

Progression in Dance

	Expectations	Key words
EYFS	<p>Theme – Fairy Tales -</p> <p>Experiments with different ways of moving.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p>	<p>Movement</p> <p>Feelings</p> <p>Idea</p>
Y1	<p>Copies and explores basic movements and body patterns - Penguins</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Penguins</p> <p>Link</p> <p>movement</p>
Y2	<p>Responds imaginatively to stimuli. Moon landing – video of moon landing</p> <p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli. Moon landing – video of moon landing</p>	<p>Moon landing</p> <p>Levels</p> <p>direction</p>
Y3	<p>To create movement using a stimulus. – reflection and shadows - pictures of reflections/shadows</p> <p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Sequence</p> <p>Improvise</p> <p>Compare</p> <p>Adapt</p>



<p>Y4</p>	<p>To create movement using a stimulus – travel – sound bites of different forms of transport</p> <p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Improvise</p> <p>Rhythm</p> <p>Spatial awareness</p> <p>Motif</p> <p>Self-evaluation</p>
<p>Y5</p>	<p>To create movement using a stimulus – Aliens – music – War of the Worlds – https://www.youtube.com/watch?v=6YwFvmbnj3E&list=PLFKwGfYHYyJbzV94TOiRTHgbRhn5pzT9y</p> <p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g. using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Levels</p> <p>Pace</p> <p>Timing</p> <p>Flexibility</p> <p>Space</p>
<p>Y6</p>	<p>To create movement using a stimulus- Viking – music – https://www.youtube.com/watch?v=JglQPnPu_fk</p> <p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p>	<p>Fluent</p> <p>Motif</p> <p>Expression</p> <p>Modify</p> <p>Flow</p>



	<p>Moves appropriately and with the required style in relation to the stimulus. <i>e.g. using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work</p>	
--	--	--



Progression in Gymnastics

	Expectations	Key words
EYFS	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p>	<p>Jump</p> <p>Land</p> <p>Under</p> <p>Over</p> <p>balance</p>
Y1	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Shape</p> <p>Jump</p> <p>Balance</p> <p>safety</p>
Y2	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Pathways</p> <p>Pattern</p> <p>Sequence</p> <p>link</p>
Y3	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Copy</p> <p>Turns</p> <p>Flexibility</p> <p>Explore</p>



Y4	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	Fluent Refine Strength
Y5	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	Precision Control Accuracy improve
Y6	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances</p>	Levels Body shape Analyse Clarity

