



LEVENS CE SCHOOL

Curriculum Milestones- PE Part 1

Relevant areas of EYFS framework

Physical Development:

ELG: Gross Motor Skills Negotiate space safely with consideration for themselves and others. Demonstrate strength, balance and co-ordination. Move energetically such as running, jumping, dancing, hopping skipping and climbing.

Expressive Arts and Design

ELG: Being imaginative and expressive Perform songs, rhymes, poems and stories and Try to move in time with music.

By the end of Nursery	<ul style="list-style-type: none">• Ride scooters and balance bikes confidently, changing direction and speed.• Develop coordination, balance and upper body strength when climbing and moving across the trim trail and using the large outdoor loose parts.• Running: Arms in the middle of the body (not up high). Longer strides.• Hopping: Non-support knee bent with foot behind support leg, knee in front.• Jumping: Arms initiate the jump. Extension of legs becoming more consistent.• Catching: Arms encircle the ball as it approaches. Ball is hugged to chest.• Throwing – Underarm: eyes monitor the target and the ball. Ball held in front of body. Steps forward with the same foot as the throwing arm. Forward arm swing.• Throwing – Overarm: Action resembles a sling rather than a push. Rotation of the body. May step on either leg.
By the end of Reception	<ul style="list-style-type: none">• To show strength, balance and coordination when playing.• Move confidently and safely in a variety of different ways, using a range of equipment.• Running: Arms moving in opposition. Heel- toe contact.• Hopping: Non-support knee behind support leg. More body lean. Bilateral arm action.• Jumping: Arms swing back and move forward from the crouch. Full extension of legs. Body leans forward on landing.• Catching: Single step sometimes used to approach the ball/object. Arms scoop the ball/object to the chest.• Throwing – Underarm: Head and body stable with eyes focused on target area. Steps forward with opposite foot to throwing arm. Well timed release. Follows through with straight arm.• Throwing – Overarm: Arm is swing back and forwards high over the shoulder. Steps forward with same leg as throwing arm. Body and shoulders turn toward the throwing side.

	Outdoor and Adventurous Activities KS1 National Curriculum Engage in co-operative physical activities. KS2 National Curriculum Take part in outdoor and adventurous activity challenges both individually and within team.	Dance KS1 National Curriculum Perform dances using simple movement patterns. KS2 National Curriculum Perform dances using a range of movement patterns	Gymnastics KS1 National Curriculum Master basic movements including running and jumping, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities. KS2 National Curriculum Develop flexibility, strength, technique, control and balance.	Athletics KS1 National Curriculum Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, and coordination, and begin to apply these in a range of activities. KS2 National Curriculum Develop flexibility, strength, technique, control and balance. Use running, jumping, throwing and catching in isolation and in combination.
Year 1	<ul style="list-style-type: none"> • Follow instructions. • Begin to work with a partner or in a small group. • Take turns. • Listen to others. • Begin to be able to talk about how to navigate safely. • Remember objects on trail. • Follow a simple diagram or map. 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level. • Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level in travelling skills. • Perform body actions with some control and coordination • Shape – wide, thin. • Travelling: Feet – jog, skip, gallop, hop, walk forwards, backwards. • Travelling: Hands and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc. • Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder. • Jumping and landing • Rolling – rocking on back, pencil, egg rolls. • Apparatus 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level. • Running • Hopping • Rolling a ball • Underhand throw • Jumping

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">By the end of Year 2</p>	<ul style="list-style-type: none"> • Follow instructions accurately. • Mark a control card correctly • Co-operate and work together as a team. • Know how to navigate safely. • Complete a journey within the school grounds. • Create a simple diagram or map. 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level and start to master some basic movements. • Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level and start to master some basic movements in travelling skills. • Perform body actions with control and coordination. • Shape – wide, thin, dish, arch, tuck. • Travelling: Feet – jog, skip, gallop, hop, walk forwards, backwards. • Travelling: Hands and feet – frog, bunny, crab, bear, caterpillar, crocodile, monkey etc. • Balancing – front support, balance on 4 and 3 points, large body parts, tummy, back, bottom, shoulder. • Jumping and landing • Rolling – rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll. • Apparatus 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level and start to master some basic movements. • Running • Underarm throw • Overarm throw • Push throw • Jumping for distance
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<ul style="list-style-type: none"> • Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy and extension. • Orientate a map. • Use a control card, • Navigate a course safely. 	<ul style="list-style-type: none"> • Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. 	<ul style="list-style-type: none"> • Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension. • Travel – feet & hands and feet. • Balance – small body parts. • Jump – 2 foot jump and land. • Rolling – basic rolls. • Apparatus 	<ul style="list-style-type: none"> • Master fundamental movement skills and start to develop athletic specific skills performing them with increasing consistency and some accuracy. • Throwing – push, pull and sling. • Hop, step and jump.

By the end of Year 4	<ul style="list-style-type: none"> • Master fundamental skills from and start to develop specific skills performing them with consistency, accuracy and some control. • Travel and balance safely when carrying out challenges. • Demonstrates team work skills during planning, doing and reviewing. 	<ul style="list-style-type: none"> • Perform dances clearly and fluently and show sensitivity to the dance idea and accompaniment. 	<ul style="list-style-type: none"> • Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension. • Travel – feet & hands and feet. • Balance – large body parts, dish and arch, one foot balance. • Jump – different shapes when jumping, jump ¼ and ½ turn. • Rolling – basic rolls • Apparatus 	<ul style="list-style-type: none"> • Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy. • Throwing – push, pull and sling. • Hop, step and jump. • Combination of jumping actions.
Year 5	<ul style="list-style-type: none"> • Continue to develop specific skills and perform them with consistency, accuracy, confidence and control. • Know how to keep the map 'set' or 'orientated' when they move around a simple course. • Know the eight points of a compass. • Record information accurately at the control marker. • Navigate to a control marker on a score event course. 	<ul style="list-style-type: none"> • Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. • Travel – feet & hands and feet. • Balance – partner balance (counter balance) • Jump – different ways of jumping and landing with shape. • Rolling – basic rolls. • Apparatus. 	<ul style="list-style-type: none"> • Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence and control. • Throwing – push, pull, sling and heave. • Jumping and landing in different ways. • Running for short and long distances. • Passing a baton in a relay.
By the end of Year 6	<ul style="list-style-type: none"> • Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speed. • To set a map using a compass. • To practise and refine thumbing the set map (orientated). • To set a direction of travel from the map, using a compass. • To follow instructions in order to complete a orienteering course. 	<ul style="list-style-type: none"> • Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. 	<ul style="list-style-type: none"> • Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. • Travel – feet & hands and feet. • Balance – partner and group balance (counter balance) • Jump – different ways of jumping and landing with shape. • Rolling – basic rolls. • Apparatus. 	<ul style="list-style-type: none"> • Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed. • Throwing – push, pull, sling and heave. • Jumping and landing in different ways. • Running for short and long distances. • Passing a baton in a relay.