

## Goring School Curriculum Overview

| Year Group | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|------------|--|--|---|--|---|---|
| EYFS       | <p><b>Gymnastics</b><br/>To know how to perform a roll, balance, jump and travel on a mat and apparatus. To link 2 actions together to create a sequence. To copy and repeat actions.</p>  | <p><b>Dance</b><br/>Autumn Leaves 1 off lesson<br/>Fireworks - basic actions and movements</p>   | <p><b>Healthy Hearts</b><br/>How to be healthy and keep our hearts healthy. Finding different ways to be active.</p>  | <p><b>Dance: Magic Toy Story Dance</b><br/>Find different ways of moving and responding to different stimuli.</p>  | <p><b>Indoor Athletics</b><br/>Multi skills circuits; developing coordination balance and agility</p>   | <p><b>OAA</b><br/>To move with increasing control along obstacle courses and to use basic movement skills to complete a variety of challenges and tasks</p>                           |
|            | <p><b>Fundamentals</b><br/>How to hold an manipulate small and large equipment in different ways. Develop skills of rolling</p>  | <p><b>Fundamentals</b><br/>Develop and practise movement skills through games with bean bags, cones, balls and hoops. Develop skills of throwing, aiming and catching.</p> | <p><b>Fundamentals</b><br/>Develop skills of kicking, dribbling and bouncing a ball with some control.</p>  | <p><b>Fundamentals: 10 Point Hoop</b><br/>To play ball games using the basic skills of throwing and catching and using the spaces around them.</p>   | <p><b>Athletics</b><br/>Basic movements of running, jumping and throwing. Developing control, coordination and confidence. Spatial Awareness</p>  | <p><b>Bat and Ball Skills</b><br/>Begin to develop control and coordination and know how to use a range of equipment safely and with control.</p>                                     |
| 1          | <p><b>Gymnastics</b><br/>To know how to perform a roll, balance, jump and travel, using changes in level, direction and speed. To link actions together to create a sequence. To improve and create quality performances.</p>  | <p><b>Dance</b><br/>Nativity dance looking at performance elements. Exploring different parts of the body and different ways of moving them</p>                            | <p><b>Gymnastics</b><br/>To reinforce the basic actions and develop climbing and stillness. To copy, create and link movement phrases with beginning, middle and end.</p> | <p><b>Indoor Athletics/Skipping</b><br/>Jump rope for Heart activities and multi skills circuits</p>   | <p><b>OAA</b><br/>To use simple table top maps and plans confidently and to follow simple routes and trails successfully. To work with others to solve simple challenges.</p>   | <p><b>Athletics</b><br/>Improving balance and agility. Learning techniques. Cooperative challenges.</p>   |
|            | <p><b>Fundamentals: Ball Skills</b><br/>Can hold a bean bag/ball correctly. Show some control and accuracy with the basic actions of rolling and underarm throwing.</p>  | <p><b>Fundamentals: Ball Skills</b><br/>Kicking, dribbling and using hockey sticks to move the ball in different ways</p>  | <p><b>Dance</b><br/>Vehicle dance - developing body movements and creating basic motifs</p>   | <p><b>Fundamentals: Spatial Awareness</b><br/>To be confident and safe in the spaces used to play games.</p>   | <p><b>Fundamentals: Piggy in The Middle</b><br/>To play ball games using basic attacking and defending tactics, throwing and catching different sized balls with some accuracy and control. To move around a space safely</p> | <p><b>Bat and Ball Skills</b><br/>To use their bodies and equipment with greater control and coordination and choose skills and equipment to meet challenges set</p>                  |
| 2          | <p><b>Gymnastics</b><br/>To know how to perform a roll, balance, jump and travel using changes in level, direction and speed. To link actions together to create a sequence. To improve and create quality performances. To perform a range of actions, body shapes and balances with control and coordination. Adapt sequences to include apparatus or a partner.</p> |  | <p><b>Dance</b><br/>Penguin dance. Using balance and control to perform a dance. Exploring shapes.</p>  | <p><b>Indoor Athletics/Skipping</b><br/>Jump rope for Heart activities and multi skills circuits</p>   | <p><b>Dance: Life Cycle</b><br/>To explore, remember and repeat a range of actions and balances with coordination and control.</p>  | <p><b>OAA</b><br/>To use maps of the school accurately. To discuss strategies and ideas with others and find alternative ways of completing challenges.</p>                           |
