

PE Overview – New Curriculum – Dance

| | Autumn Term | | Spring Term | | Summer Term | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|--------------|----------------------|-------------------|
| | One | Two | One | Two | One | Two |
| EYFS | Nursery Rhymes | Animals | Under the sea | Construction | Minibeasts | Weather |
| | Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. | | | | | |
| Year 1 | Countries | Dinosaurs | Circus | Toys | Mouse and Monster | Pirates |
| | 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. | | | | | |
| Year 2 | Fairy Tales | Nativity | Eco Warriors | Sports Jam | Great Fire of London | Rainforest |
| | 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. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. | | | | | |
| Year 3 | All About Me (All about my body) | Egyptians | Greeks | Yoga Dance | Victorians | N/A Athletics |
| | Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. | | | | | |
| Year 4 | Stonehenge | Disco | Hip Hop | Romans | Bootcamp | African |
| | Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. | | | | | |
| Year 5 | Vikings | Creative Combat | Charleston | Solar System | Sports Jam | Summer Play Dance |
| | Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. | | | | | |
| Year 6 | One World Festival | WW2 | WW1 | Strictly | N/A Athletics | Summer Play Dance |
| | Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. | | | | | |

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.