

Intent - DIA PE Curriculum Journey Map (2022/23)

Year Group	Concepts / NC Aims	PE Pillars of Progression (Ofsted, 2022)	Autumn		Spring		Summer		National Age-Related Expectations EYFS ELGs / NC Attainment Targets
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
N	Personal, Social and Emotional Development Physical Development Expressive Arts and Design	Including Context-Specific Motor Competence (Fundamental Movement Skills)	Relating to others. Start taking part in group activities which they make up themselves or in teams	Moving- following basic movements. Skip, hop, stand on one leg and hold a pose in games. Use large muscle movements to wave flags and streamers and paint/make marks.	Balancing – *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Surfaces – *Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Healthy Lifestyles *Make healthy choices about food, drink, activity and toothbrushing.	Object control – keep control of different objects * Use large-muscle movements to wave flags and streamers, paint and make marks.	<p>PSED ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing Work and play cooperatively and take turns with others.</p> <p>PD ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>EAD ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
			<p>Explore and experience games- ball and object control</p> <p>Exploring Space: Moving- moving appropriately in different situations and ways. Co-ordination- Make contact with a moving object.</p>	<p>Gymnastics- Val Sabin Unit 1</p> <p>Balancing- Making themselves stable and show where their personal space starts and ends. Negotiating space- Aware of own size in space</p>	<p>Dance Enrichment Explore movement in different ways and move fluently to music.</p> <p>Mad 2 Perform to support.</p>	<p>Dance Enrichment Explore movement in different ways and move fluently to music. #; Mad 2 Perform to support.</p>	<p>Games unit 1- Val Sabin: Using beanbags and medium size balls</p> <p>Angles and surfaces-Talk about different surfaces and moving balls in different directions. Spatial awareness-Moving when they cannot see.</p>	<p>Gymnastics unit 2- Val Sabin</p> <p>Healthy lifestyles- Learning about 5 fruit and veg a day and know different types of fruit and veg. Expression- Show feelings</p>	
R	Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time.	Motor Competence (Fundamental Movement Skills)	<p>Gymnastics – Val Sabin Unit D Flight, Bouncing, Jumping and landing</p>	<p>Dance Val Sabin- Unit 2 Fog and Sunshine Gymnastics – Val Sabin Unit E Points and Patches</p>	<p>Val Sabin Games – Unit 1 Focus on using a large ball</p>	<p>Val Sabin Games – Unit 2 Throwing and Catching- Aiming Games</p>	<p>Val Sabin Games – Unit 3 Bat and Ball skills and games Skipping</p>	<p>Athletics and Games Val Sabin Games – Unit 4 Developing Partner work</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>
			<p>Dance Val Sabin - Dance Unit 2 March, March, March Jack and the Beanstalk Fog and Sunshine</p>	<p>Dance Enrichment Explore movement in different ways and move fluently to music. Mad 2 Perform to support.</p>	<p>Dance Enrichment Explore movement in different ways and move fluently to music. Mad 2 Perform to support.</p>	<p>Gymnastics – Val Sabin Unit F Rocking and Rolling</p>	<p>Gymnastics – Val Sabin Unit G Wide, narrow, curled Mad 2 Perform to support.</p>	<p>Val Sabin-Dance Unit 2 Rainbow Fish Mad 2 Perform to support.</p>	
1	Engage in competitive sports and activities. Lead healthy, active lives.	Simple Tactics	<p>Games Boing- Moving and Coordination</p>	<p>Games Boing- Balance and Agility, Negotiating space</p>	<p>Games Boing – Relating to others, Decision Making</p>	<p>Dance Val Sabin – Unit 4</p>	<p>Games Boing – Angles and Surfaces/Spatial Awareness</p>	<p>Gymnastics Val Sabin – Unit K Linking Movements Together</p>	<p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>
			<p>Gymnastics Val Sabin - Unit H Parts High and Low</p>	<p>Dance Enrichment Space Explorers Mad 2 Perform to support</p>	<p>Dance Enrichment In the Jungle Mad 2 Perform to support.</p>	<p>Gymnastics Val Sabin – Unit I Straight/zig-zag, curving</p>	<p>Dance Enrichment Mythical creatures Mad 2 Perform to support.</p>	<p>Games Preparation for Sports day, outdoor games.</p>	
2	Engage in competitive sports and activities. Lead healthy, active lives.	Rules, Strategies and Tactics	<p>Games Boing- Moving and Coordination</p>	<p>Games Boing- Balance and Agility, Negotiating space</p>	<p>Games Boing – Relating to others, Decision Making</p>	<p>Dance Val Sabin – Unit 4</p>	<p>Games Boing – Angles and Surfaces/Spatial Awareness</p>	<p>Gymnastics Val Sabin – Unit K Linking Movements Together</p>	<p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>
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