



# Forest Town Primary School

## Physical Education

### Dance

Be Kind  
Be Adventurous  
Persevere  
Be Responsible  
Be Independent  
Be Together

## KS1

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 agility, balance and coordination 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.

## KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

**Pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventure activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Dance - Basic Body Actions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to explore space and how to use space safely. Know how to travel and hold still shapes. Know how to choose their own actions in response to a stimulus. Know how to copy and repeat dance actions.	Know how to copy, remember and repeat dance actions that represent a theme. Know how respond imaginatively to a range of stimuli. Know how to use counts – travel for 8, freeze for 8. Know how to use different body parts in isolation and combination. Know how to move confidently and safely.	Know how to remember, repeat and link dance actions. Know how to expand their knowledge of traveling actions (Laban Technique of Movement). Know how to use appropriate actions linking to a range of stimuli. Know how to use counts of 8 consistently to keep in time with music and a partner.	Know how to create dances in relation to an idea / topic work stimuli. Know how to select and use dance actions to represent an idea. Know how to develop the use counting, timing and rhythm.	Know how to perform a variety of dance actions. Know how to gain inspiration from a range of stimuli. Know how to focus on creating character through movement and gesture to tell a story. Know how to use counts to keep in time with others and music.	Know how to copy and repeat set choreography. Know how to learn and identify different styles of dance. Know how to develop an awareness of different times, places and cultures through the origin of different dances. Know how to perform different styles of dance clearly and fluently, showing a good sense of timing.	Know how to focus on developing an idea or theme into dance choreography. Know how to communicate a story through dance. Know how to copy and repeat a set dance phrase showing confidence in movements. Know how to perform dances confidently and fluently with accuracy and good timing.
1. Freeze / shape 2. Travel	1. Freeze / shape 2. Travel 3. Balance 4. Jump 5. Turn 6. Weight transfer 7. Gesture 8. Pathway		1. Freeze / shape 2. Travel 3. Balance 4. Jump 5. Turn 6. Weight transfer 7. Gesture 8. Pathway		1. Freeze / shape 2. Travel 3. Balance 4. Jump 5. Turn 6. Weight transfer 7. Gesture 8. Pathway	

## Dance - Dynamics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know how to move safely around others – changing direction when needed.</p> <p>know how to change the level of their still and traveling dance actions.</p>	<p>Know how to show changes in expression to display feelings.</p> <p>Know how to change, level, direction and shape.</p>	<p>Know how to use their body to express the dance idea, mood, character or feeling.</p> <p>Know how to build on their understanding of dynamics and expression.</p> <p>Know how to explore changes in level, direction, shape, speed, timing and pathways.</p>	<p>Know how changes in dynamics affect the dance actions being performed.</p> <p>Know how to use dynamics to clearly show different phrases.</p>	<p>Know how to use movement to explore and communicate ideas, issues, their own feelings and thoughts.</p>	<p>Know how to use movement to explore and communicate ideas, issues, their own feelings and thoughts.</p> <p>Know how to work safely with each other and show respect towards others.</p>	<p>Know how to use movement to convey ideas, emotions, feeling and character.</p> <p>Know how to refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p>
<p>Level</p> <p>Direction</p> <p>Shape</p>	<p>Level</p> <p>Direction</p> <p>Shape</p>	<p>Level</p> <p>Direction</p> <p>Shape</p> <p>Speed</p> <p>Timing</p>	<p>Level</p> <p>Direction</p> <p>Shape</p> <p>Speed</p> <p>Timing</p>	<p>Level</p> <p>Direction</p> <p>Shape</p> <p>Speed</p> <p>Timing</p> <p>Character</p> <p>Structure</p> <p>Space</p>	<p>Level</p> <p>Direction</p> <p>Shape</p> <p>Speed</p> <p>Timing</p> <p>Character</p> <p>Structure</p> <p>Space</p>	<p>Level</p> <p>Direction</p> <p>Shape</p> <p>Speed</p> <p>Timing</p> <p>Character</p> <p>Structure</p> <p>Space</p>

## Dance - Choreographic Principles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to explore different body parts and how they move.	Know how to choose appropriate movements for different danced ideas. Know how to link actions to make a short dance phrase.	Know how to work alone and collaboratively with a partner. Know how to create dance actions and accurately copy others' dance actions. Know how to work in unison. Know how to mirror a partners' dance actions. To create a short dance phrase with a partner.	Know how to work individually, with a partner and in small groups, sharing their dance ideas. Know how to use space and timing to make their work look interesting. Know how to use formations to create depth to a dance phrase. Know how to use transitions and changes of timing to move into and out of shapes.	Know how to gain inspiration from working individually, in pairs and small groups. Know how to choose actions and dynamics to convey a character or idea. Know how to use choreographic ideas to change how actions are performed.	Know how changing the dynamics of an action changes the appearance of the performance. Know how to use relationships and space to change how a performance looks.	Know how to work with others to structure dance phrases and more complex dance routines. Know how to work in pairs and groups using different choreographing tools to create dances. Know how to create actions using a prop. Know how to use choreographic devices to improve how a performance looks.
Explore	Copy	Copy Mirror Unison	Copy Mirror Unison Canon Formation Transition	Copy Mirror Action / Reaction Unison Canon Formation Transition Relationships	Copy Mirror Matching Action / Reaction Unison Canon Formation Transition Relationships	Copy Mirror Matching Action / Reaction Unison Canon Formation Transition Relationships Prop

## Dance - Evaluating and Improving

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to perform their ideas to others.	Know how to say what they liked about someone else's performance. Know how to use simple dance terminology to talk about what they see.	Know how to show confidence to perform. Know how to provide feedback, beginning to use key terminology.	Know how to be respectful of others when watching them perform. Know how to perform to others and provide feedback using key terminology.	Know how to develop confidence in performing, provide feedback and use feedback to improve their own work. Know how to use appropriate language relevant to the lesson.	Know that they will need to create and perform a dance sequence, phrase or routine. Know how to provide feedback using the correct dance terminology and will be able to use this information to improve their own work.	Know how to take the opportunity to choreograph, perform and provide feedback on dance. Know how to use appropriate language to evaluate and refine their work and the work of others'. Know how to use feedback provided to improve the quality of their own work.