

PE Curriculum Overview and Milestones (Detailed)



PE Curriculum Overview - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Gross motor skill development - Movement & Games					
Movement Matters Assessment	<ul style="list-style-type: none"> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounts stairs, steps or climbing equipment using alternate feet. - Walks downstairs, two feet to each step while carrying a small object. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily 					
Reception 3 Units Movement 4 Units Dance 4 Units Games 4 Units Gymnastics	Movement - Jungle Journey	Movement - Jungle Journey	Dance	Games - hoops & quoits	Dance	Gymnastics - travelling taking weight on body parts
	Movement - Jungle Journey	Games - using bean bags & balls	Gymnastics - travelling	Dance	Gymnastics - stretching & curling	Games - ropes, bats and balls
Movement Matters and Val Sabin Assessment Reception Gymnastics and Games have the same criteria in Reception	<u>Movement</u> <ul style="list-style-type: none"> - Experiments with different ways of moving - Jumps off an object and lands appropriately - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles - Travels with confidence and skill around, under, over and through balancing and climbing equipment - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 		<u>Games/Gymnastics</u> <ul style="list-style-type: none"> - Listen and respond to instructions - Move different parts in a controlled way when stationary - Use a range of equipment to move with, on/off, over, under, along and through. - Knows, understands and is able to demonstrate how to move objects and equipment safely. - Use a range of small equipment and apparatus with increasing control and accuracy. - Show an awareness of personal and general space. - Start and stop on a given signal. - Travel with changes of speed. - Move and respond to a range of stimuli. - Take turns with equipment. - Follow the rules of a game. - Share space and equipment safely with others. - Dress and undress independently. - Develop positive attitudes towards a healthy lifestyle. 		<u>Dance</u> <ul style="list-style-type: none"> - Responds to a range of stimuli including: stories, songs, tapes music, percussion and voice - Expresses ideas imaginatively and communicates feelings through dancing and a widening range of movement - Shows awareness of musical time, pace, rhythms and mood - Recognises repeated sounds and sound patterns and matches movement to music - Joins in movement sessions, musical games, storytelling, individual dance work and dance work with a partner. - Describes simple movements using appropriate vocabulary - Recognises change in their bodies when they are active 	

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PE Curriculum Overview - Year 1 and 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Year 1 4 Units Games 3 Units Gymnastics 3 Units Dance 2 Units Athletics	Games - Ball Skills	Games - Throwing, catching, aiming	Dance	Games - Bat/Ball Skills & games - skipping	Dance	Athletics - running, jumping, throwing
	Gymnastics - Bouncing, jumping, landing	Dance	Gymnastics - Points and Patches	Gymnastics - Rocking & Rolling	Athletics - running, jumping, throwing	Games - developing partnership
Year 2 4 Units Games 3 Units Gymnastics 3 Units Dance 2 Units Athletics	Games - inventing throwing & catching games	Games - making up a game	Dance	Games - Dribbling, kicking, hitting	Dance	Athletics - running, jumping, throwing
	Gymnastics - Parts high & low	Dance	Gymnastics - pathways - straight, zig-zag, curved	Gymnastics - spinning, turning, twisting	Athletics - running, jumping, throwing	Games - group games and inventing rules
Milestone 1 Year 1 & 2 Games/Dance/Gymnastics (Athletics are combined with games in year 1/2)	<u>Games</u> -Use the terms 'opponent' and 'team-mate'. -Use rolling, hitting, running, jumping, catching and kicking skills in combination. -Develop tactics. -Lead others when appropriate.		<u>Dance</u> -Copy and remember moves and positions. -Move with careful control and coordination. -Link two or more actions to perform a sequence. -Choose movements to communicate a mood, feeling or idea.		<u>Gymnastics</u> -Copy and remember actions. -Move with some control and awareness of space. -Link two or more actions to make a sequence. -Show contrasts (such as small/tall, straight/curved and wide/narrow). -Travel by rolling forwards, backwards and sideways. -Hold a position whilst balancing on different points of the body. -Climb safely on equipment. -Stretch and curl to develop flexibility. -Jump in a variety of ways and land with increasing control and balance.	

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PE Curriculum Overview - Years 3 & 4

