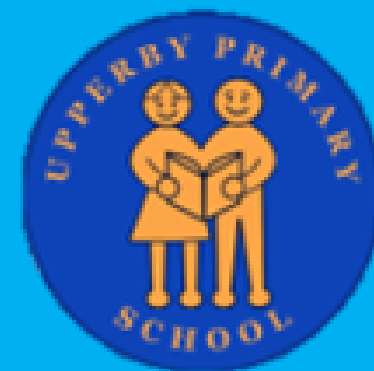




Upperby Primary School

Physical Education Curriculum Journey

Published September 2022



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	Gymnastics (apparatus)				Gymnastics		Dance		Dance			
	Key skills development FMS.		Key skills development FMS.		Early tennis skills		Key skills development FMS.		Key skills development FMS.		Core Strength and Balance (Pilates)	
Year 1	Gymnastics (apparatus)				Gymnastics		Dance		Dance			
	Throwing and catching + team games.		Dribbling and passing + team games.		Group games		Early tennis skills		Athletics		Core Strength and Balance (Pilates) + Consolidation of skills	
Year 2	Gymnastics				Gymnastics		Dance		Dance			
	Throwing and catching + team games.		Dribbling and passing + team games.		Group games		Developing tennis skills		Athletics		Core Strength and Balance (Pilates) + Consolidation of skills	
Year 3	Dance		Core Strength and Balance (Pilates)		Gym		Dance		Gym			
	Football		Handball		Tennis				Hockey		Orienteering/Athletics	
Year 4	Gym		Core Strength and Balance (Pilates)		Dance		Gym		Dance		Swim	
	Tri-golf		Tennis		Hockey			Basketball			Orienteering/Athletics	
Year 5	Gym		Core Strength and Balance (Pilates)		Dance		Gym		Dance		Swim	
	Tag Rugby		Cricket		Netball			Rounders			Orienteering/Athletics	
Year 6	Sports hall athletics		Dance		Gym		Dance		Gym		Swim	
	X County	Tennis		Netball			cricket		Orienteering/Athletics		Rounders	

Gymnastics

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Rolls

<ul style="list-style-type: none"> • curled side roll (egg roll) • log roll (pencil roll) • rocking (tuck, pike, straddle) 	<ul style="list-style-type: none"> • log roll (controlled) • curled side roll (egg roll) (controlled) • teddy bear roll • straddle forward roll • rocking to stand 	<ul style="list-style-type: none"> • log roll (controlled) • curled side roll (egg roll) (controlled) • teddy bear roll (controlled) • crouched forward roll to sit 	<ul style="list-style-type: none"> • crouched forward roll • forward roll from standing • tucked backward roll 	<ul style="list-style-type: none"> • forward roll from standing • tucked backward roll • backward roll to straddle • forward roll to straddle stand 	<ul style="list-style-type: none"> • forward roll from standing • pike forward roll • tucked backward roll • backward roll to straddle • back roll to front support. 	<ul style="list-style-type: none"> • forward roll from standing • pike forward roll • tucked backward roll • backward roll to straddle • backward roll to standing pike • pike backward roll
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Gymnastics

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Jumps

- | | | | | | | |
|--|--|--|---|--|---|---|
| <ul style="list-style-type: none"> • straight jump • tuck jump • jumping Jack • half turn jump • star jump • broad jump • rebound | <ul style="list-style-type: none"> • straight jump • tuck jump • jumping jack • half turn jump | <ul style="list-style-type: none"> • straight jump • tuck jump • jumping jack | <ul style="list-style-type: none"> • straight jump • tuck jump • jumping jack • star jump • straddle jump • pike jump • straight jump half -turn • cat leap | <ul style="list-style-type: none"> • straight jump • tuck jump • jumping jack • star jump • straddle jump • pike jump • straight jump half -turn • straight jump full-turn • cat leap • cat leap half-turn | <ul style="list-style-type: none"> • straight jump • tuck jump • jumping jack • star jump • straddle jump • pike jump • stag jump • straight jump half -turn • straight jump full-turn • cat leap • cat leap half-turn • split leap | <ul style="list-style-type: none"> • straight jump • tuck jump • jumping jack • star jump • straddle jump • pike jump • stag jump • straight jump half-turn • straight jump full-turn • cat leap • cat leap half-turn • cat leap full-turn • split leap • stag leap |
|--|--|--|---|--|---|---|

Gymnastics

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Vault—With springboard and vault or trestle table.

