

EYFS and KS1 Curriculum Plan

Please see the Leap into Life scheme for this. The scheme gradually builds the children's fundamental movement skills across: Functional Movement; Movement Concepts; Aesthetic Movement; Manipulative skills

KS2 Curriculum Plan

	Invasion Games	Net Games	Striking & Fielding Games
	All of these will also include the children exploring the skills and tactics; understanding teamwork, fair play, the role of rules and why to abide by them; evaluating their performance and those of others; knowing and understanding the importance of being active and to lead warm ups.		
Year 3	To understand the concept of Invasion Games including: Skills: <ul style="list-style-type: none"> • Sending & receiving Tactics: <ul style="list-style-type: none"> • Marking a player or space • Organising simple defending • If and when to tackle 	To develop an understanding of net games including: Skills: <ul style="list-style-type: none"> • Throw over a divide • Throw at a target • Send with palm of hand, bat or racket Tactics: <ul style="list-style-type: none"> • Anticipate the direction of a send • Move to interact 	To develop an understanding of striking & fielding games including: Skills: <ul style="list-style-type: none"> • Fielding low and high balls • Striking off a tee in different directions Tactics: <ul style="list-style-type: none"> • Select simple fielding tactic • Very direction and length of strike
Year 4	To understand the concept of Invasion Games including: Skills: <ul style="list-style-type: none"> • Sending & receiving Tactics: <ul style="list-style-type: none"> • If and when to tackle • Simple patterns of play 	To develop an understanding of net games including: Skills: <ul style="list-style-type: none"> • Ready position • Rally • Tactics • Defend from centre of court • Vary direction and height of send 	To develop an understanding of striking & fielding games including: Skills: <ul style="list-style-type: none"> • Striking from self-feed, varying direction and length Tactics: <ul style="list-style-type: none"> • Anticipate how far to run • Position field relative to speed of individual fielders • Place field relative to the anticipated strike
Year 5	On own and, in groups, to develop their own versions of invasion games/ practices including: Skills Travelling with the ball Pass left and right One/ two touch passing Shooting Tactics: Maintaining possession Taking possession Creating space in attack To apply previous knowledge to recognised sports	On own and in groups, to develop their own versions of striking & fielding games/ practices including: Skills <ul style="list-style-type: none"> • Forehand • Backhand • Volley Tactics: <ul style="list-style-type: none"> • When to play ground strokes and when to volley To apply previous knowledge to recognised sports	On own and in groups, to develop their own versions of striking & fielding games/ practices including: Skills: <ul style="list-style-type: none"> • Bowl • Over arm throw • Strike from bowled ball in different directions Tactics: <ul style="list-style-type: none"> • When to run and when to pass To apply previous knowledge to recognised sports

Year 6	<p>On own and, in groups, to develop their own versions of invasion games/ practices including:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Applying those learnt to a variety of sports <p>Tactics:</p> <ul style="list-style-type: none"> • Simple game plans • Team formations 	<p>On own and in groups, to develop their own versions of striking & fielding games/ practices including:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Groundstrokes to volley (with hand or racket) • Lob <p>Tactics:</p> <ul style="list-style-type: none"> • When to remain on the baseline and when to move to net • Play for the point <p>To apply previous knowledge to recognised sports</p>	<p>On own and in groups, to develop their own versions of striking & fielding games/ practices including:</p> <ul style="list-style-type: none"> • Bowl competitively • Over arm bowl • One-handed catch <p>Tactics:</p> <ul style="list-style-type: none"> • Very bowl • Plan and adapt tactics • Select field placements <p>To apply previous knowledge to recognised sports</p>
---------------	--	--	--

