

PE Overview – 2014 Curriculum – Dance

	Autumn Term		Spring Term		Summer Term	
	One	Two	One	Two	One	Two
	<b>The Gruffalo</b>	<b>Room on the Broom</b>	<b>Are you Spring?</b>	<b>Getting Started: movement and rhyme</b>	<b>Hop, Skip, Jump</b>	<b>Hop, Skip, Jump</b>
<b>EYFS</b>	To move freely with pleasure and confidence in a range of ways. To use movement to express feelings. To sit up, stand up and balance on various parts of the body. To demonstrate the control necessary to hold a shape or fixed position.					
<b>Year 1</b>	<b>Divali</b>	<b>Winter Wonderland</b>	<b>Dressing Up</b>	<b>One Duck Stuck Jack and the Beanstalk</b>	<b>Hop, Skip, Jump</b>	<b>Hop, Skip, Jump</b>
	Copy & explore basic body patterns and movements. To remember simple dance steps & perform in a controlled manner. To choose actions & link them with sounds & music To safely perform teacher led warm-ups & can describe & discuss other's work					
<b>Year 2</b>	<b>Monkey King</b>	<b>Baboushka</b>	<b>Peter and the Wolf</b>	<b>Full of Spring</b>	<b>The Sun Goddess</b>	<b>The Lion who wanted to Love</b>
	To perform with control and co-ordination. To respond imaginatively to a variety of stimuli. To vary dynamics, levels, speed & direction. To discuss my own & others performance with simple vocabulary. To understand the need for warm up & cool down					
<b>Year 3</b>	<b>Space</b>	<b>Ancient Egypt</b>	<b>Ancient Greece</b>	<b>Machines</b>	<b>The Elements</b>	<b>English Folk Dance</b>
	To translate ideas from a variety of stimuli into movement. To improvise freely on my own & with a partner. To use dance vocabulary to compare and improve my work. To understand working safely. To recognise changes in my body.					
<b>Year 4</b>	<b>Creation Story</b>	<b>Roman Invaders</b>	<b>How Loon Outsmarted Winter</b>	<b>Rhythms of Spring</b>	<b>British Folk Dance</b>	<b>Welsh Folk Dance</b>
	To improvise freely on my own & with a partner. To translate ideas from a variety of stimuli into movement. To compare, develop and adapt movement & motifs to create longer dances. To use dance vocabulary to compare & improve mine and other's work. To understand working safely. To recognise changes in my body and to can give reasons why PE is good for my health.					
<b>Year 5</b>	<b>Hip, Hop, Step</b>	<b>The Nutcracker</b>	<b>Timeshift to the 1950's</b>	<b>Power to Change</b>	<b>Maypole / Country Dancing</b>	<b>Summer Play Dance</b>
	To demonstrate precision, control & fluency in response to stimuli. To vary dynamics & develop actions with a partner or as part of a group. To continually demonstrate rhythm & spatial awareness. To modify my performance & that of others as a result of observation & basic understanding of the structure of the body.					
<b>Year 6</b>	<b>One World</b>	<b>Victorian Childhoods</b>	<b>Timeshift to the 1940's</b>	<b>World Journeys</b>	<b>N/A OAA</b>	<b>Summer Play Dance</b>
	To perform and create motifs in a variety of dance styles with accuracy and consistency. To select & use a wide range of compositional skills. To demonstrate ideas. To suggest ways to improve quality of performance showing sound knowledge and understanding. To lead my own warm up and demonstrate all round safe practice.					

EYFS – will develop co-ordination, control and movement through being active and interactive.

KS1 – Will develop fundamental movement skills, balance, agility and co-ordination through dances using simple movement patterns

KS2 - Will develop movement skills, flexibility, control and technique whilst performing dances using a range of movement. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best.