

## CURRICULUM OVERVIEW AT RANDAL CREMER SCHOOL 2021/22

EYFS And KS1	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<b>Reception</b>	<p><b>Gymnastics – Getting Moving (Physical Development)</b> Travels skilfully and negotiates space successfully. Moves freely, with pleasure and with confidence in a range of ways such as; slithering, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p><b>Games – Object manipulation</b> Can catch a large ball. Negotiates spaces successfully when moving around a space.</p>	<p><b>Gymnastics - footwork/movement directions</b> Know how to be safe Can stand momentarily on one foot. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps off apparatus and lands appropriately.</p>	<p><b>Dance</b> Experiments with different ways of moving. Travel with confidence. Negotiates spaces successfully when dancing around the room. Uses movement to express feelings Creates movement in response to music.</p>	<p><b>Dance</b> Experiments with different ways of moving. Creates movement in response to music. Combines different sorts of movements and gesture to express feelings and ideas.</p>	<p><b>Games – Object Manipulation</b> Shows some understanding of good health. Showing increasing control over an object in pushing, patting, throwing, catching or kicking.</p>
<b>YEAR 1</b>	<p><b>Gymnastics- Bouncing, Jumping and Landing</b> I can do jumping actions and stay still when required. I can land safely and with control. I can share the space and apparatus safely.</p>	<p><b>Dance</b> I can respond to different stimuli (stories, poetry, music, and event) with a range of actions. I can copy and explore basic body actions. I can copy simple movement patterns</p>	<p><b>Gymnastics- Wide Narrow and Curled</b> I am starting to join different ideas together in a sequence. I can share the space and apparatus safely. I can do basic travelling and balancing actions and stay still when required.</p>	<p><b>Games Bouncing and dribbling activities</b> I can show control and accuracy with the basic actions for bouncing, dribbling and kicking I can copy what I see and say why it is good</p>	<p><b>Dance</b> I can choose movements to make into their own phrases with beginnings, middles and ends. I can talk about dance, linking movement to moods, ideas and feelings.</p>	<p><b>Games Bat and Ball games</b> I can show control and accuracy with the basic actions for controlling and striking a ball I understand how to hit into space I recognise space in my games and use it to help myself do well in the game</p>
	<p><b>Athletics- Run, Jump and Throw</b> I can start and stop at speed I can use my arms and legs to help me run faster and with control I can show 2 feet to 2 feet jump with control at take-off and landing I can throw with increasing accuracy I can say what I can do well</p>	<p><b>Games- Ball Skills</b> I can show control and accuracy when I roll and throw the ball I can watch the ball carefully and get in line with it I can be still and move to aim into a target I can recognise where the space is and use it to beat my opponent I know where to stand o</p>	<p><b>Dance</b> I can practise and repeat their movement phrases and perform them in a controlled way. I can know where my heart is and understand why it beats faster when dancing. I can use simple dance vocabulary to describe movement.</p>	<p><b>Gymnastics Wide Narrow and Curled</b> I can do basic travelling and balancing actions and stay still when required.  I can link and repeat.</p>	<p><b>Athletics- Run Jump and Throw</b> I can show different types of jumps I can run continuously for a given time I can run at different speeds and describe the differences I can throw at long and short distances I can throw accurately into smaller and larger targets I can describe what happens</p>	<p><b>Gymnastics- Points and Patches</b> I can link and repeat with control and accuracy I know the difference between tension and relaxation whilst being active. I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</p>

