

## EYFS and KS1 Curriculum Plan

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>Children will know/be able to:</b>	<b>Children will know/be able to:</b>	<b>Children will know/be able to:</b>
<b>Functional movement</b>	To walk and run using a variety in the length of stride To develop a take-off action for a variety of jumps	To walk, run and hop, using opposite arm to leg where appropriate. To develop jumping technique	To run, using a variety of speeds and directions. To develop fluency in running techniques To use a range of jumping techniques
	To direct body weight to support a push or pull action	To push or pull to create movement	To develop strength when using a push or pull force with a partner
	To bend, stretch and roll	To bend, stretch and roll a variety of different body parts using a variety of levels	To bend, stretch and roll symmetrically and asymmetrically with a partner
	To rotate and twist the body to create shapes and movement	To change direction of movement using the upper body to lead	To develop turning and spinning actions To support the change of direction in a number of contexts
<b>Movement Concepts</b>	To begin to estimate the number of travelling steps (hop, gallop, slide) needed to reach a destination	To develop an awareness of space and the ability to remember floor patterns	To track and follow a partner into a space To move into a space to lose a partner within set boundaries
	To move to a variety of tempos aesthetically, with music	To move rhythmically to music and beat patterns	To perform fundamental locomotor skills to music, <u>developing rhythm and timing of movements</u>
	Use cross-lateral techniques to refine movement	To move cross laterally to music showing good control To explore stepping patterns using right and left concepts	To work in pairs to create symmetry and asymmetry in cross-lateral movement To side step rhythmically and continuously
<b>Manipulative Skills</b>	To trap a ball with hands and feet	To develop anticipation and reaction when working with beanbags and balls	To receive and release a variety of equipment into a space Individual and paired work using hands and feet
	To bounce and catch own ball To vary the size of throw	To develop catching and early tracking skills	To catch objects of various sized and shapes from a variety of directions To move body accordingly to facilitate catch
	To release a ball or object towards a set direction or distance	To develop a variety of throwing techniques, over and underarm To release accurately towards a receiver	To transfer weight during throwing action to create more power To vary throwing technique - overarm, underarm, bounce, chest push
	To kick a ball in various directions using both feet To swing a racket or bat to strike a ball	To kick a ball to a variety of distances To strike a ball to a variety of distances	To run and kick a ball To position body to strike a ball to a receiver
	To bounce and catch a ball Vary levels of the bounce and anticipate height and timing of catch To travel with a ball in a variety of ways	To bounce and catch with a partner, using a variety of balls	To bounce, dribble a ball and pass To run into spaces needed to release and receive a ball

Aesthetic Movement	To investigate different ways of moving isolated body parts and linking these together	To link isolated moves with different force, flow and control	To focus on isolated body movements linked together in a variety of ways To reverse the direction and the leading side
	To link together symmetrical and asymmetrical body shapes and movements	To work individually and with a partner to produce a sequence of symmetrical and asymmetrical shapes, using arms, legs and whole body	To travel using symmetrical/ asymmetrical moves and to link these to a variety of symmetrical/ asymmetrical body shapes
	To show different levels in movement of whole body and isolated body parts and in travelling moves	To develop a movement sequence based on levels - high - low - medium - high	To work with one or more other people to develop movement sequences based on variation of levels
	To change the direction of travel of isolated body parts and the whole body	To show a change in direction through travelling moves To work with a partner to travel towards and away from each other	To use a variety of directions within dance
	To move slowly, showing strength and tension in muscles To move with speed To show agility	To show control and continuity in changing speed and strength of movement	To create a movement sequence showing control of movement at different speeds
	To keep to a beat, move to a beat, then stop and change the movement, whilst keeping the beat	To work with music to enhance and accompany dance To interpret the feel of music and to move accordingly	To change the speed and rhythm of movements within a routine/ sequence To work to music creating flow and rhythm in movements

