# Progression Framework – Physical Education

**Ravenshall**
all different | all equal | all important

Ofsted
Outstanding
Provider

# Dance

## Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

| Autumn - **Me and My World** | Spring - **The Wider World** | Summer - **Action and Adventure** |
|---|---|---|
| Year 1 | | |
| All About Me | Come Fly with Me | Pirates |
| Year 2 | | |
| Help is at Hand | Going Wild | Time Travel |
| Year 3 | | |
| Unity in the Community | Global Warning | To Infinity and Beyond |
| Year 4 | | |
| Law and Order | Under the Sea | Superheroes |

The PE curriculum is broken down into the following key areas:

- Athletics
- Dance
- Games
- Gymnastics

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

| Milestone 1 | Milestone 2 | Milestone 3 | Milestone 4 | Milestone 5 | Milestone 6 | Milestone 7 |
|---|---|---|---|---|---|---|
| **Health and Fitness** | | | | | | |
| HF.1. - Describe how the body feels when still and when exercising | HF.2 - Describe how the body feels when still and when exercising | HF.3.1 - Recognise and describe how the body feels during and after different physical activities. HF.3.2 - Explain what they need to stay healthy. | HF.4.1 - Recognise and describe the effects of exercise on the body. HF.4.2 - Know the importance of strength and flexibility for physical activity. HF.4.3 - Explain why it is important to warm up and cool down. | HF.5.1 - Describe how the body reacts at different times and how this affects performance. HF.5.2 - Explain why exercise is good for your health. HF.5.3 - Know some reasons for warming up and cooling down | HF.6.1 - Know and understand the reasons for warming up and cooling down. HF.6.2 - Explain some safety principles when preparing for and during exercise. | HF.7.1 - Understand the importance of warming up and cooling down. HF.7.2 - Carry out warm-ups and cool-downs safely and effectively. HF.7.3 - Understand why exercise is good for health, fitness and wellbeing. HF.7.4 - Know ways they can become healthier. |
| **Dance Skills** | | | | | | |
| DS1.1 - Join a range of different movements together. DS.1.2 - Change the speed of their actions. DS.1.3 - Change the style of their movements. DS.1.4 - Create a short movement phrase which demonstrates their own ideas. | DS.2.1 - Copy and repeat actions. DS.2.2 - Put a sequence of actions together to create a motif. DS.2.3 - Vary the speed of their actions. DS.2.4 - Use simple choreographic devices such as unison, canon and mirroring. DS.2.5 - Begin to improvise independently to create a simple dance | DS.3.1 - Copy, remember and repeat actions. DS.3.2 - Create a short motif inspired by a stimulus. DS.3.3 - Change the speed and level of their actions. DS.3.4 - Use simple choreographic devices such as unison, canon and mirroring. DS.3.5 - Use different transitions within a dance motif. DS.3.6 - Move in time to music. Improve the timing of their actions. | DS.4.1 - Begin to improvise with a partner to create a simple dance. DS.4.2 - Create motifs from different stimuli. DS.4.3 - Begin to compare and adapt movements and motifs to create a larger sequence. DS.4.4 - Use simple dance vocabulary to compare and improve work. DS.4.5 - Perform with some awareness of rhythm and expression. | DS.5.1 - Identify and repeat the movement patterns and actions of a chosen dance style. DS.5.2 - Compose a dance that reflects the chosen dance style. DS.5.3 - Confidently improvise with a partner or on their own. DS.5.4 - Compose longer dance sequences in a small group. DS.5.5 - Demonstrate precision and some control in response to stimuli. DS.5.6 - Begin to vary dynamics and develop actions and motifs in response to stimuli. DS.5.7 - Demonstrate rhythm and spatial awareness. DS.5.8 - Change parts of a dance as a result of self-evaluation. DS.5.9 - Use simple dance vocabulary when comparing and improving work. | DS.6.1 - Identify and repeat the movement patterns and actions of a chosen dance style. DS.6.2 - Compose individual, partner and group dances that reflect the chosen dance style. DS.6.3 - Show a change of pace and timing in their movements. DS.6.4 - Develop an awareness of their use of space. DS.6.5 - Demonstrate imagination and creativity in the movements they devise in response to stimuli. DS.6.6 - Use transitions to link motifs smoothly together. DS.6.7 - Improvise with confidence, still demonstrating fluency across the sequence. DS.6.8 - Ensure their actions fit the rhythm of the music. DS.6.9 - Modify parts of a sequence as a result of self and peer evaluation. | DS.7.1 - Identify and repeat the movement patterns and actions of a chosen dance style. DS.7.2 - Compose individual, partner and group dances that reflect the chosen dance style. DS.7.3 - Use dramatic expression in dance movements and motifs. DS.7.4 - Perform with confidence, using a range of movement patterns. DS.7.5 - Demonstrate strong and controlled movements throughout a dance sequence. DS.7.6 - Combine flexibility, techniques and movements to create a fluent sequence. DS.7.7 - Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. DS.7.8 - Show a change of pace and timing in their movements. |

| Milestone 1 | Milestone 2 | Milestone 3 | Milestone 4 | Milestone 5 | Milestone 6 | Milestone 7 |
|---|---|---|---|---|---|---|
| | | | | | DS.6.10 - Use more complex dance vocabulary to compare and improve work. | DS.7.9 - Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. DS.7.10 - Dance with fluency and control, linking all movements and ensuring that transitions flow. DS.7.11 - Demonstrate consistent precision when performing dance sequences. DS.7.12 - Modify some elements of a sequence as a result of self and peer evaluation. DS.7.13 - Use complex dance vocabulary to compare and improve work. |

| Milestone 1 | Milestone 2 | Milestone 3 | Milestone 4 | Milestone 5 | Milestone 6 | Milestone 7 |
|---|---|---|---|---|---|---|
| **Compete/Perform** | | | | | | |
| CP.1.1 - Control their body when performing a sequence of movements. CP.1.2 - Participate in simple games. | CP.2.1 - Begin to perform learnt skills with some control. CP.2.2 - Engage in competitive activities and team games. | CP.3.1 - Perform learnt skills with increasing control. CP.3.2 - Compete against self and others. | CP.4.1 - Perform learnt skills and techniques with control and confidence. CP.4.2 - Compete against self and others in a controlled manner. | CP.5.1 - Perform and apply skills and techniques with control and accuracy. CP.5.2 - Take part in a range of competitive games and activities. | CP.6.1 - Consistently perform and apply skills and techniques with accuracy and control. CP.6.2 - Take part in competitive games with a strong understanding of tactics and composition. | CP.7.1 - Perform and apply a variety of skills and techniques confidently, consistently and with precision. CP.7.2 - Take part in competitive games with a strong understanding of tactics and composition. |

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|---|---|---|---|---|---|---|
| **Evaluate** | | | | | | |
| E.1.1 - Talk about what they have done.<br>E.1.2 - Talk about what others have done. | E.2.1 - Watch and describe performances.<br>E.2.2 - Begin to say how they could improve | E.3.1 - Watch and describe performances, and use what they see to improve their own performance.<br>E.3.2 - Talk about the differences between their work and that of others | E.4.1 - Watch, describe and evaluate the effectiveness of a performance.<br>E.4.2 - Describe how their performance has improved over time. | E.5.1 - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.<br>E.5.2 - Modify their use of skills or techniques to achieve a better result | E.6.1 - Choose and use criteria to evaluate own and others' performances.<br>E.6.2 - Explain why they have used particular skills or techniques, and the effect they have had on their performance | E.7.1 - Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |