

PROGRESSION OF LEARNING –DANCE

For the curriculum content & planning please see the Curriculum Overviews (Yearly & Half Termly)

	Skills	Dance Element Focus	Understanding & Impact	Curriculum Links
Nursery	<ul style="list-style-type: none"> Copies and repeat simple actions Uses strength to action locomotor movements for example; crawling, walking and marching in a sequence to music. 	Space - physical surroundings, size and direction)	<ul style="list-style-type: none"> Express an opinion about dance. Understands and chooses safe movements through performance Expresses how their body feels when performing skill 	<p>EUMM 30-50m</p> <ul style="list-style-type: none"> Enjoys joining in with dancing and ring games Beginning to move rhythmically <p>BI 30-50m</p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
Reception	<ul style="list-style-type: none"> To explore non locomotor skills eg; bending, stretching, rolling, swaying, twisting. Uses strength to action locomotor movements for example; crawling, walking and marching in a sequence to music. 	Space - physical surroundings, size, direction and learning pathways.	<ul style="list-style-type: none"> Express and communicate opinion about dance. Understands and chooses safe movements through performance Expresses how their body feels when performing skills 	<p>EUMM 40-60m</p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances <p>BI 40-60m</p> <ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences <p>EUMM GLD</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them <p>BI GLD</p> <ul style="list-style-type: none"> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Year 1	<ul style="list-style-type: none"> • Copies and repeat a simple pattern of actions • Varies speed when performing actions • Present a sequence of actions together to a friend • Uses strength and balance to display locomotor movements for example; jumping and leaping 	Time to music and movement. Including - tempo, rhythm and speed.	<ul style="list-style-type: none"> • To understand how my body feels before, during and after dance. 	<ul style="list-style-type: none"> • Perform dances using simple movement patterns
Year 2	<ul style="list-style-type: none"> • Begins to improvise/ experiments independently to coordinate a simple movements in a sequence • Uses strength, balance and begins to use flexibility to display locomotor movements for example; jumping and leaping. 	Deeper understanding of literal time to music and movement. Including - tempo, rhythm and speed.	<ul style="list-style-type: none"> • To understand that cultures use dance to reflect values and identity. 	
Year 3	<ul style="list-style-type: none"> • Uses strength, balance and begins to use flexibility to display more challenging locomotor movements for example; spinning and skipping • Choreographs a short dance sequence incorporating a variety of fundamental 	Dynamics - speed, energy and flow of movements)	<ul style="list-style-type: none"> • To watch and demonstrate taught cultural dances or community story. 	<ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best • Perform dances using a range of movement patterns

	<p>movement skills within movements eg; rolling, leaping and stretching</p>			
Year 4	<ul style="list-style-type: none"> Identify elements of dance within a viewed sequence and discuss their impact on society. Use expressive facial skills to convey meaning of a cultural dance when experimenting. 	Relationships - to music and spatial	<ul style="list-style-type: none"> To formally perform a taught cultural dance to a known audience. 	
Year 5	<ul style="list-style-type: none"> Change and experiment with a variety of more complex locomotor movements eg; cannon Explore using props within a dance sequence 	Relationships - to music, spatial and other people	<ul style="list-style-type: none"> Understands and interprets the role dancers play in a sequences Looks at the moods and atmosphere, discussing their impact. 	
Year 6	<ul style="list-style-type: none"> Can confidently perform a variety of movements and dance sequences with control, accuracy, strength, coordination, alignment and balance Can hold and maintain a position using dramatic expression. 		<ul style="list-style-type: none"> Explains in depth the role and coordination of elements within dances performed and dances watched. 	