



St Felix Roman Catholic Primary School

P.E PROGRESSION MAP



Progression Journey: Dance

Early Years Statutory Framework

National Curriculum Expectations

EYFS	Key stage 1	Key stage 2
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To explore different body parts and how they move.	Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
To begin to choose and use travelling actions, shapes and balances.	Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases



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						relationships in response to a stimulus.	and structure dance.
To express and communicate ideas through movement exploring directions and levels.	Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Consider actions, dynamics, space and relationships in response to a stimulus.	Consider actions, space, relationship and dynamics in relation to a theme.
Create movements and perform simple dance patterns.	Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
	Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.