

Cavendish Close Infant and Nursery School

A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge and attitude to learning

Subject area: PE- Dance

End of Early Years Foundation Stage expectation			National Curriculum end of Key Stage 1 expectation	
<p>ELG 7 Moving and Handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>ELG 8 Health and Self-Care Children know the importance of good health and physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p> <p>ELG 16 Using media and Materials Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>ELG 17 Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			<p>To ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. 	
	FS1 (30-50 months)	FS2 (40-60 months)	Y1	Y2
Acquiring and Developing	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	Negotiates space successfully and safely, adjusting speed or changing direction to avoid obstacles.	Show an awareness of others, obstacles in space and adjust direction and speed. Turn to change direction. Travel from one space to another using certain pathways. Move fast, slow, forwards, backwards Make big and small shapes	Use space in different ways; on the spot, personal space, from one space to another Turn to change direction and pathway. Travel from one space to another using a variety of different pathways Move fast, slow, forwards, backwards and sideways Make big and small shapes
	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping,	Experiments with different ways of moving, confidently moving in a range of ways. Shows good control and coordination in large and	Travel on feet, walk, run, hop, skip, turn, roll, stop. Gesture with isolated body parts. Have different body parts in contact with the floor	Travel on feet, walk, run, hop, slide, bounce, leap and stop. Control stillness Mirror a partners actions Have different body parts in contact with

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	skipping, sliding and hopping. Can stand momentarily on one foot when shown	small movements.		the floor
Selecting and Applying	Enjoys joining in with dancing and ring games	Begins to build up a repertoire of songs and dances and perform a simple movement phrase.	To perform dances using simple movement patterns. Perform isolated actions.	To link short phrases of movement to create a short dance.
	Beginning to move rhythmically	Creates simple representations of events, people and objects through movement.	Respond appropriately to simple movement tasks	To make decisions about own movement based on a dance stimulus ie (music, picture, emotion) To remember and repeat a short pattern of movements
	Creates movements in response to music.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Demonstrate an ability to use and combine simple movements and gestures to express feelings Move spontaneously within available space.	To combine travelling movements with gestures. To explore simple ways of moving in response to simple stimulus
		Use what they know to move in original ways.	Link simple combinations of travelling, jumping Choose and follow different pathways, combining very simple changes in direction, speed and shape. To work in pairs or small groups to travel in different pathways.	Link simple combinations of travelling, jumping, turning, rolling and vary these. To explore movements at different levels, speed and size. Perform movements at different speeds. To work in pairs or small groups to make decisions.
Evaluating and	Developing preferences for forms of expression-using movement to express feelings.	Represent their own ideas, thoughts and feelings through dance.	Begin to understand that different ways of moving can express different ideas and feelings.	Begin to make relevant choices of different dynamics and different ways of travelling to convey different ideas and feelings.

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	Captures experiences and responses through dance		Copy and repeat simple actions. Identify different dynamics. Identify different ways of travelling and individual body parts. To describe their own movements and the movements of others To begin to use dance vocabulary.	Copy and repeat simple combinations of actions. To begin to observe performance and give simple feedback based on performance criteria. To use dance vocabulary.
Knowledge and Understanding of Fitness	Beginning to recognise danger and seeks support of significant adults for help	Shows understanding of the need of safety and considers and manages some risks	To travel safely and be aware of others	To travel safely and be aware of others
		Observes the effects of activity on their bodies, notices they are warmer, sweaty and they feel puffed out. Shows some understanding that exercise is good for them	Observe that they become tired during exercise and that exercise can result in being out of breath. Shows some understanding that exercise is important to good health.	To understand that their breathing increases when they are active. Understand that muscles become harder when tensed or stretched. Show an understanding of the body's need to rest when it feels tired or out of breath.
New Vocabulary	Body parts; head, shoulders, arms, hands, fingers, body, legs, knees, feet, toes Actions/Dynamics/Space; Move, balance, run, crawl, jump, turn, stamp, wait, up, down, forward, backward, big, little, curl, fast, slow	Body parts; elbows, wrists, hips Actions/Dynamics/Space; Travel, skip, hop, bounce, spin, twirl, roll, punch, reach, wave, hold, freeze, right, left, straight, curved, stretch, strong, light, free, self, body, gently,	Actions/Dynamics/Space; Shuffle, creep, leap, fly, unwind, spiral, open, close, pause, zig-zag, personal space, twist, sudden, heavy, controlled, on-going, sharply, speedily, angrily	Actions/Dynamics/Space; Soar, diagonally, whip, pivot, lean, suspend, angular, general space, symmetry, asymmetry, urgent, gradual, delicate, cautious, darting,

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