Athletics		
Developing Travelling, Jumping and Throwing over KS2.		
Travelling	Jumping	Throwing
<p>Walking, jogging, running, sprinting, skipping, hopping, bouncing:</p> <ul style="list-style-type: none"> • In a straight line • With changes of direction • Over varying distances • In isolation, combinations and patterns • Competitively and non-competitively • Relays 	<p>2 feet to 2 feet; 2 feet to 1 foot; 1 foot to other foot (leap); 1 foot to same foot (hop) including:</p> <ul style="list-style-type: none"> • From standing • From short approach • For distance • With controlled, safe landings • In isolation, combinations and patterns • Competitively and non-competitively 	<p>Including Underarm, push, over arm, overhead:</p> <ul style="list-style-type: none"> • From standing • With a variety of projectiles • For distance • At a large target • In team relays
<p>Walking, jogging, running, sprinting, skipping, hopping, bouncing:</p> <ul style="list-style-type: none"> • Running style • Pacing • Varying distances • In isolation, combinations and patterns • Competitively and non-competitively • Relays 	<p>2 feet to 2 feet; 2 feet to 1 foot; 1 foot to 2 feet; 1 foot to other foot (leap); 1 foot to same foot (hop) including:</p> <ul style="list-style-type: none"> • For distance • In combinations and patterns from approach • Length of approach 	<p>Including underarm, overarm, overhead, push, fling, sling: From standing</p> <ul style="list-style-type: none"> • Angle of trajectory • For distance • For accuracy • Different grips
<p>Walking, running, sprinting:</p> <ul style="list-style-type: none"> • Varying distances, including longer distances • Varying pace • Acceleration period • In isolation, combinations and patterns • Competitively and non-competitively • Moving relay takeovers • In step patterns 	<p>2 feet to 2 feet; 2 feet to 1 foot; 1 foot to 2 feet; 1 foot to other foot (leap); 1 foot to same foot (hop) including:</p> <ul style="list-style-type: none"> • For height • For distance • From fast approach • From specified take off point 	<p>Including over arm (javelin), push, fling, sling:</p> <ul style="list-style-type: none"> • From standing • For distance • For accuracy • Include movement in approach

OAA

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

Gymnastics

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

Year 3	Year 4
<p>Actions to include:</p> <ul style="list-style-type: none"> • Balance on two points • Jump for length from two feet to two feet • Spin • Turn – rotate on the vertical axis on the spot and travelling • Handle all apparatus (if appropriate to age group) <p>Dynamics to include:</p> <ul style="list-style-type: none"> • Medium level • Revise gymnastic shapes <p>Partner work:</p> <ul style="list-style-type: none"> • Move towards and away from • Move over <p>Space to include:</p> <ul style="list-style-type: none"> • Curved pathways <p>Devise, perform and repeat short sequences Adapt floor sequences to apparatus 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</p>	<p>Actions to include:</p> <ul style="list-style-type: none"> • Move into balances from different starting positions • Repeat the same shape in different actions <p>Dynamics to include:</p> <ul style="list-style-type: none"> • Diagonal pathways • Contrast speed, shape, level and direction of movements with a sequence <p>Partner work to include:</p> <ul style="list-style-type: none"> • Perform identical actions but contrast shape and speed • Use different relationships e.g. back to back; facing <p>Explore and combine actions with a partner performing identical actions but contrasting speed 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</p>
Year 5	Year 6
<p>Actions to include:</p> <ul style="list-style-type: none"> • Move into balances using different actions • Move out of balance into different finishing positions <p>Dynamics to include:</p> <ul style="list-style-type: none"> • Twist shape 	<p>Actions to include:</p> <ul style="list-style-type: none"> • Movement out of balances into different actions • Devise simple apparatus layouts appropriate to the actions being performed <p>Dynamics to include:</p> <ul style="list-style-type: none"> • Symmetrical and asymmetrical body shapes