	and what I need to do to become better	make it difficult for my opponent to score points			to my body when I am taking part in Athletics	
<b>YEAR 2</b>	<b>Athletics- Run, Jump &amp; Throw</b> I can run at different speeds for short and long distances I can learn to run at different speeds over obstacles I can throw across long and short distances I can aim at a target when throwing I can link a variety of jumps together	<b>Games</b> <b>Sending and receiving</b> I can perform a range of skills with control ( focus on different generic skills – rather than named sports – over the weeks i.e rolling, throwing, striking, kicking, catching and gathering skills ) I can watch and describe performances accurately I recognise what is successful	<b>Gymnastics- Spinning, Turning and Twisting</b> I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up sequences of gymnastic actions. I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency.	<b>Dance</b> I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels I can show a growing range of creative movements. I can choose and link actions to make short dance phrases I can describe dance phrases and expressive qualities	<b>Dance</b> I can perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings. I can show an understanding of mood and describe how a dance makes me feel.	<b>Games</b> <b>Inventing and creating games</b> I can know how to score and keep the rules of my game I can watch and describe the games of others accurately I can record my game and teach others how to play (link to instructional writing)
	<b>Gymnastics Pathways</b> I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination. I can make up sequences. I can move smoothly from a position of stillness to a travelling movement/another stillness. I know that gymnastics makes my heart beat faster.	<b>Dance</b> I can talk about different stimuli as the starting point for creating dance phrases and short dances. I can explore actions in response to stimuli such as stories, poems, events, rhythms, music, props etc I can show some sensitivity to the accompaniment.	<b>Games</b> <b>Inventing and creating games</b> I can choose and use tactics that work for my game I understand and can describe changes to my heart rate when playing different games I can make up a game using games equipment that increases my heart rate	<b>Gymnastics</b> <b>Linking Movements</b> I can move smoothly from a position of stillness to a travelling movement/another stillness. I can adapt the sequence to include floor, mats, apparatus showing control, accurate and fluency.	<b>Athletics</b> <b>Run, Jump &amp; Throw</b> I know which muscles make power and how they are important when jumping I can throw into targets set at different distances I can use different techniques and speeds to meet challenges set for running, jumping and throwing. I can describe what happens to my body when I am taking part in Athletics	<b>Gymnastics</b> <b>Linking Movements</b> I can repeat and perform a short sequence where there is a clear beginning, middle and end. I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control. I can choose one aspect of their sequence to improve, and say how to improve it.

## CURRICULUM OVERVIEW AT Randal Cremer 2022/23

KS2	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<b>YEAR 3</b>	<p style="text-align: center;"><b>Athletics- Run, Jump &amp; Throw</b></p> <p>I can run at different speeds e.g. change my pace with control I can decide the correct pace when running a long distance I can develop fluency and rhythm when choosing and applying different stride patterns I can use different throwing techniques e.g. push/pull throw, fling &amp; heave throw I can throw accurately at a target and across different distances I know different techniques which will help me increase my height and distance of my jump</p>	<p style="text-align: center;"><b>Invasion Games Football</b></p> <p>I can use a range of football skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can explain how to keep possession and describe how I and others have achieved it I know how to use space</p>	<p style="text-align: center;"><b>Invasion Games Netball</b></p> <p>I can use a range of Netball skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can weigh up the options and often make good decisions about what to do I can recognise players who play well in games and give some reasons why</p>	<p style="text-align: center;"><b>Gymnastics Symmetry and Asymmetry</b></p> <p>I can adapt a sequence to include different levels, speeds or directions. I know the importance of warming up and identify when my body is warm and stretched. I can understand that strength and suppleness are important in gymnastics. I know how to improve a performance.</p>	<p style="text-align: center;"><b>Swimming</b></p> <p>I can enter the water carefully, as taught I can move around and across the pool, eg walking, running, hopping, with swimming aids and support I can move on and below the surface, showing confidence and enjoyment in the water I can begin to swim short distances of between 5 and 20 metres, using aids and later without them</p>	<p style="text-align: center;"><b>Swimming</b></p> <p>I can talk about what my body feels like in the water and describe how it feels different when moving in the same way in water and on land I can use different arm and leg actions to propel my body through the water, at first upright and then horizontal, using swimming aids and support I can gradually coordinate these actions, to be balanced and in control of my body I can stretch out and keep afloat on the surface, using a number of body shapes</p>
	<p style="text-align: center;"><b>Dance – Based on Matilda</b></p> <p>I can show an imaginative response to different stimuli through my use of language and choice of movement. I can use a range of expressive language to describe dance</p>	<p style="text-align: center;"><b>Gymnastics Stretch, Curl and Arch</b></p> <p>I can use shape, balance and travel to explore floor, mats and apparatus. I can practise an action or short sequence of movements, and improve</p>	<p style="text-align: center;"><b>Gymnastics Travelling with change of front and direction</b></p> <p>I can show control, accuracy and fluency of movement when performing actions on my own and with a partner. I can devise and perform a</p>	<p style="text-align: center;"><b>Dance-</b></p> <p>I can sustain effort in my dances I can recognise unison and canon and suggest improvements. I can link actions to make short dances when working with a partner or in a small group I can use a range of expressive language to describe dance</p>	<p style="text-align: center;"><b>Athletics- Run, Jump &amp; Throw</b></p> <p>I can explore different body position in flight I can explore different combination of jumps I can pass and receive a baton when running as a team I can jump over hurdles with control and balance</p>	<p style="text-align: center;"><b>Net Games Tennis</b></p> <p>I can keep a game going using a range of different ways of throwing I can vary the speed and direction of the ball I can choose good places to stand when receiving, and give reasons for my choice</p>

