

PE Curriculum Overview



Dance

National Curriculum Aims		
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 		
National Curriculum Statement		
Key Stage 1	Key Stage 2	
<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 continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Be able to link and perform a series of movements based on an imaginary character;</p> <p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of</p>	<p>Know and understand how to maximise personalities by making powerful face and body movement changes;</p> <p>Become increasingly competent and confident, and access a broad range of</p>	<p>Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;</p> <p>Become more competent, confident and expert in techniques, and understand</p>



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opportunities to extend agility, balance and coordination;	opportunities to extend agility, balance and coordination; Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;	what makes a performance effective and how to apply these principles to their own and others work;
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Learning Outcomes:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform basic body actions;</p> <p>Use different parts of the body singly and in combination;</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</p> <p>Choose appropriate movements for different dance ideas;</p> <p>Remember and repeat short dance</p>	<p>Perform body actions with control and coordination;</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</p> <p>Link actions;</p> <p>Remember and repeat dance phrases;</p> <p>Perform short dances, showing an understanding</p>	<p>Improvise freely, translating ideas from a stimulus into a movement;</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative;</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently;</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups;</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</p> <p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently;</p>



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<p>phrases and simple dances;</p> <p>Move with control;</p> <p>Vary the way they use space;</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p>	<p>of expressive qualities;</p> <p>Describe how dancing affects their body;</p> <p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work;</p> <p>Be able to link and perform a series of Movements based on imaginary characters.</p>	<p>clearly and with control;</p> <p>Understand the importance of warming up and cooling down;</p> <p>Recognise and talk about the movements used and the Expressive qualities of dance;</p> <p>Suggest improvements to their own and other people's dances</p>	<p>Show sensitivity to the dance idea and the accompaniment;</p> <p>Show a clear understanding of how to warm up and cool down safely;</p> <p>Describe, interpret and evaluate dance,</p> <p>Using appropriate language</p>	<p>Organise their own warm- up and cool-down exercises;</p> <p>Show an understanding of safe exercising;</p> <p>Recognise and comment on dances, showing an understanding of style;</p> <p>Suggest ways to improve their own and other people's work</p>	<p>Understand how dance helps to keep them healthy;</p> <p>Use appropriate criteria to evaluate and refine their own and others' work;</p> <p>Talk about dance with understanding, using appropriate language and terminology.</p>
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