



Physical Education Dance Progression Map

<u>EYFS Statutory Educational Programme</u>	<u>KS1 National Curriculum Aims</u>
<p><u>Physical development</u></p> <p>3-4 years - Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>3-4 years - Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>3-4 years - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>ELG - Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>ELG - Progress towards a more fluent style of moving, with developing control and grace.</p> <p>ELG - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>ELG- Combine different movements with ease and fluency.</p> <p>ELG -Develop overall body-strength, balance, co-ordination and agility.</p>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns.

	EYFS	Year 1	Year 2
Health and fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy
Dance Skills	Copy and repeat actions. Match movements to genre and feel of music Join a range of different movements together. Change the speed of their actions in response to music, instruction or beat of instrument Change the style of their movements. Create a short movement phrase which demonstrates their own ideas	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.
Compete/Perform	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.