	<p>I can incorporate different qualities and dynamics into my movement</p> <p>I can perform short dances with expression, showing an awareness of others when moving.</p> <p>I can describe what makes a good dance phrase</p>	<p>the quality of those actions and linking movements.</p> <p>I can explain the differences between two performances.</p> <p>I know the importance of warming up and identify when my body is warm and stretched.</p>	<p>gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner.</p>		<p>I can describe what happens to my body when I am taking part in Athletics</p> <p>I can apply a variety of techniques in a running, jumping or throwing competition</p>	<p>I can describe what is successful in my own and others' play</p>
<b>YEAR 4</b>	<p><b>Swimming</b></p> <p>I can describe how the temperature of the water affects my body</p> <p>I can explain what I do to feel warmer in the water</p> <p>I know and can explain the rules and routines that keep me safe near water</p> <p>I can take care of myself and am aware of others in and around the swimming pool</p> <p>I can use actions and words to explain what I and others do in the pool</p> <p>I can copy and describe what I see in short demonstrations</p> <p>I can describe why swimming helps me to be fit and healthy</p> <p>I can explain why my body reacts differently to swimming different distances and times</p> <p>I can describe how swimming affects my heart rate and breathing, and recognise that it is important</p>	<p><b>Swimming</b></p> <p>I can use a range of language to describe what they see and give concise explanations of what they do well</p> <p>I can identify aspects of their work that need improvement and suggest ways to practice</p> <p>I know that smooth swimming demands concentration and good control of arms, legs and breathing</p> <p>I can use a range of strokes effectively ( i.e. back crawl, front crawl and breaststroke)</p> <p>I can swim confidently, competently and proficiently for at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p>	<p><b>Invasion Games</b></p> <p><b>Hockey</b></p> <p>I can play with greater speed and flow</p> <p>I can suggest how rules could be changed to improve the game</p> <p>I know and explain the tactics and skills that I am confident with and use well in games</p>	<p><b>Gymnastics</b></p> <p><b>Balance</b></p> <p>I can make similar or contrasting shapes on the floor and apparatus,</p> <p>I can combine actions and maintain the quality of performance when performing at the same time as my partner.</p> <p>I can work with my partner to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>I can offer constructive ideas when working with a partner.</p>	<p><b>Dance</b></p> <p>I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction.</p> <p>I can suggest how dances and performances can be improved, so that they communicate more effectively</p> <p>I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own.</p> <p>I can communicate what I want through my dances and perform with fluency and control, showing sensitivity to the accompaniment and to others</p>	<p><b>Striking and Fielding</b></p> <p><b>Cricket</b></p> <p>I can strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>I can intercept and stop the ball with consistency, and return it quickly and accurately</p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents</p> <p>I can choose where to stand as a fielder to make it hard for the batter</p> <p>I am familiar with and use the rules set, and keep games going without disputes</p> <p>I can identify parts of my performance that need improvement, and suggest how to achieve this</p>