<ul style="list-style-type: none"> • Sudden <p>Partner work to include:</p> <ul style="list-style-type: none"> • Mirroring • With simple contact • Matching floor patterns • Perform different actions but showing identical dynamic <p>Space to include:</p> <ul style="list-style-type: none"> • Move along a range of simple predetermined pathways • Repeat same pathway using different combination of actions <p>Devise and refine longer and more complex sequences Change the order of actions or the dynamics within a sequence to create a different sequence 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</p>	<ul style="list-style-type: none"> • Change direction – retaining same front <p>Partner work:</p> <p>Contrasting floor patterns Counter balance Space to include:</p> <ul style="list-style-type: none"> • Symmetrical and asymmetrical floor patterns <p>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 Plan sequences to include variation and contrast in actions and dynamics Use an increasing range of appropriate technical, compositional, and aesthetic language</p>
---	---

Dance	
<p>The work covered in each year should incorporate, appropriate to the needs, age and experience of the pupils, a variety one diversity of:</p> <ul style="list-style-type: none"> • Movement stimuli • Accompaniment • Dance Types • Dance Forms • Types of presentation 	
<p>Year 3</p> <p>Actions to include:</p> <ul style="list-style-type: none"> • Pause • Spin • Turn whilst travelling • Gesture whilst still and travelling <p>Dynamics to include:</p> <ul style="list-style-type: none"> • Heavy • Curved and angular body shapes <p>Partner work to include:</p> <ul style="list-style-type: none"> • Meeting and parting <p>Space to include:</p> <ul style="list-style-type: none"> • Curved pathways <p>Devise, perform and repeat short sequences Move to a regular rhythm Listen to accompaniment and describe the ideas it stimulates Observe and identify comparisons and contrasts</p>	<p>Year 4</p> <p>Actions to include:</p> <ul style="list-style-type: none"> • Move from the same starting position into a variety of actions • Swinging gestures <p>Dynamics to include:</p> <ul style="list-style-type: none"> • Diagonal pathways • Change level on the spot and travelling <p>Partner work to include:</p> <ul style="list-style-type: none"> • Use contrasting dynamics • Use different relationships e.g. back to back; facing • Canon and unison <p>Additional Compositional Strategies to include:</p> <ul style="list-style-type: none"> • Motifs i.e. recurring actions, dynamics and or spatial elements • Action and reaction <p>Explore and combine actions with others in unison and then in canon Understand that dance can tell a story Compare own performance with others, assess using specific criterion</p>

Make suggestions on how performance might be improved Use appropriate technical and aesthetic language	Work constructively with a partner to improve their own or combined performance Use appropriate technical, compositional, expressive and aesthetic language
Year 5	Year 6
<p>Actions to include:</p> <ul style="list-style-type: none"> Swinging gestures to initiate movement Skills and movement patterns associated with particular dance styles <p>Dynamics to include:</p> <ul style="list-style-type: none"> Twist shape Sudden Change direction whilst retaining the same front <p>Partner work to include:</p> <ul style="list-style-type: none"> Mirroring Matching pathways Perform different actions but showing identical dynamic <p>Space to include:</p> <ul style="list-style-type: none"> Move along a range of simple predetermined pathways Repeat same pathway using different combination of actions <p>Additional Compositional Strategies</p> <ul style="list-style-type: none"> Question and answer <p>Devise and refine longer and more complex movements phrases and 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>Actions to include:</p> <ul style="list-style-type: none"> Turn on vertical axis Swinging gestures to initiate a turn; flight; off-balance <p>Dynamics to include:</p> <ul style="list-style-type: none"> Symmetrical and asymmetrical body shapes Symmetrical and asymmetrical pathways <p>Partner work to include:</p> <ul style="list-style-type: none"> Counter balance <p>Continually assess individual and partner and group work as they are creating a dance and focus on 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>

Notes:

- We follow the Leap into Life Scheme for EYFS and KS1
- We follow the Rawmarsh Scheme for KS2
- There maybe changes to the termly plan of what is taught when, these will be based on what events we choose to enter from the Mid Sussex Active calendar. This will ensure the children are suitable prepared for the event.