

Lesson 1/6

To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping

EDSTART KNOW

- I can explain different ways my body can move to music.
- I can describe how tempo changes affect how I travel.
- I can understand the meaning of “travel” in dance.

EDSTART GO

- I can move using slithering, skipping, jumping, crawling, and hopping.
- I can freeze, travel, and respond to Inside/Outside commands.
- I can create my own movements to match music.

EDSTART SHOW

- I can respect others' space while moving.
- I can encourage classmates during games.
- I can celebrate imaginative ideas in movement.

Lesson 2/6

To perform the basic actions of travelling, jumping, turning, and making shapes

EDSTART KNOW

- I can use the four key dance actions: travelling, jumping, turning, and making shapes.**
- I can move safely and use space when dancing with others.**
- I know that music tempo changes how fast or slow my movements should be.**

EDSTART GO

- I can travel, jump, and turn using balance, rhythm, and coordination to music.**
- I can link two or more actions together smoothly to create a short dance.**
- I can copy and remember simple movement patterns shown by my teacher or partner.**

EDSTART SHOW

- I can perform my dance with clear movements and confident body expression to music.**
- I can work with others to match timing, rhythm, and actions in my performance.**
- I can reflect on my dance, saying what went well and what to improve.**

Lesson 3/6

To develop the basic actions of travelling, jumping, turning, and making shapes

EDSTART KNOW

- I know the four basic dance actions: travelling, jumping, turning, and making shapes.
- I know how to use space safely when moving around others.
- I know that music tempo changes how I move (fast, slow, smooth, strong).

EDSTART GO

- I can use different travelling, jumping, and turning movements to match the space theme.
- I can link movements together smoothly and perform them to the beat.
- I can explore levels — high, medium, and low — in my space-themed actions.

EDSTART SHOW

- I can perform my dance confidently, using clear actions and expressions that fit the music.
- I can work with my space crew to move together in time.
- I can reflect on how I used the key actions in my performance.

Lesson 4/6

To move at speed with varying movement patterns

EDSTART KNOW

- I know how to move at different speeds while staying balanced and controlled.**
- I know how to change my movement pattern safely and smoothly.**
- I know that fast movements need strong control to avoid bumping others.**

EDSTART GO

- I can travel quickly using different movement types such as running, leaping, and crawling.**
- I can change direction, speed, and shape while moving to music or instruction.**
- I can show different speeds and styles depending on the animal or challenge.**

EDSTART SHOW

- I can perform fast and slow movement patterns clearly and safely in a group.**
- I can demonstrate changes in speed and movement to match music or themes.**
- I can talk about how I controlled my body when moving at different speeds.**

Lesson 5/6

To experiment with different ways of moving

EDSTART KNOW

- I know there are lots of different ways to move my body.
- I know how to change my movement to match different creatures or music.
- I know how to use high, medium, and low levels when I move.

EDSTART GO

- I can explore and copy different ways of moving like animals and waves.
- I can move at different speeds and levels, showing control and imagination.
- I can combine movements smoothly to create my own underwater dance sequence.

EDSTART SHOW

- I can perform my ocean dance using clear, expressive movements and safe spacing.
- I can work with others to create shapes and sequences that show creativity.
- I can talk about which movements worked best and how they matched the theme.

Lesson 6/6

To join set movement patterns and remember small sequences

EDSTART KNOW

- I know how to join movements together to make a short sequence.**
- I know how to remember actions by repeating them in rhythm.**
- I know how to change direction and level to make my dance more interesting.**

EDSTART GO

- I can copy a set movement pattern and perform it with control and coordination.**
- I can link 3–4 actions smoothly and in time with the music.**
- I can move at different speeds and levels to add expression to my routine.**

EDSTART SHOW

- I can perform my short dance sequence confidently with my group.**
- I can remember the order of movements without help and perform in rhythm.**
- I can watch others perform and give positive feedback about what they did well.**