Dance		
EYFS	KS1	KS2
Early Years Outcome 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	**KS1 National Curriculum Aims** Perform dances using simple movement patterns.	**KS2 National Curriculum Aims** Perform dances using a range of movement patterns; Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Preparation Warm up These skills and conversations need to happen throughout the term.	See development matters document for progression.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Move in time to music. Improve the timing of their actions. (Warming up to music) Begin to improvise independently to create a simple dance. (Do a move to this piece of music)	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. Perform with some awareness of rhythm and expression. Links to music – finding the beat Demonstrate rhythm and spatial awareness.	Understand the importance of arming 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.

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Lesson 1 Development of skills	See development matters document for progression.	Remember and repeat actions. Vary the speed of their actions. Change the speed and level of their actions	Confidently improvise with a partner or on their own. (creating movement without preparation)	Ensure their actions fit the rhythm of the music. Link to music (Improvising and finding the beat). Improvise with confidence, still demonstrating fluency across the sequence.

Lesson 2 Development of skills	See development matters document for progression.	Use simple choreographic devices such as unison, canon and mirroring. Need to know what unison, canon and mirroring is. Unison – movement performed together. Canon – movement performed one after the other. Mirroring – movement performed. Identically with a partner.	Begin to vary dynamics and develop actions and motifs in response to stimuli. Need to know what dynamics means in dance (energy, effort, force and weight of actions).	Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences.
Lesson 3 Development of skills	See development matters document for progression.	Put a sequence of actions together to create a motif. Need to know what a motif is. (a movement/s which has the potential to be developed into a dance). Use different transitions within a dance motif.	Identify and repeat the movement patterns and actions of a chosen dance style.	Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Develop an awareness of their use of space.
Lesson 4 Development of skills	See development matters document for progression.	Create a short motif inspired by a stimulus. Need to know what a stimulus is. (Something that inspires a dance piece).	Compose (create) longer dance sequences in a small group.	Modify some elements of a sequence as a result of self and peer evaluation. Demonstrate consistent precision when performing dance sequences. Demonstrate imagination and creativity in the movements they devise in response to stimuli.

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Performance	Progress towards a more fluent style of moving, with developing control and grace. Control my body when performing a sequence of movements.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Perform an create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Link actions to create a complex sequence using a full range of movement. Use complex dance vocabulary to compare and improve work. Perform the sequence in time to music.

				Perform and apply a variety of skills and techniques confidently, consistently and with precision.

	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Evaluate During the end of every lesson	Talk about what they have done. Talk about what others have done.	Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	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.

Lesson layout – This needs to be drilled in the children's and staff head of how a lesson goes.

Preparation – Warm up

Development – Learning the skills

Performance – Playing a game with the skills they have learned in that lesson.

Evaluate – What went well today?

Who is proud of what they have achieved?

What could you do next lesson?