VS=Val Sabin Teaching Manual	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 4 Units Games 2 Units Gymnastics 3 Units Dance 2 Unit Athletics 1 Unit OAA	Invasion Games	Dance	Net/Court/Wall Games	Gymnastics - Symmetry/Asymmetry OR Pathways	Striking & Fielding Games	Athletics - Running, jumping, throwing
	Gymnastics - Stretching & Curling OR Arching	Creative/Making Games	Dance	Dance	Athletics - Running, jumping, throwing	OAA
Year 4 2 Units Games 1 Unit Gymnastics 1 Units Dance 1 Units Athletics 1 Unit OAA 6 Units Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Gymnastics - Receiving body weight	Net/Court/Wall Games	Dance	Invasion Games OR Striking & Fielding Games	Athletics - Running, jumping, throwing	OAA
Milestone 2 Year 3 & 4	<u>Games</u> -Throw and catch with control and accuracy. -Strike a ball and field with control. -Choose appropriate tactics to cause problems for the opposition. -Follow the rules of the game and play fairly. -Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). -Pass to team mates at appropriate times.	<u>Dance</u> -Plan, perform and repeat sequences. -Move in a clear, fluent and expressive manner. -Refine movements into sequences. -Create dances and movements that convey a definite idea. -Change speed and levels within a performance. -Develop physical strength and suppleness by practising moves and stretching.	<u>Gymnastics</u> -Plan, perform and repeat sequences. -Move in a clear, fluent and expressive manner. -Refine movements into sequences. -Show changes of direction, speed and level during a performance. -Travel in a variety of ways, including flight, by transferring weight to generate power in movements. -Show a kinaesthetic sense in order	<u>Athletics</u> -Sprint over a short distance up to 60 metres. -Run over a longer distance, conserving energy in order to sustain performance. -Use a range of throwing techniques (such as under arm, over arm). -Throw with accuracy to hit a target or cover a distance. -Jump in a number of ways, using a run up where appropriate.	<u>OAA</u> -Arrive properly equipped for outdoor and adventurous activity. -Understand the need to show accomplishment in managing risks. -Show an ability to both lead and form part of a team. -Support others and seek support if required when the situation dictates. -Show resilience when plans do not work	<u>Swimming</u> -Swim between 25 and 50 metres unaided. -Use more than one stroke and coordinate breathing as appropriate for the stroke being used. -Coordinate leg and arm movements. -Swim at the surface and below the water.

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	<p>-Lead others and act as a respectful team member.</p>		<p>to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>-Swing and hang from equipment safely (using hands).</p>	<p>-Compete with others and aim to improve personal best performances.</p>	<p>and initiative to try new ways of working.</p> <p>-Use maps, compasses and digital devices to orientate themselves.</p> <p>-Remain aware of changing conditions and change plans if necessary.</p>	
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PE Curriculum Overview - Year 5 & 6

VS=Val Sabin Teaching Manual	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 4 Units Games 3 Units Gymnastics 2 Units Dance 2 Units Athletics 1 Unit OAA	Net/Court/Wall Games	Invasion & Target Games - Ball Handling	Dance	Invasion Games - Implement & Kicking	Striking & Fielding Games	Athletics - running, jumping, throwing
	Gymnastics - Bridges	Dance	Gymnastics - Flight	Gymnastics - Functional use of limbs	Athletics - running, jumping, throwing	OAA
Year 6 4 Units Games 3 Units Gymnastics 2 Units Dance 2 Units Athletics 1 Unit OAA	Invasion Games - Implement & Kicking (Hockey & Football)	Net/Court/Wall Games (Volleyball & Tennis)	Dance	Striking & Fielding Games	Invasion Games (Ball handling - netball, basketball, rugby)	Athletics
	Gymnastics Partner Work - Matching & Mirroring	Dance	Gymnastics Partner Work - Synchronisation & Canon	Gymnastics Hole & Barriers	Athletics	OAA
Milestone 3 Year 5 & 6	<u>Games</u> -Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). -Work alone, or with team mates in order to gain points or possession. -Strike a bowled or volleyed ball with accuracy. -Use forehand and backhand when playing racket games.	<u>Dance</u> -Compose creative and imaginative dance sequences. -Perform expressively and hold a precise and strong body posture. -Perform and create complex sequences. -Express an idea in original and imaginative ways. -Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	<u>Gymnastics</u> -Create complex and well executed sequences that include a full range of movements including: <ul style="list-style-type: none">• travelling• balances• swinging• springing• flight• vaults• inversions• rotations• bending, stretching and twisting• gestures	<u>Athletics</u> -Combine sprinting with low hurdles over 60 metres. -Choose the best place for running over a variety of distances. -Throw accurately and refine performance by analysing technique and body shape. -Show control in take off and landings when jumping. -Compete with others and keep track of personal best performances, setting targets for improvement.	<u>OAA</u> -Select appropriate equipment for outdoor and adventurous activity. -Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. -Embrace both leadership and team roles and gain the commitment and respect of a team. -Empathise with others and offer support without being asked. Seek support from	

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	<ul style="list-style-type: none"> -Field, defend and attack tactically by anticipating the direction of play. -Choose the most appropriate tactics for a game. -Uphold the spirit of fair play and respect in all competitive situations. -Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> -Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • linking skills. -Hold shapes that are strong, fluent and expressive. -Include in a sequence set pieces, choosing the most appropriate linking elements. -Vary speed, direction, level and body rotation during floor performances. -Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). -Use equipment to vault and to swing (remaining upright). 		<ul style="list-style-type: none"> the team and the experts if in any doubt. -Remain positive even in the most challenging circumstances, rallying others if need be. -Use a range of devices in order to orientate themselves. -Quickly assess changing conditions and adapt plans to ensure safety comes first.
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