## KS2 Curriculum Plan

<b>Bramble</b>	Athletics & OAA/ Invasion games/ swimming)	Invasion games/ Dance / Net games	Striking & Fielding games/ Athletics/ Net Games	Athletics & OAA/ Invasion games/ swimming	Net games/ Gymnastics	Striking & Fielding games/ Athletics
<b>Laurel</b>	Athletics & OAA/ Invasion games	Invasion games/ Dance	Striking & Fielding games/ Athletics/ Net Games	Athletics & OAA/ Invasion games	Striking & Fielding games/ Gymnastics/ Net Games	Net Games/ Athletics/ Striking & Fielding games

		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		Children will know/be able to:	Children will know/be able to:	Children will know/be able to:	Children will know/be able to:
<b>Invasion Games</b>	Motor Competence	To understand the concept of Invasion Games including: Skills: <ul style="list-style-type: none"> <li>• Sending &amp; receiving</li> </ul> Tactics: <ul style="list-style-type: none"> <li>• Marking a player or space</li> <li>• Organising simple defending</li> <li>• If and when to tackle</li> </ul>	To understand the concept of Invasion Games including: Skills: <ul style="list-style-type: none"> <li>• Sending &amp; receiving</li> </ul> Tactics: <ul style="list-style-type: none"> <li>• If and when to tackle</li> <li>• Simple patterns of play</li> </ul>	Skills <ul style="list-style-type: none"> <li>• Travelling with the ball</li> <li>• Pass left and right</li> <li>• One/ two touch passing</li> <li>• Shooting</li> </ul> Tactics: <ul style="list-style-type: none"> <li>• Maintaining possession</li> <li>• Taking possession</li> <li>• Creating space in attack</li> <li>• To apply previous knowledge to recognised sports</li> </ul>	Skills: <ul style="list-style-type: none"> <li>• Applying those learnt to a variety of sports</li> </ul> Tactics: <ul style="list-style-type: none"> <li>• Simple game plans</li> <li>• Team formations</li> </ul>
<b>Net Games</b>	Motor Competence	To develop an understanding of net games including: Skills: <ul style="list-style-type: none"> <li>• Throw over a divide</li> <li>• Throw at a target</li> <li>• Send with palm of hand, bat or racket</li> </ul> Tactics <ul style="list-style-type: none"> <li>• Anticipate the direction of a send</li> <li>• Move to interact</li> </ul>	To develop an understanding of net games including: Skills: <ul style="list-style-type: none"> <li>• Ready position</li> <li>• Rally</li> <li>• Tactics</li> <li>• Defend from centre of court</li> </ul> Vary direction and height of send	Skills <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> <li>• Volley</li> </ul> Tactics: <ul style="list-style-type: none"> <li>• When to play ground strokes and when to volley</li> <li>• To apply previous knowledge to recognised sports</li> </ul>	Skills: <ul style="list-style-type: none"> <li>• Groundstrokes to volley (with hand or racket)</li> <li>• Lob</li> </ul> Tactics: <ul style="list-style-type: none"> <li>• When to remain on the baseline and when to move to net</li> <li>• Play for the point</li> <li>• To apply previous knowledge to recognised sports</li> </ul>
<b>Striking &amp; Fielding Games</b>	Motor Competence	To develop an understanding of striking & fielding games including: Skills: <ul style="list-style-type: none"> <li>• Fielding low and high balls</li> <li>• Striking off a tee in different directions</li> </ul>	To develop an understanding of striking & fielding games including: Skills: <ul style="list-style-type: none"> <li>• Striking from self-feed, varying direction and length</li> </ul> Tactics:	Skills: <ul style="list-style-type: none"> <li>• Bowl</li> <li>• Over arm throw</li> <li>• Strike from bowled ball in different directions</li> </ul> Tactics:	Skills: <ul style="list-style-type: none"> <li>• Bowl competitively</li> <li>• Over arm bowl</li> <li>• One-handed catch</li> </ul> Tactics: <ul style="list-style-type: none"> <li>• Very bowl</li> </ul>

