NATIONAL CURRICULM 2016-2018 OVERVIEW FOR DANCE KS2

	Year 3	Year 4	Year 5	Year 6
	-Children make an	-Children make an attempt	-Children learn to	-Children learn to explore,
Acquiring and	attempt to explore	to explore movement and	explore, improvise and	improvise freely and
developing	movement and combine	communicate ideas	combine movement	combine movement ideas
skills	ideas within group	effectively within group	ideas imaginatively	imaginatively with fluency
	activity. They should	activity. They should	and effectively within	and effectiveness within
	consider action and space.	consider action, space and	group activity and	group activity and individual
	-Learn and practice a	dynamics (quality of	individual tasks. They	tasks. They should consider
	range of movements to	movement – how?)	should consider action,	action, space, dynamics and
	perform with a piece of	-Learn and practice a range	space, dynamics and	relationship.
	modern/ commercial	of movements to perform	relationship.	-Learn and practise a range
	music (top-rock, popping,	with a piece of modern/	-Learn and practice a	of movements to perform
	body wave, cool walks,	commercial music (top-	range of movements	with a piece of modern/
	freezes, isolations and	rock, popping, body wave,	to perform with a	commercial music (top-rock,
	attempt the helicopter).	cool walks, freezes,	piece of modern/	helicopter, locking, popping,
	-Develop clarity of	isolations and the	commercial music	baby freeze, ripple, body
	movement using different	helicopter).	(top-rock, helicopter,	wave, cool walks, freezes,
	levels and movement	-Develop clarity of	locking, popping, baby	isolations).
	patterns (High, medium,	movement using different	freeze, ripple, body	-Develop clarity of
	low, line formation, circle,	levels and movement	wave, cool walks,	movement using different
	diagonal, zig zag, triangle,	patterns (High, medium,	freezes, isolations).	levels and controlled
	canon, and unison).	low, line formation, circle,	-Develop clarity of	movement patterns (High,
		diagonal, zig zag, triangle,	movement using	medium, low, line formation,
		canon, and unison).	different levels and	circle, diagonal, zig zag,
			controlled movement	triangle, canon and unison).
			patterns (High,	-Children should be able to
			medium, low, line	clearly explain all
			formation, circle,	choreographic devices, such
			diagonal, zig zag,	as canon, unison, dynamics,
			triangle, canon and	levels, direction, formation,

			unison)Children should be able to explain canon and unison and give examples.	repetition, giving examples and demonstrating through practical motifs.
Perform and develop a range of movements using flexibility, strength, control and balance	-Choose correct technique when performing the DancePerform a combination of movements/actions with control and balance -Select which technique to use for the given Dance style.	-Choose correct technique when performing the DancePerform a combination of movements/ actions with control and balanceSelect which technique to use for the given style of Dance.	-Choose correct technique when performing the Dance; consider alignment, focus, posture, extension, projectionsPerform movements in unison, keeping in time with coach and/or musicPerform movements/ motifs with fluency and control.	-Apply correct technique with confidence and use knowledge learnt to portray the difference in dynamicsConsider alignment, focus, posture, extension, projection Perform movements in unison, keeping in time with coach and/or musicPerform movements/ motifs with accuracy, fluency and controlAdapt skills and techniques to different activities that they are set.
Evaluating and improving performance	-Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	-Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they seeBe confident to analyse and comment on what they see.	-From observation of others, begin to describe constructively how to refine, improve and modify performance -Refine own performance in response to comments of others and selfanalysis.	-Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area.

	-Children suggest	-Children begin to think	-Demonstrate	-Can show responsibility for
Knowledge	appropriate warm-up	about warm-up activities	activities for specific	personal warm-up
and	ideas	that prepare them for	aspects of warm-up	programme specific to
understanding	-Children dress	exercise.	stretching, joint	activity.
of fitness and	appropriately for PE	-They can talk confidently	mobility, raising heart	-Demonstrate all round safe
health	-Children work in a	about the effect exercise	and breathing rates.	practice, including handling
	responsible and safe	has on their body and why	-Describe the effects of	of equipment, safety of self
	manner	they need to exercise to	exercise on the body	and others and playing
	-Children recognise	stay fit and healthy.	showing	within accepted rules and
	changes in body		understanding of the	conventions.
	temperature		principles of	
			respiration,	
			temperature fatigue	
			and recovery	