|            | <p><b>Fundamentals: Ball Skills</b><br/>To develop range of rolling, throwing and catching skills.</p>   | <p><b>Fundamentals: Ball Skills</b><br/>Developing and improving Kicking and dribbling skills</p>  | <p><b>Fundamentals</b><br/>Choose and use tactics to suit different situations.</p>   | <p><b>Fundamentals: 3 Point Score</b><br/>To play increasingly complex games using a variety of different sized balls. To throw and catch a range of balls. showing accuracy and control. To know how to beat an opponent.</p> | <p><b>Athletics</b><br/>Extend agility, balance and coordination. Confident movers. Competitive activities.</p>   | <p><b>Bat and Ball Skills</b><br/>Engage in competitive physical activities against self and others and to apply balance, coordination and agility using different bats and balls</p> |

## Goring School Curriculum Overview

| Year Group | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|------------|--|---|--|---|--|--|
| 3          | <p><b>Dance: Amazon Rainforest</b><br/>Exploring ways of moving. Copying and creating own motifs. Working as a group to create a dance</p>                         | <p><b>Gymnastics</b><br/>To know how to move their bodies with control and fluency, working with a partner devising a sequence and using changes in level, direction and speed. To improve and create quality performances. To devise, repeat and perform sequences showing a range of actions, body shapes and balances. Move with control and coordination.</p> |  | <p><b>Dance</b><br/>Mean Machine- Looking at rhythmical phrases and creating motifs to be repeated. Exploring gestures.</p>   | <p><b>Indoor Athletics</b><br/>Develop skills from KS1 multi skills; jumping, aiming, balance, coordination and agility</p>  | <p><b>OAA</b><br/>To solve different challenges using maps and plans. Know and understand the use of signs and symbols on maps.</p>  |
|            | <p><b>Racket and ball skills</b><br/>Explore different types and sizes of rackets and different ways to strike a ball.</p>   | <p><b>Invasion game skills:</b><br/>Pass, receive and dribble the ball keeping control and possession.</p>  | <p><b>Invasion game skills</b><br/>Develop a range of skills to enable them to know how to keep possession and make progress towards a goal.</p> | <p><b>Game Play; On The Attack</b><br/>To play increasingly complex games using a variety of different sized balls, showing accuracy and control and a range of techniques. To know how to move around a space safely when playing games and to use this to beat an opponent.</p> | <p><b>Athletics</b><br/>Running distances, underarm and overarm, target throws. Target setting.</p>  | <p><b>Striking and Fielding Skills</b><br/>Use a variety of ways of striking a ball. Begin to use tactics and knowledge of striking and fielding games and develop a broader range of skills.</p>  |
| 4          | <p><b>Gymnastics</b><br/>Apply compositional ideas to the sequences they create. Repeat and perform accurately longer sequences with more challenging actions.</p> | <p><b>Dance: Zigger Zagger</b><br/>To create rhythmical phrases and motifs which can be repeated. To understand and use gestures and body actions appropriately. To explore stepping patterns using changes of speed, direction and level.</p>  | <p><b>Fitness and Health</b><br/>What is fitness and health. How can we measure it? Ways to improve it. Focus on skipping</p>                    | <p><b>Dance: Rivers</b><br/>Explore moods, feeling and emotions in response to different stimuli.</p>   | <p><b>Dance: Invasion</b><br/>Creating a range of motifs to represent different battles. Exploring how to put motifs together to create a longer performance that tells a story.</p> | <p><b>Indoor Athletics</b><br/>Develop skills in jumping high and far, aiming and speed and stamina</p>  |