		<p>Tactics:</p> <ul style="list-style-type: none"> <li>Select simple fielding tactic</li> <li>Vary direction and length of strike</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate how far to run</li> <li>Position field relative to speed of individual fielders</li> <li>Place field relative to the anticipated strike</li> </ul>	<ul style="list-style-type: none"> <li>When to run and when to pass</li> </ul> <p>To apply previous knowledge to recognised sports</p>	<ul style="list-style-type: none"> <li>Plan and adapt tactics</li> <li>Select field placements</li> </ul> <p>To apply previous knowledge to recognised sports</p>
Physical health & wellbeing		<ul style="list-style-type: none"> <li>Understanding the importance of being active and warming up</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding the importance of being active warming up</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding the importance of being active and to lead warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding the importance of being active and to lead warm ups.</li> </ul>
Competition & teamwork		<p>Understanding teamwork, fair play, the role of rules and why to abide by them; evaluating their performance and those of others</p>		<ul style="list-style-type: none"> <li>On own and in groups, to develop their own versions of striking &amp; fielding games/ practices</li> </ul>	<ul style="list-style-type: none"> <li>Understanding teamwork, fair play, the role of rules and why to abide by them; evaluating their performance and those of others</li> </ul>

		Year 3	Year 4	Year 5	Year 6
	<p>All elements should be developed on the floor and on single and combined pieces of apparatus            Sequencing tasks should become gradually more complex, long and demanding of technical competence and variation in movement content            Fluency, precision and control of movements and appropriate bodily tension should be encouraged at all times</p>				
		Children will know/be able to:	Children will know/be able to:	Children will know/be able to:	Children will know/be able to:
<b>Gymnastics</b>	Motor Competence	<p>Actions to include:</p> <ul style="list-style-type: none"> <li>Balance on two points</li> <li>Jump</li> <li>Spin</li> <li>Turn</li> <li>Handle all apparatus (if appropriate to age group)</li> </ul> <p>Dynamics to include:</p> <ul style="list-style-type: none"> <li>Revise gymnastic shapes</li> </ul> <p>Space to include:</p> <ul style="list-style-type: none"> <li>Curved pathways</li> </ul> <p>Devise, perform and repeat short sequences            Adapt floor sequences to apparatus</p>	<p>Actions to include:</p> <ul style="list-style-type: none"> <li>Move into balances from different starting positions</li> <li>Repeat the same shape in different actions</li> </ul> <p>Dynamics to include:</p> <ul style="list-style-type: none"> <li>Diagonal pathways</li> <li>Contrast speed, shape, level and direction of movements with a sequence</li> </ul>	<p>Actions to include:</p> <ul style="list-style-type: none"> <li>Move into balances using different actions</li> <li>Move out of balance into different finishing positions</li> </ul> <p>Dynamics to include:</p> <ul style="list-style-type: none"> <li>Twist shape</li> <li>Sudden</li> </ul> <p>Space to include:</p> <ul style="list-style-type: none"> <li>Move along a range of simple predetermined pathways</li> </ul>	<p>Actions to include:</p> <ul style="list-style-type: none"> <li>Movement out of balances into different actions</li> <li>Devise simple apparatus layouts appropriate to the actions being performed</li> </ul> <p>Dynamics to include:</p> <ul style="list-style-type: none"> <li>Symmetrical and asymmetrical body shapes</li> </ul> <p>Space to include:</p> <ul style="list-style-type: none"> <li>Symmetrical and asymmetrical floor patterns</li> </ul>
	Physical health & wellbeing	<p>Understanding the importance of being active and warming up</p>	<p>Knowing and understanding the importance of being active warming up</p>	<p>Knowing and understanding the importance of being active and to lead warm ups.</p>	<ul style="list-style-type: none"> <li>Knowing and understanding the importance of being active and to lead warm ups.</li> </ul>
	Competition & teamwork	<p>Partner work:</p> <ul style="list-style-type: none"> <li>Move towards and away from</li> <li>Move over</li> </ul>	<p>Partner work to include:</p> <ul style="list-style-type: none"> <li>Use different relationships e.g. back to back; facing</li> </ul>	<p>Partner work to include:</p> <ul style="list-style-type: none"> <li>Mirroring</li> <li>With simple contact</li> </ul>	<p>Partner work:</p> <p>Contrasting floor patterns            Counter balance</p>