	<p>to control their breathing when swimming</p>					
	<p><b>Gymnastics Rolling</b>  I can perform a range of rolling actions with consistency, fluency and clarity of movement.  I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape.  I can increase the length of my sequences.</p>	<p><b>Invasion Games Basketball</b>  I can use a range of different passing skills  I can change direction and speed when dribbling the ball  I can keep and use rules given to me  I can describe the help I need to improve my play</p>	<p><b>Dance</b>  I can think about character and narrative ideas created by the stimulus, and respond through movement  I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group.  I can remember, practise and combine longer, more complex dance phrases  I can describe and interpret dance movements using appropriate vocabulary</p>	<p><b>Net and Wall Games Tennis</b>  I can play using a racket, getting my body into good positions to hit a hand fed ball accurately  I can increasingly keep a rally going using a small range of shots  I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights  I can use the rules and keep games going without disputes  I can identify aspects of my game that need improving, and say how I can go about improving them</p>	<p><b>Athletics Run, Jump &amp; Throw</b>  I can identify the differences in running styles and techniques  I understand the importance of timing during the relay changes  I understand that body positioning will result in a further throw.  I can choose an appropriate throwing technique for different distances  To explore the difference in standing and a run up throw when using a javelin  I know using your arms and increasing your speed can help increase the distance of a jump  I can apply a variety of techniques in a running, jumping and throwing competition</p>	<p><b>Gymnastics</b>  Roll and balance with change of front and direction  I can make up and lead a warm up that prepares us for gymnastics.  I can use modify and improve sequences based on the steps to success.</p>

<b>YEAR 5</b>	<p><b>Athletics</b>  <b>Run, Jump &amp; Throw</b>  I can maintain a speed over a long duration of time or distance  I can create a three stride pattern over hurdle and know the hurdling technique  I can throw with greater control and accuracy e.g. by generating greater force when throwing  I can develop a range of throwing techniques e.g. push/pull throw. fling and heave throws  I can develop power and keep control when taking off and landing (jumping)  I can develop change over skills when running in relays  I can time my runs  I can measure and record my performance  I can create a run, jump and throw event</p>	<p><b>Invasion Games</b>  <b>Football</b>  I know the difference between attacking skills and defending skills  I can switch between being and thinking like an attacker and a defender during the game  I can find and use space to help my team  I can look for specific things (skills and /or tactics)in a game and explain how well they are being done</p>	<p><b>Gymnastics</b>  <b>Flight</b>  I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions.  I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.</p>	<p><b>Dance</b>  I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.  I can use appropriate dance terminology to identify and describe different styles in my own and others' dances.</p>	<p><b>Dance</b>  I can talk about the relationship between the dance and its accompaniment.  I can suggest ways to develop their technique and composition.  I can perform specific skills and movement patterns for different dance styles with accuracy.</p>	<p><b>Striking and Fielding</b>  <b>Cricket</b>  I can choose and use batting or throwing skills to make the game hard for my opponents  I can make good judgements about when to run to score points  I can work well as part of a team to make it hard for the batter  I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</p>
	<p><b>Gymnastics</b>  <b>Bridges</b>  I can take more responsibility for my own warm up.  I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.  I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p>	<p><b>Dance</b>  I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.  I can warm up and cool down independently using exercises that stretch and tone my body.</p>	<p><b>Invasion Games</b>  <b>Netball</b>  I can perform skills with accuracy, confidence and control  I can use a variety of dodges and passes to keep the ball  I know how to mark and defend to try and stop the opposition scoring  I can recognise parts of our team performance that can be improved, and identify practices that will help</p>	<p><b>Athletics/Orienteering</b>  I can understand the excitement and enjoyment of completing a challenge  I am clear about what I have to achieve and recognise the importance of planning and thinking as I go  I can use teamwork skills well in a variety of different challenges</p>	<p><b>Invasion Games</b>  <b>Rugby</b>  I can use a variety of tactics to keep the ball, e.g changing speed and direction and to move it to a scoring position</p>	<p><b>Gymnastics</b>  <b>Matching and Mirror</b>  <b>Partner Work</b>  I can adapt sequences to include my partner or a small group.  I know how to improve my strength and suppleness for gymnastics.</p>



