain why To recognise how costume, music and set can help to improve a

		and in a group	help their dancing	dance performance
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Y6/7 link unit	To explore a range of movement patterns and dance ideas, using dance styles and music from different eras To perform dance steps and action patterns in response to a range of dance styles To show an awareness of the music's rhythm and phrasing when improvising To perform movement patterns effectively with a partner	To perform dances showing an understanding of style, artist intention and accompaniment To create motifs that show a dance idea To be able to choose and develop material to create dances To understand the patterns and forms in specific dance styles To perform with sensitivity to the accompaniment, showing awareness of style	To recognise that different dance activities require different kinds of preparation and recovery To understand the importance of warming up and cooling down To recognise that different dance activities make different demands on the body in terms of strength, suppleness and stamina	To evaluate their work and suggest how they could improve it To use appropriate language to describe, interpret and evaluate their own and others' work To describe the basic characteristics of dance styles and show an understanding of their social, historical and cultural contexts To suggest ideas to improve technique and composition