



**PE Dance Curriculum Sequence of Knowledge and Skills**

		Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	Topic		Spring 1: Dance	Summer 1 Dance
	Links to Prior Learning	<ul style="list-style-type: none"> <li>Exposure to music and dancing on through technology, videos, own experiences</li> <li>Gymnastic (Autumn 1) – moving and travelling in different ways</li> </ul>		<ul style="list-style-type: none"> <li>Spring 2 learning</li> </ul>
	Knowledge		<p><u>Actions:</u> understand that I can move my body in different ways to create interesting actions.</p> <p><u>Dynamics:</u> understand that I can change my action to show an idea.</p> <p><u>Space:</u> know that if I move into space it will help to keep me and others safe.</p> <p><u>Performance:</u> know that when watching others. I sit quietly and clap at the end.</p> <p><u>Strategy:</u> know that if I use lots of space, it helps to make my dance look interesting.</p>	<p><u>Actions:</u> understand that I can move my body in different ways to create interesting actions.</p> <p><u>Dynamics:</u> understand that I can change my action to show an idea.</p> <p><u>Space:</u> know that if I move into space it will help to keep me and others safe.</p> <p><u>Performance:</u> know that when watching others. I sit quietly and clap at the end.</p> <p><u>Strategy:</u> know that if I use lots of space, it helps to make my dance look interesting.</p>
	Skills		<p><u>Actions:</u> explore how my body moves. Copy basic body actions.</p> <p><u>Dynamics:</u> explore actions in response to music.</p> <p><u>Space:</u> begin to explore the space around me.</p> <p><u>Performance:</u> perform short phrases of movement in front of others.</p>	<p><u>Actions:</u> explore how my body moves. Copy basic body actions and rhythms.</p> <p><u>Dynamics:</u> explore actions in response to music and an idea.</p> <p><u>Space:</u> begin to explore pathways and the space around me and in relation to others.</p> <p><u>Performance:</u> perform short phrases of movement in front of others.</p>
	Key Vocabulary		counts direction quickly/slowly space	counts start position/finish position high/low shape
<b>Year 1</b>	Topic	Autumn 2: Courageous knights and Dangerous dragons		
	Links to Prior Learning			
	Knowledge	<p><u>Actions:</u> understand that actions can be sequenced to create a dance.</p> <p><u>Dynamics:</u> understand that I can create fast and slow actions to show an idea.</p>		



		<p><u>Space</u>: understand that there are different directions and pathways within space.</p> <p><u>Relationships</u>: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p><u>Performance</u>: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p><u>Strategy</u>: know that if I use exaggerated actions, it helps the audience to see them clearly</p>		
	Skills	<p><u>Actions</u>: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p><u>Dynamics</u>: explore varying speeds to represent an idea.</p> <p><u>Space</u>: explore pathways within my performance.</p> <p><u>Relationships</u>: begin to explore actions and pathways with a partner.</p> <p><u>Performance</u>: perform on my own and with others to an audience.</p>		
	Key Vocabulary	<p>Balance beat copy fast level pathway pose timing</p>		
<b>Year 2</b>	Topic	Great Fire of London dance (A2)	Animals and countries dance (Spr2)	'Baggy trousers' dance (Sum1)
	Links to Prior Learning	Dance (Year 1)	Dance (Year 1) Dance (Year 2 A2)	Dance (Year 1) Dance (Year 2 A2 and Spr1)
	Knowledge	<p><u>Actions</u>: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p><u>Dynamics</u>: understand that I can change the way I perform actions to show an idea.</p> <p><u>Space</u>: know that I can use different</p>	<p><u>Actions</u>: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p><u>Dynamics</u>: understand that I can change the way I perform actions to show an idea.</p> <p><u>Space</u>: know that I can use different directions, pathways and levels in my dance. <u>Relationships</u>:</p>	



		<p>directions, pathways and levels in my dance.</p> <p><u>Relationships</u>: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p><u>Performance</u>: know that using facial expressions helps to show the mood of my dance.</p> <p><u>Strategy</u>: know that if I practice my dance my performance will improve.</p>	<p>know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p><u>Performance</u>: know that using facial expressions helps to show the mood of my dance.</p> <p><u>Strategy</u>: know that if I practice my dance my performance will improve.</p>	
Skills		<p><u>Actions</u>: accurately remember, repeat and link actions to express an idea.</p> <p><u>Dynamics</u>: develop an understanding of dynamics.</p> <p><u>Space</u>: develop the use of pathways and travelling actions to include levels.</p> <p><u>Relationships</u>: explore working with a partner using unison, matching and mirroring.</p> <p><u>Performance</u>: develop the use of facial expressions in my performance.</p>	<p><u>Actions</u>: accurately remember, repeat and link actions to express an idea.</p> <p><u>Dynamics</u>: develop an understanding of dynamics.</p> <p><u>Space</u>: develop the use of pathways and travelling actions to include levels.</p> <p><u>Relationships</u>: explore working with a partner using unison, matching and mirroring.</p> <p><u>Performance</u>: develop the use of facial expressions in my performance.</p>	
Key Vocabulary		<p>dynamics expression matching mirroring perform speed unison create</p>		