

PE and Games Curriculum Map



| Nursery | | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|------------------------|---------------------------------|--|---|---|--|--|---|
| Physical | Bourton Meadow Nursery | Development Matters (3-4 years) | Gross Motor Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles | Gross Motor Know how to climb up stairs, steps & move across equipment using alternate feet | Gross Motor Know how to skip, hop, stand on one leg & hold a pose for a game like musical statues Know how to use large muscle movements to wave flags & streamers | Gross Motor Know how to push, roll & bounce a large ball Know how to throw a large ball Know how to catch a large ball | Gross Motor Know how to match movements to music Know how to use large muscle movements to wave flags & streamers | Gross Motor Be increasingly independent as they get dressed & undressed & meeting their own care needs. Know the changes that happen to the body after exercise, such as heart beating faster |
| | | | Fine Motor Children will explore large mark making to develop cross the mid-line movements. | Fine Motor Children will explore one-handed tools and equipment, for example making snips in paper with scissors. | Fine Motor Children will be able to put on their coats and attempt to zip them up. | Fine Motor Use one-handed tools and equipment. For example, use safety knives to cut up fruit. | Fine Motor Know how to use a knife & fork. | Fine Motor Children will show preference for a dominant hand. Children will know how to use a comfortable grip when holding a pencil. |
| Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves? | | | | | | | | |

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| Reception | | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|----------------|---------------------------------|---|--|---|---|--|--|
| Physical | Bourton Meadow | Development Matters (4-5 years) | Games Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | Ball skills Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Dance Revise and refine the fundamental movement skills. Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture. Combine different movements with ease and fluency. | Movement skills Revise and refine the fundamental movement skills. Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture. Combine different movements with ease and fluency. | Athletic activities Revise and refine the fundamental movement skills. Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Racquet skills and tennis Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|---|---|--|---|
| Year 1 | <u>Year 1 Multi skills A1</u> 'Introduction to skills' <u>Gym: Introduction to Gymnastics</u> | <u>Year 1 Multi skills A2</u> 'Game skills' <u>Gym: Introduction to Gymnastics</u> | <u>Year 1 Multi skills</u> (Hockey based) Invasion games <u>Dance: Unit 1 - 4</u> Unit LCP or Val Sabin) | <u>Games:</u> <u>Throwing and catching</u> <u>focus</u> <u>Gym: Unit 1</u> LCP (2 nd 6 lessons) or 1 Val Sabin Unit | <u>Athletics</u> Year 1 Unit 1 Val Sabin <u>Dance: Unit</u> Unit (LCP or Val Sabin) Recap/progression | <u>Multi-skills – Striking</u> <u>and fielding</u> <u>Outdoor Adventurous</u> <u>Activities</u> Year 1 planning |
| Year 2 | <u>Year 2 Multi skills A1</u> 'Re-introduction to skills' <u>Gym: Introduction to Gymnastics</u> | <u>Year 2 Multi skills A2</u> Selecting and applying skills <u>Gym: Introduction to Gymnastics</u> | <u>Year 2 Multi skills</u> (Football based) Invasion Games <u>Dance: Unit 2</u> 1 Unit (LCP or Val Sabin) | <u>Games:</u> <u>Throwing and catching focus</u> <u>Gym: Unit 2</u> LCP (2 nd 6 lessons) or 1 Val Sabin Unit | <u>Athletics: Unit 1</u> <u>Dance: Unit 2 - LCP</u> Recap/apparatus progression | <u>Multi-skills – Striking</u> <u>and fielding</u> <u>Outdoor Adventurous</u> <u>Activities</u> |
| Year 3 | <u>Games:</u> <u>Racket Skills:</u> <u>Gym: Re-Introduction to Gymnastics</u> | <u>Games: Introduction to invasion games:</u> Catchball <u>Gym: Re-Introduction to Gymnastics</u> | <u>Games: Invasion – Hockey</u> <u>Dance: Unit 3</u> Unit (LCP or Val Sabin) | Giles' planning <u>Games: Fitness/Cross Country Planning</u> <u>Gym: Unit 3</u> LCP or Val Sabin 1 Unit | <u>Swimming – Unit 1</u> LCP 1 & 2 - covered by Swan Pool staff <u>Athletics: Unit 1</u> <u>Dance: Unit 3</u> Unit | <u>Games: Striking and Fielding – Unit 1</u> <u>OAA: Unit 1</u> LCP or Rounders |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|--|--|---|---|
| Year 4 | <u>Games: Net/Wall – Tennis</u> <u>Introduction to Gymnastics</u> | <u>Games: Invasion – Football</u> <u>Gym: Introduction to Gymnastics</u> | <u>Games: Invasion Hockey</u> <u>Dance: Unit 4</u> Unit (LCP or Val Sabin) | <u>Games: Invasion – Unit 2</u> LCP (Netball) <u>Games: Fitness/Cross Country Planning</u> Giles' Planning <u>Gym: Unit 4</u> LCP or Val Sabin 1 Unit | <u>Athletics: BMA planning</u> <u>Dance: Unit 4</u> Unit (LCP or Val Sabin) | <u>Games: Striking and Fielding – Unit 1</u> Val Sabin Unit <u>OAA: Unit 2</u> LCP |
| Year 5 | <u>Games: Net/Wall – Tennis</u> <u>Gym: Unit 5</u> LCP/Val Sabin 1 Unit | <u>Games: Basketball</u> <u>Gym: Unit 5</u> LCP/Val Sabin 1 Unit | <u>Games: Invasion Hockey</u> <u>Dance: Unit 5</u> 1 Unit (LCP or Val Sabin) | <u>Giles' planning</u> <u>Games: Fitness/Cross Country Planning</u> <u>Gym: Unit 5</u> Val Sabin 1 Unit | <u>Athletics: Unit 3</u> LCP or 1 Unit Val Sabin <u>Swimming – Unit 2</u> LCP or Val Sabin – covered by Swan Pool staff <u>Dance: Unit 5</u> 1 Unit (LCP or Val Sabin) | <u>Games: Striking and Fielding – Unit 2</u> LCP (Cricket) <u>OAA: Unit 3</u> |
| Year 6 | <u>Games: Net/Wall - Tennis</u> <u>Gym: Unit 6</u> LCP/Val Sabin 1 Unit | <u>Games: Invasion – (Football)</u> <u>Gym: Unit 6</u> LCP/Val Sabin 1 Unit | <u>Games: Striking and fielding – Unit 4</u> (Cricket/Rounders) <u>Dance: Unit 6</u> e.g. Val Sabin World of Sport – The Haka etc | <u>Games: Cross Country – Unit 4</u> Cross <u>Country/Athletics</u> focus <u>Gym: Unit 6</u> Val Sabin 1 Unit | <u>Sports Festivals Preparation – 8</u> separate sports <u>Dance: Unit</u> Val Sabin/LCP | <u>Sports Festivals Preparation – 8</u> separate sports In sport specific squads <u>Games: Striking and Fielding – Unit 2</u> Val Sabin |