<p><b>YEAR 6</b></p>	<p><b>Gymnastics</b> Synchronisation and Cannon (Music) I can perform fluently and with control, even when performing difficult combinations. I can work with a small teams of judges to evaluate and improve the performances of others.</p>	<p><b>Invasion Games</b> Football I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal I can perform football skills with greater speed I can recognise and describe the best points in an individual's and a team's performance I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can organise my team to think of ideas to be more successful</p>	<p><b>Invasion Games</b> Netball I can choose when and how to pass, so that my team keep possession I can use attacking and defending skills appropriately in games I can know the importance of being fit, and what types of fitness are most important for playing Netball I can plan and lead skill practices for Netball I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can plan and use tactics with my team to be successful in a Hi-Five game</p>	<p><b>Dance</b> I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea. I can identify what types of exercise I need to help me improve in dance.</p>	<p><b>Dance</b> I can work as a choreographer to produce a dance for a valued audience. I can use appropriate language and terminology to describe, interpret and evaluate dance. I can recognise how costume, music and set can help to improve a dance performance.</p>	<p><b>Athletics</b> I can sustain my pace over longer distances, e.g sprint for ten seconds, run continuously for more than two minutes I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports</p>
	<p><b>Athletics</b> I can sustain my pace over different distances e.g. sprint for 7 seconds , run for one or two minutes I can perform a range of jumps showing power control at both take-off and landing I can explore different ways of exchanging a baton and choose which technique works best I can explain why some athletics activities can improve strength, power or stamina e.g. how will these qualities help them in other activities I can measure how long or high I can jumping. standing jumps, jumps</p>	<p><b>Dance</b> I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea</p>	<p><b>Gymnastics</b> Counter Balance and Counter Tension I can make up longer sequences and perform them with fluency and clarity of movement. I know how to improve their own health and fitness and how gymnastic activity helps contribute to this I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p>	<p><b>Gymnastics</b> Holes and Barriers I can use planned variations and contrasts in actions and speed in my sequences. I know how to improve my health and fitness through gymnastics and how this helps me with other sports. I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p>	<p><b>Striking and Fielding</b> Rounders I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions I can choose and use batting or throwing skills to make the game hard for my opponents I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance</p>	<p><b>Orienteering</b> (OAA – Residential) I can read a variety of maps and plans accurately, recognising symbols and features I can successfully apply my skills and understanding to new challenges and environments I know how to prepare physically and organisationally to be safe and efficient I can identify what I have done well and adapt plans to be more efficient when facing</p>

	<p>with run ups and combination jumps  I can organise and manage an athletic event  I can watch a partners performance and identify strengths and suggest improvements  I can set a personal challenge and improve my on performance</p>					<p>similar challenges</p> <p><b>Net Games</b></p> <p><b>Tennis</b></p> <p>I can play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game e.g. forehand, backhand and smash  I can position myself well on court and spot the spaces in my opponent's court  I can try to hit the ball into a space away from my opponent  I can work well with others, adapting their play to suit their own and others' strengths e.g. in a doubles game</p>
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