

Year	Acquire and Develop	Select and Apply	Evaluate and Improve	K&U of Fitness and Health	Vocabulary
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**Glen Hills Primary School Progression Map – PE (Dance and Gymnastics)**



Year	SAS Key Learning Objectives				Vocabulary
	Acquire and Develop	Select and Apply	Evaluate and Improve	K&U of Fitness and Health	
<b>Year 1</b>	<p>I can copy &amp; explore basic body patterns &amp; movements.</p> <p>I can copy &amp; explore basic actions with some control &amp; co-ordination.</p>	<p>I can remember simple dance steps &amp; perform in a controlled manner.</p> <p>I have begun to choose &amp; link basic actions, and I can recognise &amp; use space appropriately.</p>	<p>I can choose actions &amp; link them with sounds &amp; music.</p> <p>I can watch &amp; discuss my own work &amp; that of my peers.</p>	<p>I can safely perform teacher led warm-ups &amp; can describe &amp; discuss others work.</p> <p>I am aware of others around me.</p>	<p>Hold, Balance, Routine, straight, pointed, dance steps, control, perform jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide •words to describe speed, eg stop, still, slowly •shape, eg tall, long, wide, narrow •direction, eg up, down, forwards •level, eg high, low •pathway, eg zigzag, straight •body parts and surfaces, eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies •along, around, across, on, off, over, under, through •tension, extension, relaxation</p>
<b>Year 1 GDS</b>	<p>I can confidently create simple body patterns and movements.</p> <p>I can extend basic actions and explore different ways</p>	<p>I can create and perform more complex dance steps.</p> <p>I can confidently link a series of actions and use them creatively.</p>	<p>I can create appropriate actions and movements when listening to a variety of music and sounds.</p> <p>I can explain my own work</p>	<p>I understand why I need to warm up and can use space around me.</p>	

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	of moving confidently with control.		and the work of others in detail.		
<b>Year 2</b>	<p>I can perform with control &amp; co-ordination.</p> <p>I can copy, remember, explore &amp; repeat simple actions varying speed &amp; levels.</p>	<p>I can respond imaginatively to a variety of stimuli.</p> <p>I am beginning to select simple actions to construct basic sequences when travelling.</p>	<p>I can vary dynamics, levels, speed &amp; direction.</p> <p>I can identify the difference between my performance &amp; that of others.</p>	<p>I can discuss my own &amp; others performance with simple vocabulary. I understand the need for warm up &amp; cool down</p> <p>I understand is happening to my body during exercise</p>	<p>Tension, balance, control, Agility, coordination.</p> <p>Timing, Travelling, support, speed, sequence, dynamics, direction, words to describe body actions and body parts •stimulus (the starting point for dance)</p> <p>•words to describe levels, eg high, medium, low</p> <p>•words to describe directions •words to describe pathways, eg curved, zigzag •words to describe moods, ideas and feelings, eg happy, angry, calm, excited, sad, lonely</p> <p>•tired, hot, sweaty, heart rate •warm up, cool down</p>
<b>Year 2 GDS</b>	<p>I can perform a series of movements and steps with greater control and coordination.</p> <p>I remember and link actions together with pace and use different levels of movements.</p>	<p>I can create a series of imaginative movements and incorporate a variety of stimuli in my dance.</p> <p>I can choose and use appropriate actions to create a sequence of movements when using apparatus and finding ways of travelling.</p>	<p>I can change direction, pace and the dynamics of my dance steps with increasing fluency.</p> <p>I am able to discuss similarities and differences between my performance and that of others.</p>	<p>I can explain the importance of exercise and can simply describe the effects on my body.</p>	<p>hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn</p> <p>•words to describe: –speed, eg fast –shape, eg twisted, curled, wide, narrow –level, eg medium –direction, eg backwards, sideways – pathway, eg zigzag, angular –body parts and surfaces, eg legs, arms, hips, fingers, shoulders, tummy, sides –</p>

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					under, through, towards, in front, behind, over
<b>Year 3</b>	<p>I can improvise on my own &amp; with a partner.</p> <p>I can copy, remember, explore &amp; repeat simple actions, and link &amp; vary ideas with control &amp; co-ordination.</p>	<p>I can translate ideas from a variety of stimuli into movement.</p> <p>I can apply compositional ideas to sequences alone &amp; with others.</p>	<p>I can compare, develop &amp; adapt movement &amp; motifs to create longer dances.</p> <p>I can describe my own &amp; others work noting similarities &amp; differences. I am able to make suggestions for improvements.</p>	<p>I understand working safely, I recognise changes in my body and can give reasons why PE is good for health.</p>	<p>Rhythm, beat, tempo, step, space, shape, dynamics, sequencings, direction, travelling, control, body management, body shape, Arching, Under/over Around, In/out/up/down, Transferring body weight, Supporting, mirroring</p>
<b>Year 3 GDS</b>	<p>I can improvise freely and creatively on my own and with a partner or group.</p> <p>I skilfully copy remember and perform more complex actions with good balance and coordination.</p>	<p>I can refine my ideas and am able to perform steps and sequences using a wide range of stimuli.</p>	<p>I can refine sequences of steps and motifs I have created in order to perform longer dances with control and fluency.</p> <p>I understand how to improve my own work and can explore ways of improving.</p>	<p>I have a good understanding of the benefits of exercise.</p> <p>I can say what happens to and how my body changes when I am exercising.</p>	
<b>Year 4</b>	<p>I am beginning to demonstrate some precision, control &amp; fluency in response to stimuli</p> <p>I am starting to link ideas, skills &amp; techniques with control, precision &amp; fluency when performing basic skills.</p>	<p>I am learning different dynamics &amp; am developing actions with a partner or as part of a group.</p> <p>I am learning composition by performing simple sequences.</p>	<p>I can use dance vocabulary to compare &amp; improve my work.</p> <p>I can describe how to improve my own performances.</p>	<p>I can explain how to work safely in lessons and can give examples,</p> <p>I recognise changes in my body and I can give reasons why PE is good for my health.</p>	<p>Space, Travel, Roll Balance, Points/patches (support names) Tension, Sequence Position, Extension, Point, Bridge, Arch Transferring body weight, Stepping, Striding, Tiptoe, Squat, Vault, Cat spring, Rocking, Weight shift Stretch, Speed</p>

