

Dance Skills KS1 Progression Map

EYFS	Year 1	Year 2
	<p>Dance unit 1: Streamers, Conkers, Playing with a ball</p> <ul style="list-style-type: none"> • Hold a wide/thin ball shape with streamer fluttering • Move about room soaring high, sweeping low • Freeze into a shape with streamer still • Travel by bouncing, hopping, skipping, turning • With a partner grow into a spiky shape • Move quickly on balls of feet in curving pathways showing jumps, turns, swirls • Move with spiky jumps, skips and turns • Explode into a jump, curl on the floor and roll away • With a partner make a small ball shape, grow and sink again • With a partner make a 'follow the leader' pattern • Travel using running jumps • Spin on different body parts <p>Recognise and respond to changes in the music choosing how to play with the ball (bounce, hop,spin)</p>	<p>Dance Unit 1: The Cat, Balloons, Reach for the Stars</p> <ul style="list-style-type: none"> • Contrast fast movements up high with slow movements close to the ground • Curl and stretch body in cat-like movements • Pounce, leap, chase with quick changes of direction • Explore different body shapes (eg. Flat, thin, round curved) • Move your body to show inflation and deflation of a balloon • Explore vocabulary that shows sudden and gentle movements eg. whirling, whizzing, twirling, twisting, spiralling, popping, exploding • Perform own sequences and with a partner or small group • In pairs mirror actions to create a rocket launch sequence • In pairs create a follow my leader sequence that includes movement under, over, between or through a partner
	<p><u>Learning Objectives</u></p> <p>Streamers LO Lesson 1: Hold a wide/thin ball shape with streamer fluttering. Move about room soaring high, sweeping low LO Lesson 2: Freeze into a shape with streamer still. Travel by bouncing, hopping, skipping, turning.</p> <p>Conkers LO Lesson 3: With a partner grow and freeze into a spiky shape. Move quickly on balls of feet in curving pathways showing jumps, turns, swirls</p>	<p><u>Learning Objectives</u></p> <p>The cat LO Lesson 1: Contrast fast movements up high with slow movements close to the ground. Curl and stretch body in cat-like movements LO Lesson 2: Pounce, leap, chase with quick changes of direction</p> <p>Balloons</p>

	<p>LO Lesson 4: Move with spiky jumps, skips and turns. Explode into a jump, curl on the floor and roll away.</p> <p>Playing with a ball</p> <p>LO Lesson 5: With a partner make a small ball shape, grow and sink again. Travel using running jumps</p> <p>LO Lesson 6: Spin on different body parts. Recognise and respond to changes in the music choosing how to play with the ball (bounce, hop, spin). With a partner make a 'follow the leader' pattern</p>	<p>LO Lesson 3: Explore different body shapes (eg. Flat, thin, round curved). Move your body to show inflation and deflation of a balloon</p> <p>LO Lesson 4: Explore vocabulary that shows sudden and gentle movements eg. whirling, whizzing, twirling, twisting, spiralling, popping, exploding</p> <p>LO Lesson 5: Perform own sequences and with a partner or small group</p> <p>Reach for the Stars</p> <p>LO Lesson 6: In pairs mirror actions to create a rocket launch sequence</p> <p>LO Lesson 7: In pairs create a follow my leader sequence that includes movement under, over, between or through a partner</p>
	<p>Dance unit 2: March, March, March & Jack and the Beanstalk</p> <ul style="list-style-type: none"> • March in time to a simple beat, in different directions • March to a beat on the spot • Vary pathways curved and straight • Contrast actions between a real soldier and a toy soldier • March in time with music • Explore different formations including side by side, follow the leader with a partner • March in group formations • Create and remember pathway, change speed of travel to fit music • Use gesture to show angry, hungry, tiredness • Explore movements to show climbing, creeping • Stop, freeze, start again on command • Select movements to create a dance that they remember and repeat. 	<p>Dance Unit 2: Friends, Bubbles, Shadows</p> <ul style="list-style-type: none"> • Work with a partner to create a follow my leader sequence • Work face to face or side by side to create a mirror or unison sequence • Use vocabulary as a stimulus • Create movements to show a bubble as it floats, shimmers, bursts, pops • Work in small groups. Create group shapes and movements. Move in unison or as canon • Explore how to travel, turn, jump, gesture, show shape and stillness in response to a poem. • Create a sequence of movements in unison with a partner Create a dance with sequences where partners copy movements, follow my leader and work together unison.