		Adapt and repeat sequences with a partner Observe and identify comparisons and contrasts Make suggestions on how performance might be improved Use appropriate technical and aesthetic language	Compare own performance with others, assess using specific criterion Work constructively with a partner to improve their own or combined performance Use appropriate technical and aesthetic language	Devise and refine longer and more complex sequences Know and comment on basic compositional elements of their own and other's sequences Identify a focus for individual/partner improvement Use an increasing range of appropriate technical, compositional, and aesthetic language	Continually assess individual and partner work as they are devising a sequence and focus on refining and adapting their work to improve the look of the sequence Use an increasing range of appropriate technical, compositional, and aesthetic language
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		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		Children will know/be able to:	Children will know/be able to:	Children will know/be able to:	Children will know/be able to:
<b>Dance</b>	<b>Motor Competence</b>	Actions can include: <ul style="list-style-type: none"> <li>Pause</li> <li>Spin</li> <li>Turn whilst travelling</li> </ul> Dynamics can include: <ul style="list-style-type: none"> <li>Curved and angular body shapes</li> </ul> Space can include: <ul style="list-style-type: none"> <li>Curved pathways</li> </ul>	Actions can include: <ul style="list-style-type: none"> <li>Move from the same starting position into a variety of actions</li> </ul> Dynamics can include: <ul style="list-style-type: none"> <li>Diagonal pathways</li> </ul> Additional Compositional Strategies to include: <ul style="list-style-type: none"> <li>Motifs i.e. recurring actions, dynamics and or spatial elements</li> <li>Action and reaction</li> </ul>	Actions can include: <ul style="list-style-type: none"> <li>Swinging gestures to initiate movement</li> <li>Skills and movement patterns associated with particular dance styles</li> </ul> Dynamics can include: <ul style="list-style-type: none"> <li>Twist shape</li> <li>Sudden</li> <li>Change direction whilst retaining the same front</li> </ul> Space can include: <ul style="list-style-type: none"> <li>Move along a range of simple predetermined pathways</li> </ul> Additional Compositional Strategies <ul style="list-style-type: none"> <li>Question and answer</li> </ul>	Actions can include: <ul style="list-style-type: none"> <li>Turn on vertical axis</li> <li>Swinging gestures to initiate a turn; flight; off-balance</li> </ul> Dynamics can include: <ul style="list-style-type: none"> <li>Symmetrical and asymmetrical body shapes</li> <li>Symmetrical and asymmetrical pathways</li> <li></li> </ul>
	<b>Physical health &amp; wellbeing</b>	Understanding the importance of being active and warming up	Knowing and understanding the importance of being active warming up	Knowing and understanding the importance of being active and to lead warm ups.	Knowing and understanding the importance of being active and to lead warm ups.
	<b>Competition &amp; teamwork</b>	Partner work to include: <ul style="list-style-type: none"> <li>Meeting and parting</li> </ul> Devise, perform and repeat short sequences Move to a regular rhythm	Partner work to include: <ul style="list-style-type: none"> <li>Use contrasting dynamics</li> <li>Use different relationships e.g. back to back; facing</li> <li>Canon and unison</li> </ul>	Partner work can include: <ul style="list-style-type: none"> <li>Mirroring</li> <li>Matching pathways</li> </ul> Devise and refine longer and more complex movements phrases and	Partner work can include: <ul style="list-style-type: none"> <li>Counter balance</li> </ul> Continually assess individual and partner and group work as they are creating a dance and focus on

