



- Reception** Time- know that if I listen carefully to the music/tambourine, it helps me move in time to it
Relationships- I know how to lead or follow my partner, and show expression with different characters
Space- know that I can move around an area in different ways (safely)
Dynamics- understand how to move differently with various characters
Stimulus- know a story or character can help me make up a dance
- Year 1** Time- know that if I listen to the **beat** of the music/tambourine, it helps me move in time to it
Relationship- know that I can dance in different ways with a partner, e.g side by side, face to face
Space- know how to move around an area with my body at different levels
Dynamics- Know that I can move at different speeds when dancing
Stimulus- know how to explore movements in response to a story/theme
- Year 2** Time- know that if the beat of the music/tambourine changes, my movement should change to keep in time
Relationship- know that I can dance as part of a group in different ways e.g. a line, circle
Space- know how to change direction when moving around an area with my body at different levels
Dynamics- know that I can use different actions at different speeds when dancing
Stimulus- know that I can create a dance to a story/theme
- Year 3** Time- know how to perform with a sense of timing and expression
Relationship- know how to choose an action and try to move in unison or canon with a partner
Space- know that there are different types of pathways in dance
Dynamics- know how to use different energies in my dance
Stimulus- know how to use movements based on a theme to create a dance performance
- Year 4** Time- know how to perform with a sense of timing, expression and energy
Relationship- know how to dance in unison/canon with a partner/group and use formations
Space- know how to perform levels and pathways in dance with control
Dynamics- know how to use different energy, expression and timing in my dance
Stimulus- know how to translate ideas from a stimulus into a dance
- Year 5** Time- know that time is closely linked to dynamics
Relationship- know the concept of relationships and how to incorporate some elements in my dance
Space- know the concept of the space and how to apply this to my dance
Dynamics- know the concept of dynamics and how to use in a dance
Stimulus- know what a stimulus is and how I can apply it to any dance
- Year 6** Time- know the importance of timing to create a fluent performance
Relationship- know more complex relationship elements and use these to create a performance
Space- know how to combine a variety of space elements in my dance to create a performance
Dynamics- know what dynamic elements to choose to create an impactful dance
Stimulus- know that I can translate ideas from a stimulus into a performance incorporating dance elements