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					Over/ under/ curled balances, On/off Support, Base Static /movement, Feedback
<b>Year 4 GDS</b>	<p>I use very precise and fluid movements with increasing skill.</p> <p>I can use a variety of techniques to travel and balance with good control.</p>	<p>I can change aspects of my performance and can refine certain actions to improve my dance.</p> <p>I can execute more complex sequences of movements when performing using apparatus.</p>	<p>I am able to explain and describe using technical vocabulary when exploring ways of improving my work.</p> <p>I can suggest and explain ways of refining my skills and techniques as well as that of others.</p>	<p>I can explain changes in my body and I can describe how and why PE is good for my health and fitness.</p>	<p>Swaying, Bending Arching, Under/over Around, In/out/up/down, Supporting, mirroring Transition, Roleplay, Shapes Travelling, Freeze-frame Soundbite, Motif Leading, Demonstrating Complementing/contrasting</p>
<b>Year 5</b>	<p>I demonstrate precision, control &amp; fluency in response to stimuli.</p> <p>I can link ideas, skills &amp; techniques with control, precision &amp; fluency when performing basic skills.</p>	<p>I can vary dynamics &amp; develop actions with a partner or as part of a group.</p> <p>I understand composition by performing more complex sequences on the apparatus.</p>	<p>I continually demonstrate rhythm &amp; spatial awareness.</p> <p>I can confidently describe how to refine, improve &amp; modify my own performances and that of my peers.</p>	<p>I can demonstrate specific aspects of warm-up &amp; describe effects of exercise on the body.</p>	<p>Poise, Flexibility, Technique Fluent, Feedback, Apparatus, Mount/ Dismount, Posture , asymmetry •symmetry •display •matching •flight •feet apart, feet together •crouch •inclined</p>
<b>Year 5 GDS</b>	<p>I exhibit good precision, control &amp; fluency in response to stimuli.</p> <p>I extend and refine my ideas, skills &amp; techniques with control, precision &amp; fluency when performing skills with increasing</p>	<p>I can create more complex dances and motifs exploring different styles.</p> <p>I am confident in using a variety of skills and techniques to travel across apparatus and maintain balance.</p>	<p>I have an informed knowledge and understanding of how to improve the quality of my techniques and skills when it comes to performances and am beginning to analyse my performances.</p>	<p>I can explain what is happening to my body when I exercise; using the correct vocabulary for parts of the body and muscle names.</p> <p>I am starting to take the lead in warm up aspects of</p>	

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	complexity.		I am starting to draw on what I know and can explain my understanding of skills	lessons and recognise good exercises to help warm up.	
<b>Year 6</b>	<p>I can perform &amp; create motifs in a variety of dance styles with accuracy &amp; consistency.</p> <p>I can perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency.</p>	<p>I can select and use a wide range of compositional skills to demonstrate ideas in dance.</p> <p>I can perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency.</p>	<p>I can suggest ways to improve quality of performance showing sound knowledge &amp; understanding.</p> <p>I can analyse fairly complex skills &amp; can suggest ways to improve quality of performance showing sound knowledge &amp; understanding.</p>	<p>I am able to take the lead in my own warm up &amp; demonstrates all round safe practice.</p> <p>I can describe how different types of exercise contribute to my health and fitness.</p>	<p>Poise, counter balance, Counter-tension, Body Tension, vault, Flexibility horse Technique core strength Fluent, Body awareness, aesthetics, centre of gravity, Apparatus, Mount /Dismount, Floor exercise, Posture Execution, Routine</p>
<b>Year 6 GDS</b>	<p>I can select and combine skills, techniques and ideas. I can apply them in a way that suits each activity.</p> <p>I show consistent precision control and fluency in movement.</p>	<p>I can plan my own and others' work I draw on what I know about composition.</p> <p>I am able to perform a variety of sequences and movements I have created, using a range of more complex skills. I can manipulate movement with control.</p>	<p>I can suggest ways to improve quality of performance and can demonstrate showing good knowledge &amp; understanding.</p> <p>I can analyse a range of complex skills &amp; can suggest ways to improve quality of performance showing good knowledge &amp; understanding.</p>	<p>I can plan and carry out warm ups for myself and others &amp; demonstrate a good understanding of what safe practice means.</p> <p>I can explain how to prepare and recover from activities.</p>	