|            | <p><b>Racket and ball skills</b><br/>To use a rackets to direct the ball in different ways. How to direct the ball in different ways</p>                           | <p><b>Invasion game skills</b><br/>Know and use a range of techniques when passing, changing direction and speed</p>  | <p><b>Invasion game skills</b><br/>Devise rules for their own games and suggest how rules can improve the game.</p>                              | <p><b>Game Play: Calling the Shots</b><br/>Outwitting opponent, agreeing rules and applying principles of team play to keep possession</p>  | <p><b>Athletics</b><br/>Running styles, changing speed. Relay takeovers. Improving technique for running and jumping.</p>  | <p><b>Striking and Fielding Skills</b><br/>Develop and apply an increasing range of striking and fielding skills. To retrieve and stop a ball under control. To make up their own versions of games and adapt the rules</p>  |
| 5          | <p><b>Indoor Athletics</b><br/>Develop specific skills in speed bounce, SLJ, STJ, aiming and speed and stamina</p>   | <p><b>Dance</b><br/>Olympics Dance - Exploring different ways of moving the body to represent actions</p>   | <p><b>Body Conditioning and Fitness</b><br/>Monitoring heart rate and fitness levels. Focus on body control and strength</p>                     | <p><b>Fitness and Health</b><br/>Finding different ways to increase fitness and health. Focus on activity levels and duration.</p>  | <p><b>Dance</b><br/><b>Different dance styles.</b> Exploring different styles of dance. Copying moves and creating own in the same style</p>   | <p><b>OAA</b><br/>To choose and apply and adapt strategies used to solve problems. To orientate a map accurately.</p>  |
|            | <p><b>Game Play</b><br/>Develop range and consistency of the skills, especially in net games.</p>  | <p><b>Invasion Game Play</b><br/>To develop the range of skills needed in invasion games with accuracy, confidence and control. To choose and apply skills consistently within game situations.</p>   |  | <p><b>Game Play: Wide Attack</b><br/>Demonstrate a range of attacking and defending skills and working well as part of a team.</p>  | <p><b>Athletics</b><br/>Understand pace, stamina and power. Different starts. Take off and landing control. Throwing accuracy and distance. Taking on the role of coach.</p>         | <p><b>Striking and Fielding Skills</b><br/>Know and use different ways of bowling and range of fielding skills. To use and adapt rules, strategies and tactics, using their knowledge of batting and fielding principles.</p>  |
| 6          | <p><b>Swimming and Water Safety</b><br/>Exploring swimming techniques and stroke development. Meet NC water safety objectives</p>                                  | <p><b>Dance</b><br/>Recycling Dance - exploring variety of relationships within a dance, using props to be creative.</p>  | <p><b>Body Conditioning and Fitness</b><br/>Monitoring fitness levels and setting targets. Focus on suppleness, stamina and agility</p>          | <p><b>Fitness and Health</b><br/>Finding different ways to increase fitness and health. Focus on heart health</p>   | <p><b>Indoor Athletics</b><br/>Refining techniques for the events used in competition. Target setting to improve scores</p>  | <p><b>OAA</b><br/>To find solutions to challenges set. Create own course and plan how to complete timed challenges.</p>  |
|            | <p><b>Game Play</b><br/>To improve consistency of techniques for different purposes within net games.</p>  | <p><b>Invasion Game Play</b><br/>Use different techniques for passing, controlling, dribbling and shooting within games. Use marking, tackling and intercepting to improve defense skills. Plan attacking tactics.</p>  |  | <p><b>Game Play</b><br/>Finding a variety of games to apply skills. Dodgeball, volleyball, Handball, stoolball</p>  | <p><b>Athletics</b><br/>Using control, power and sound technique. Leading warm ups. Running over different distances and times. Completing athletics challenges.</p>                 | <p><b>Striking and Fielding Skills</b><br/>Become increasingly more competent in a range of striking and fielding skills. Know how to throw over arm for accuracy and for distance. To know the importance of bowlers and fielders working together and to apply tactics more effectively.</p> |