

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	<p>Explain how we always do a warm up before exercising and how we always do a cool down after exercising.</p> <p>Discuss how exercise is an important feature of maintaining a healthy lifestyle.</p> <p>Know that healthy is a good thing to be.</p> <p>Understand the need for having our own kit for PE.</p>	<p>Describe how the body feels before, during and after exercise.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p>	<p>Recognise and describe the effects of exercise on the body (increased heart rate, feeling warmer, building healthy bodies).</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can be healthier</p>
Dance	<p>(Dance until you drop and Dance Like an African)</p> <p>Explore how your body moves to music.</p> <p>Identify that when music is faster our movements get faster too.</p> <p>Identify when music is slower that movements are slower.</p> <p>Discuss the meaning of sequence and begin to build upon it, adding more dance moves to the sequence each week.</p> <p>Follow teachers' movements, and copy them (waving arm, legs stepping, hand waving)</p> <p>Perform a dance with a partner adding own moves to the sequence.</p> <p>Follow the teacher and copy the African moves bend knees shake hips, know this is the basic move in the African dancing.</p>	<p>(Dance and performance and Brazilian Samba Dance)</p> <p>Copy and repeat shapes and patterns.</p> <p>Follow the leader's movements (e.g. walking, skipping, jumping, swirling, spinning, turns, sinking movements).</p> <p>Change direction while travelling.</p> <p>Begin to improvise independently to create a simple dance by moving to stimuli (carnival dancing) with different actions.</p> <p>Justify choices in movement (I want to _____ because _____).</p> <p>Link movements together and explain my choice (skip, turn, sidestep between movements).</p> <p>Link my own created movements to a known stimulus (Rio Carnival Dance).</p>	<p>(Dances for different moods and Dance to tell a story - pirates)</p> <p>Create a short motif inspired by a stimulus (music) in a group with adult support.</p> <p>Use different levels in a dance.</p> <p>Use a piece of music and move appropriately to it. E.g. using simple emotions inferred from the music (happy = upbeat/fast movements, sad=slow).</p> <p>Justify why they have chosen certain movements.</p> <p>Show a starting and finishing position.</p> <p>Link all known movements fluidly: without a pause.</p> <p>Use different transitions within a dance motif (considering the movement of arms and legs to match the mood of the music).</p> <p>Use a change in speed to emulate the change in piece of music or a story.</p> <p>Perform dances using simple movement patterns.</p> <p>Perform their own composition with fluidity from start to finish.</p>	<p>(Contemporary Dance to tell a story – New York and Greek Dancing)</p> <p>Improvise freely on my own and with a partner for a simple dance.</p> <p>Create motifs/freeze frames from a story stimuli.</p> <p>Use simple choreographic devices to create a dance to tell a story.</p> <p>Perform with some awareness of the beat and spatial awareness.</p> <p>Perform line dances and Greek dancing in unison, following routine.</p> <p>Compare, develop and adapt movement and motifs to create longer dances in a Greek style.</p> <p>Perform with some awareness of beat, keeping in time with others.</p>	<p>(South African Gumboot Dancing and Jazz Dance (focus on unison))</p> <p>Identify and repeat the movement patterns and actions of gumboot dancing (clapping, stamping and clapping in unison).</p> <p>Vary dynamics and develop actions with a partner or as part of a group.</p> <p>Dance in time to the tempo of the music, alongside a partner or group.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>With a partner/in a group compose a dance that reflects the chosen dance style using unison.</p> <p>Demonstrate precision, control and fluency in the dance.</p> <p>Continually demonstrate rhythm and spatial awareness.</p>	<p>(Hip-hop (focus on canon) and Ceremonial Dance (Haka))</p> <p>Improvise freely in small groups to create own longer, more complex motifs from different stimuli to music.</p> <p>Use simple choreographic devices such as canon.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Perform with an awareness of rhythm and space.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual and partner dance that reflect the chosen dance style.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Show a change of pace and timing in in their movements.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>(Swing Dances inspired by WW11 (Charleston and Lindy-hop) and Dance in a musical/tell a story).</p> <p>Perform and create motifs in a variety of dance styles with accuracy and consistently.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Dance with fluency and control, linking all movements and ensuring transitions flow.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style with the required style in relation to the stimulus (levels, ways of travelling and motifs).</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Evaluation				<p>Watch, describe and evaluate the effectiveness of a performance.</p>	<p>Modify my performance and that of others as a result of observation and self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Watch, describe and evaluate the effectiveness of a performances, giving ideas for improvements.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Modify parts of a sequence as result of self and peer evaluation.</p> <p>Choose and use criteria to evaluate own and others' performances.</p>	<p>Offer constructive self and peer evaluation.</p> <p>Modify some element of a sequence as a result of self-peer evaluation.</p> <p>Explain why they have used particular sills or technique, and the effect they have had on their and others performance.</p> <p>Suggest ways to improve quality of performance showing sound knowledge and understanding of correct vocabulary.</p>