



PE Knowledge and Skills Progression- Dance

Years 1-2

National Curriculum Requirements of PE for Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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**

- participate in team games, developing simple tactics for attacking and defending
- **perform dances using simple movement patterns**

EYFS	YEAR 1	YEAR 2
<p><u>Health and Fitness</u> I can describe how the body feels when still and when exercising.</p> <p><u>Dance skills</u> I can join a range of different movements together. I can change the speed of my actions. I can change the style of my movements and create a short movement phrase which demonstrates my own ideas.</p> <p><u>Perform</u> I can control my body when performing a sequence of movements.</p> <p><u>Evaluate</u> I can talk about what I have done and what others have done.</p>	<p><u>Health and Fitness</u> I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.</p> <p><u>Dance skills</u> I can copy and repeat actions. I can put a sequence of actions together to create a motif (A movement phrase encapsulating an idea that is repeated and developed throughout the dance). I can vary the speed of my actions. I can use simple choreographic devices such as unison, canon and mirroring. I am beginning to improvise independently to create a simple dance.</p> <p><u>Perform</u> I can use a range of actions and body parts with some coordination.</p>	<p><u>Health and Fitness</u> I can recognise and describe how my body feels during and after different physical activities. I can explain healthy practices.</p> <p><u>Dance skills</u> I can copy, remember and repeat actions. I can create a short motif inspired by a stimulus. I can change the speed and level of my actions. I can use simple choreographic devices such as unison, canon and mirroring. I can use different transitions within a dance motif. I can move in time to music.</p> <p><u>Perform</u> I can perform sequences of my own composition with coordination. I can perform learnt skills with increasing control.</p> <p><u>Evaluation</u></p>

	<p>I am beginning to perform learnt skills with some control.</p> <p><u>Evaluate</u></p> <p>I am able to watch and describe different performances.</p> <p>I am beginning to say how they could improve.</p>	<p>I can watch and describe performances and use what I see to improve my own performance.</p> <p>I can talk about the differences between my work and that of others.</p>
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