	<p><u>Learning Objectives</u></p> <p>March, March, March LO Lesson 1: March in time to a simple beat, in different directions. March to a beat on the spot LO Lesson 2: Vary pathways curved and straight. Contrast actions between a real soldier and a toy soldier. March in time with music LO Lesson 3: Explore different formations including side by side, follow the leader with a partner. March in group formations to music.</p> <p>Jack and the Beanstalk LO Lesson 4: Create and remember pathway, change speed of travel to fit music. LO Lesson 5: Use gesture to show angry, hungry, tiredness. Explore movements to show climbing, creeping. Stop, freeze, start again on command LO Lesson 6: Select movements to create a dance that they remember and repeat.</p>	<p><u>Learning Objectives</u></p> <p>Friends LO Lesson 1: Work with a partner to create a follow my leader sequence. Work face to face or side by side to create a mirror or unison sequence</p> <p>Bubbles LO Lesson 2: Use vocabulary as a stimulus. Create movements to show a bubble as it floats, shimmers, bursts, pops. LO Lesson 3: Work in small groups. Create group shapes and movements. Move in unison or as canon.</p> <p>Shadows LO Lesson 4: Explore how to travel, turn, jump, gesture, show shape and stillness in response to a poem. LO Lesson 5: Create a sequence of movements in unison with a partner. LO Lesson 6: Create a dance with sequences where partners copy movements, follow my leader and work together unison.</p>
	<p><u>Skills. These units aim to:</u></p> <p>A) Use movement imaginatively that responds to stimuli. The movement can be linked to six basic body actions: 1.Travelling 2. Being still 3. Making a shape 4. Jumping 5.Turning 6. Gesturing</p> <p>B) Encourage them to change the rhythm, speed, level and direction of these movements</p> <p>C) Create and perform by copying, remembering and linking their own and others' movements, patterns and motifs. Within this there are relationships with partners. For example: 1. Matching 2. Mirroring 3. Meeting & Parting 4. Travelling towards, around 5. Leading and following 6. Question & answer 7. Canon 8. Unison</p>	<p><u>Skills. These units aim to:</u></p> <p>A) Use movement imaginatively that responds to stimuli. The movement can be linked to six basic body actions: 1.Travelling 2. Being still 3. Making a shape 4. Jumping 5.Turning 6. Gesturing</p> <p>B) Encourage them to change the rhythm, speed, level and direction of these movements</p> <p>C) Create and perform by copying, remembering and linking their own and others' movements, patterns and motifs. Within this there are relationships with partners. For example: 1. Matching 2. Mirroring 3. Meeting & Parting 4. Travelling towards, around 5. Leading and following 6. Question & answer 7. Canon 8. Unison</p>

	<p style="text-align: center;">9. Contrasting 10. Surrounding 11.</p> <p><i>Under, over, between or through</i> <i>D) Express and communicate ideas and feelings</i></p>	<p style="text-align: center;">9. Contrasting 10. Surrounding 11.</p> <p><i>Under, over, between or through</i> <i>D) Express and communicate ideas and feelings</i></p>
	<p><u>Year 1 Vocabulary</u> lead, follow and copy, share, wait, before, after. backwards, sideways, forwards, .happy, excited, sad, hungry, tired, strong, gentle, heavy, floppy, hop, skip, bounce between, through, above, like, dislike, prefer, disagree .Repeat, jump</p> <p>Direction, Space, Body parts, Travel, Stillness, Levels-high and low, slither, gallop, shuffle, roll, crawl, stretching, curling, reaching, twisting, turning, curving, swirls, round, spiky, streamers, balls of feet, sink down, march (to a beat), salute, clockwork toy, follow my leader, side by side</p>	<p><u>Year 2 Vocabulary</u> lead, follow and copy, forwards, backwards, sideways near, far, in and out, on the spot, own, beginning, middle end stormy, calm, jolly, annoyed happy, angry, calm, excited, sad, lonely, tired, hot sweaty, heart rate, warm up, cool down explore, practice, repeat</p> <p>Direction, Space, Body parts, Travel, Stillness, Levels gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, dodge, pounce, pop, explode, fast, strong, gentle movement, mood, feeling, Gesturing-reach, stretch, spread, rhythm, Stimulus, Pathways, Patterns, follow my leader, side by side, mirror</p>



Healthy hearts and happy minds

At Mount Charles School, we want our children to be happier, healthier and stronger.

Through PE and Sport, we aim to inspire and encourage pupils to see exercise as essential to both their physical and mental health

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

Subject content

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 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.

Mount Charles School progression map

In KS1 children will children will be taught the following units during the year:

- Athletics,
- Dance,
- Games,
- Outdoor & Adventurous,
- Gymnastics