

<u>Year 1 and 2</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Dance	Gymnastics	Dance	Gymnastics	Dance	Gymnastics
Aim of Unit	Children will explore basic body actions e.g. jumping and turning, and use different parts of the body to create movements. They create and repeat short dances inspired by different stimulus and themselves. In dance as a whole, children think about how to use their movement to communicate their own feeling and thoughts.	Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy, remember and repeat short two movement phrases of linked actions.	Children will explore basic body actions e.g. jumping and turning, and use different parts of the body to create movements. They create and repeat short dances inspired by different stimulus and themselves. In dance as a whole, children think about how to use their movement to communicate their own feeling and thoughts.	Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy, remember and repeat short two movement phrases of linked actions.	Children will explore basic body actions e.g. jumping and turning, and use different parts of the body to create movements. They create and repeat short dances inspired by different stimulus and themselves. In dance as a whole, children think about how to use their movement to communicate their own feeling and thoughts.	Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy, remember and repeat short two movement phrases of linked actions.
Performance of skills- progression	- Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	- Shape (wide and thin) - Travelling (jog, skip, gallop) - Travelling (crab, bear, caterpillar) - Balancing (front support, balance on large and small body part) - Jumping and landing - Rolling (egg, pencil)	- Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	- Shape (wide and thin) - Travelling (jog, skip, gallop) - Travelling (crab, bear, caterpillar) - Balancing (front support, balance on large and small body part) - Jumping and landing - Rolling (egg, pencil)	- Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	- Shape (wide and thin) - Travelling (jog, skip, gallop) - Travelling (crab, bear, caterpillar) - Balancing (front support, balance on large and small body part) - Jumping and landing - Rolling (egg, pencil)
Application of skills	- Copy and explore basic actions from a range of stimuli. - Copy simple movement patterns. - Show and tell using body actions to explore moods, ideas and feelings. - Vary speed, energy and strength of their movements.	- Create a gymnastic sequence on the floor that links two gymnastic shapes through rolling, travelling or jumping. - Progress to transferring the sequence to apparatus.	- Copy and explore basic actions from a range of stimuli. - Copy simple movement patterns. - Show and tell using body actions to explore moods, ideas and feelings. - Vary speed, energy and strength of their movements.	- Create a gymnastic sequence on the floor that links two gymnastic shapes through rolling, travelling or jumping. - Progress to transferring the sequence to apparatus.	- Copy and explore basic actions from a range of stimuli. - Copy simple movement patterns. - Show and tell using body actions to explore moods, ideas and feelings. - Vary speed, energy and strength of their movements.	- Create a gymnastic sequence on the floor that links two gymnastic shapes through rolling, travelling or jumping. - Progress to transferring the sequence to apparatus.

Year 3 and 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Dance	Gymnastics	Dance	Gymnastics	Dance	Gymnastics
Aim of unit	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and historical dances. They work with a partner or in small groups.	Children will focus on improving the quality of their movement. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and historical dances. They work with a partner or in small groups.	Children will focus on improving the quality of their movement. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and historical dances. They work with a partner or in small groups.	Children will focus on improving the quality of their movement. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.
Progression of performance of skills	Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	Master most fundamental skills from KS1 and start to develop gymnastic specific skills and perform them with some accuracy.	Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	Master most fundamental skills from KS1 and start to develop gymnastic specific skills and perform them with some accuracy.	Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	Master most fundamental skills from KS1 and start to develop gymnastic specific skills and perform them with some accuracy.
Application of skills	- To create movement using a stimulus. - To explore and improvise ideas for dances in different styles. - To use simple choreographic principles. - To create and link dances. - To compose dances by using, adapting and developing steps, formation and patterns from different dance styles.	- Create a gymnastic sequence with at least six actions on the floor. This should focus on small body part balances linked through travelling, rolling and jumping. - Progress to applying the sequence on apparatus.	- To create movement using a stimulus. - To explore and improvise ideas for dances in different styles. - To use simple choreographic principles. - To create and link dances. - To compose dances by using, adapting and developing steps, formation and patterns from different dance styles.	- Create a gymnastic sequence with at least six actions on the floor. This should focus on small body part balances linked through travelling, rolling and jumping. - Progress to applying the sequence on apparatus.	- To create movement using a stimulus. - To explore and improvise ideas for dances in different styles. - To use simple choreographic principles. - To create and link dances. - To compose dances by using, adapting and developing steps, formation and patterns from different dance styles.	- Create a gymnastic sequence with at least six actions on the floor. This should focus on small body part balances linked through travelling, rolling and jumping. - Progress to applying the sequence on apparatus.

<u>Year 5 and 6</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Dance	Gymnastics	Dance	Gymnastics	Dance	Gymnastics
Aim of unit	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas.	Children will develop a wider range of actions and use their skills both individually and with a partner. Children will create longer sequences.	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas.	Children will develop a wider range of actions and use their skills both individually and with a partner. Children will create longer sequences.	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas.	Children will develop a wider range of actions and use their skills both individually and with a partner. Children will create longer sequences.
Progression of performance of skills	Perform different styles of dance clearly and fluently, adapt and refine the way they use their weight, space and rhythm in their dances to express themselves in the style of dance.	Continue to perform sport specific skills and perform with consistency, accuracy, confidence and control.	Perform different styles of dance clearly and fluently, adapt and refine the way they use their weight, space and rhythm in their dances to express themselves in the style of dance.	Continue to perform sport specific skills and perform with consistency, accuracy, confidence and control.	Perform different styles of dance clearly and fluently, adapt and refine the way they use their weight, space and rhythm in their dances to express themselves in the style of dance.	Continue to perform sport specific skills and perform with consistency, accuracy, confidence and control.
Application of skills	- To create movement using a stimulus. - To explore and improvise ideas for dances in different styles. - To use simple choreographic principles. - To create and link dances. - To compose dances by using, adapting and developing steps, formation and patterns from different dance styles.	- Create a gymnastic sequence to perform in a pair on the floor, on mats and moving to apparatus that includes three basic acrobatic balances (part weight-bearing balance, counter-tension and counter-balance) and up to six other actions.	- To create movement using a stimulus. - To explore and improvise ideas for dances in different styles. - To use simple choreographic principles. - To create and link dances. - To compose dances by using, adapting and developing steps, formation and patterns from different dance styles.	- Create a gymnastic sequence to perform in a pair on the floor, on mats and moving to apparatus that includes three basic acrobatic balances (part weight-bearing balance, counter-tension and counter-balance) and up to six other actions.	- To create movement using a stimulus. - To explore and improvise ideas for dances in different styles. - To use simple choreographic principles. - To create and link dances. - To compose dances by using, adapting and developing steps, formation and patterns from different dance styles.	- Create a gymnastic sequence to perform in a pair on the floor, on mats and moving to apparatus that includes three basic acrobatic balances (part weight-bearing balance, counter-tension and counter-balance) and up to six other actions.