		<p>Listen to accompaniment and describe the ideas it stimulates</p> <p>Make suggestions on how performance might be improved</p> <p>Use appropriate technical and aesthetic language</p>	<p>Explore and combine actions with others in unison and then in canon</p> <p>Understand that dance can tell a story</p> <p>Compare own performance with others, assess using specific criterion</p> <p>Work constructively with a partner to improve their own or combined performance</p> <p>Use appropriate technical, compositional, expressive and aesthetic language</p>	<p>dances along with a partner and in a group</p> <p>Know and comment on basic compositional elements of their own and other's sequences</p> <p>Identify a focus for individual/ partner improvement</p> <p>Use an increasing range of appropriate technical, compositional, expressive and aesthetic language</p>	<p>refining and adapting their work to improve the look of the dance</p> <p>Demonstrate a sense of rhythm</p> <p>Use appropriate technical, compositional, expressive and aesthetic language</p>
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		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Athletics</b>	Motor Competence	<p>Walking, jogging, running, sprinting, skipping, hopping, bouncing:</p> <ul style="list-style-type: none"> <li>In a straight line</li> <li>With changes of direction</li> <li>Over varying distances</li> </ul> <p>Jumping: All jumps including:</p> <ul style="list-style-type: none"> <li>From standing</li> <li>From short approach</li> <li>For distance</li> <li>With controlled, safe landings</li> </ul> <p>Throwing: Including Underarm, push, over arm, overhead:</p> <ul style="list-style-type: none"> <li>From standing</li> <li>With a variety of projectiles</li> <li>For distance</li> </ul>	<p>Walking, jogging, running, sprinting, skipping, hopping, bouncing:</p> <ul style="list-style-type: none"> <li>In isolation, combinations and patterns</li> <li>Competitively and non-competitively</li> <li>Relays</li> </ul> <p>Jumping: All jumps including:</p> <ul style="list-style-type: none"> <li>In isolation, combinations and patterns</li> <li>Competitively and non-competitively</li> </ul> <p>Throwing: Including Underarm, push, over arm, overhead:</p> <ul style="list-style-type: none"> <li>For distance</li> <li>At a large target</li> <li>In team relays</li> </ul>	<p>Walking, running, sprinting:</p> <ul style="list-style-type: none"> <li>Running style</li> <li>Pacing</li> <li>Varying distances</li> <li>Competitively and non-competitively</li> </ul> <p>Jumping: All jumps including:</p> <ul style="list-style-type: none"> <li>For distance</li> <li>In combinations and patterns from approach</li> <li>Length of approach</li> </ul> <p>Throwing: Including underarm, overarm, overhead, push, fling, sling:</p> <ul style="list-style-type: none"> <li>From standing</li> <li>Angle of trajectory</li> <li>For distance</li> <li>For accuracy</li> <li>Different grips</li> </ul>	<p>Walking, running, sprinting:</p> <ul style="list-style-type: none"> <li>Varying distances, including longer distances</li> <li>Varying pace</li> <li>Acceleration period</li> <li>In isolation, combinations and patterns</li> <li>Moving relay takeovers</li> <li>In step patterns</li> </ul> <p>Jumping:</p> <ul style="list-style-type: none"> <li>All jumps including For height</li> <li>For distance</li> <li>From fast approach</li> <li>From specified take off point</li> </ul> <p>Throwing: Including over arm (javelin), push, fling, sling:</p> <ul style="list-style-type: none"> <li>Include movement in approach</li> </ul>

	Physical health & wellbeing	Understanding the importance of being active and warming up	Knowing and understanding the importance of being active warming up	Knowing and understanding the importance of being active and to lead warm ups.	Knowing and understanding the importance of being active and to lead warm ups.
	Competition & teamwork	To challenge their own performance to improve	To challenge their own performance to improve To work in teams to improve own and team performance To begin to identify how to improve own performance	To challenge their own performance to improve To work in teams to improve own and team performance To participate in competition with and against others To support the development of technique in others	To challenge their own performance to improve To work in teams to improve own and team performance To participate in competition with and against others To offer feedback to improve the technique of others

## OAA

Orienteering	Team Building
<p>Follow simple directions and marked routes</p> <ul style="list-style-type: none"> <li>• Use pictorial and diagrammatic map references</li> <li>• Use basic compass directions</li> <li>• Use familiar signs, keys and symbols</li> <li>• Set a simple map</li> <li>• Create an orienteering course</li> </ul>	<p>Alone and in pairs and groups:</p> <ul style="list-style-type: none"> <li>• Leading, following moving in turn to solve simple problems</li> <li>• Simple trust activities</li> <li>• Taking specific responsibilities</li> <li>• Trusting and supporting others</li> <li>• Cooperative and collaborative working</li> </ul>