

Dance	EYFS		Year 1		Year 2	
Intent	Development matters	Physical development <u>Moving and handling ELG=</u> <ul style="list-style-type: none"> - show good control and coordination in large and small movements - move confidently in a range of ways, safely negotiating space - handle equipment and tools effectively <u>Health and self-care ELG=</u> Children know the importance for good health of physical exercise and a healthy diet, and talk about the ways to keep healthy and safe	NC Aims NC subject content QCA learning objectives	<ul style="list-style-type: none"> - Develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time - engage in competitive sports and activities - lead healthy, active lives. - 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 	<ul style="list-style-type: none"> ▪ To explore movement ideas and respond imaginatively to a range of stimuli ▪ To move confidently and safely in their own and general space, using changes of speed, level and direction ▪ 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 recognise how their body feels when still and when exercising ▪ To talk about dance ideas inspired by different stimuli ▪ To copy, watch, and describe dance movement 	<ul style="list-style-type: none"> ▪ To compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas ▪ To explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance ▪ To recognise and describe how different dance activities make them feel ▪ To understand the importance of warming up and cooling down ▪ To watch and describe dance phrases and dances, and use what they learn to improve their own work
Opportunities for all children to develop the school core values of resilience, kindness, curiosity and perseverance through PE lessons.						
Implement	Activities/ units of work skills, progression	Learning Objectives from Premier sport curriculum: <ul style="list-style-type: none"> • Safely negotiating space • Use a range of large and small movements • Can move creatively with some basic control • Demonstrate some balance and coordination • To Copy and repeat a small routine 		<ul style="list-style-type: none"> - Create and hold shapes and show control. - Use a variety of different levels and directions. - Remember and repeat sequences of movements - Peer and self-assessments using appropriate dance language to show their understanding of what makes a good dance and how to improve - Begin to use dance to tell a story - Explore the use of language and music - Be able to link sections of dance together 	<ul style="list-style-type: none"> - Link and repeat movements and phrases with control, coordination and an awareness of space - Awareness of dance specific vocabulary- dynamic and spatial qualities, <i>eg travelling slowly up and down, turning quickly and lightly around the space, jumping in different directions with a partner</i> - Able to link movements and dance phrases fluently. - Use language to describe dance - create simple patterns that represent character - Learn simple routines and remember and repeat them - Develop actions using space and dynamics - Have confidence to 'explore' movements related to identified idea and improvise with confidence - Choose appropriate actions to create phrases to interpret the idea. - Use props with confidence - Remember and repeat sections of their dance - To perform with expressive qualities - Peer and self-assessments using appropriate dance language to show their understanding of what makes a good dance and how to improve theirs and others' dance work 	
	Possible differentiation for SEND	Share Lesson plans w/ LSA'S prior to lesson SHARE STEPS differentiation and give possible ideas for that lesson				
Impact		<ul style="list-style-type: none"> ▪ Perform a simple movement pattern ▪ Travel in a variety of ways ▪ Copy simple movement patterns from each other 	QCA Learning outcomes	<ul style="list-style-type: none"> ▪ Respond to different stimuli with a range of actions ▪ Copy and explore basic body actions demonstrated by the teacher ▪ Copy simple movement patterns from each other and explore the movement ▪ Choose movements to make into their own phrases with beginnings, middles and ends ▪ Practise and repeat their movement phrases and perform them in a 	<ul style="list-style-type: none"> ▪ Choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities ▪ Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness ▪ Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings ▪ Show some sensitivity to the accompaniment ▪ Talk about different stimuli as the starting point for creating dance 	

		<p>controlled way</p> <ul style="list-style-type: none"> ▪ Know where their heart is and understand why it beats faster when exercising ▪ Use simple dance vocabulary to describe movement ▪ Talk about dance, linking movement to moods, ideas and feelings 	<p>phrases and short dances</p> <ul style="list-style-type: none"> ▪ Explore actions in response to stimuli ▪ Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements ▪ Know how their bodies feel after dance activities ▪ Know that they need to warm up and cool down for dance ▪ Describe dance phrases and expressive qualities ▪ Say what they like and dislike, giving reasons ▪ Show an understanding of mood and describe how a dance makes them feel
<p>- Children's perseverance should be developed and able to be applied to games e.g. can't catch a ball straight away but persevere until they can. - Resilience- - Kindness - Curiosity</p>			