- | | | | | | | |
|---|---|--|--|---|--|---|
| <ul style="list-style-type: none"> • jump from bench onto springboard (foam) | <ul style="list-style-type: none"> • straight jump off springboard • squat onto bench, jump off | <ul style="list-style-type: none"> • hurdle step onto springboard • straight jump off springboard • tuck jump off springboard | <ul style="list-style-type: none"> • hurdle step onto springboard • squat on vault • star jump off • tuck jump off • straddle jump off • pike jump off | <ul style="list-style-type: none"> • hurdle step onto springboard • squat on vault • straddle on vault • star jump off • tuck jump off • straddle jump off • pike jump off | <ul style="list-style-type: none"> • hurdle step onto springboard • squat on vault • straddle on vault • star jump off • tuck jump off • straddle jump off • pike jump off • squat through vault • cat spring | <ul style="list-style-type: none"> • hurdle step onto springboard • squat on vault • straddle on vault • star jump off • tuck jump off • straddle jump off • pike jump off • squat through vault • straddle over vault • cat spring |
|---|---|--|--|---|--|---|

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handstands, Cartwheels and Round-offs						
<ul style="list-style-type: none"> • bunny hop • weight bearing with feet above hands (e.g back support with bench) 	<ul style="list-style-type: none"> • bunny hop • travelling bunny hops over a bench • front support • wheelbarrow with partner 	<ul style="list-style-type: none"> • bunny hop • travelling bunny hops over a bench (split legs) • front support • wheelbarrow with partner • t-lever • scissor kick 	<ul style="list-style-type: none"> • handstand • lunge into handstand • cartwheel • pivot cartwheel 	<ul style="list-style-type: none"> • lunge into handstand • lunge into cartwheel 	<ul style="list-style-type: none"> • lunge into handstand • lunge into cartwheel • lunge into round-off • double cartwheels 	<ul style="list-style-type: none"> • lunge into cartwheel • lunge into round-off • hurdle step • hurdle step into cartwheel • hurdle step into round-off

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Travelling and linking actions (linked to Key Steps)						
<ul style="list-style-type: none"> • tiptoe, step, jump and hop 	<ul style="list-style-type: none"> • tiptoe, step, jump and hop • hopscotch • skipping • galloping 	<ul style="list-style-type: none"> • tiptoe, step, jump and hop • hopscotch • skipping • galloping • straight jump half-turn 	<ul style="list-style-type: none"> • tiptoe, step, jump and hop • hopscotch • skipping • chassis steps • straight jump half turn • cat leap 	<ul style="list-style-type: none"> • tiptoe, step, jump and hop • hopscotch • skipping • chassis steps • straight jump half turn • straight jump full turn • cat leap • cat leap half turn Pivot 	<ul style="list-style-type: none"> • tiptoe, step, jump and hop • hopscotch • skipping • chassis steps • straight jump half turn • straight jump full turn • cat leap • cat leap half turn Pivot 	<ul style="list-style-type: none"> • tiptoe, step, jump and hop • hopscotch • skipping • chassis steps • straight jump half turn • straight jump full turn • cat leap • cat leap half turn • cat leap full turn Pivot

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Shapes and Balances						
<ul style="list-style-type: none"> standing balances 	<ul style="list-style-type: none"> standing balances kneeling balances pike, tuck, star, straight, straddle 	<ul style="list-style-type: none"> standing balances kneeling balances large body part balances (Patch) balances on apparatus balances with a partner pike, tuck, star, straight, straddle front and back support 	<ul style="list-style-type: none"> large and small body part balances, including standing and kneeling balances balances on apparatus matching and contrasting partner balances pike, tuck, star, straight, straddle front and back support 	<ul style="list-style-type: none"> 1, 2, 3 and 4-point balances balances on apparatus balances with and against a partner pike, tuck, star, straight, straddle front and back support 	<ul style="list-style-type: none"> 1, 2, 3 and 4-point balances balances on apparatus part body weight partner balances pike, tuck, star, straight, straddle front and back support 	<ul style="list-style-type: none"> 1, 2, 3 and 4-point balances balances on apparatus develop technique, control and complexity of part-weight partner balances group formations pike, tuck, star, straight, straddle front and back support

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform						
<ul style="list-style-type: none"> control my body when performing a sequence of movements 	<ul style="list-style-type: none"> perform using a range of actions and body parts with some coordination begin to perform learnt skills with some control 	<ul style="list-style-type: none"> perform sequences of their own composition with coordination. perform learnt skills with increasing control 	<ul style="list-style-type: none"> develop the quality of the actions in their performances perform learnt skills and techniques with control and confidence. compete against self and others in a controlled manner 	<ul style="list-style-type: none"> perform and create sequences with fluency and expression. perform and apply skills and techniques with control and accuracy 	<ul style="list-style-type: none"> perform own longer, more complex sequences in time to music (and without). consistently perform and apply skills and techniques with accuracy and control. 	<ul style="list-style-type: none"> link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music (and without) perform and apply a variety of skills and techniques confidently, consistently and with precision. begin to record their peers' performances, and evaluate these

Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate						
<ul style="list-style-type: none"> • talk about what they have done • talk about what others have done 	<ul style="list-style-type: none"> • watch and describe performances • begin to say how they could improve 	<ul style="list-style-type: none"> • watch and describe performances, and use what they see to improve their own performance • talk about the differences between their work and that of others 	<ul style="list-style-type: none"> • watch, describe and evaluate the effectiveness of a performance • describe how their performance has improved over time 	<ul style="list-style-type: none"> • watch, describe and evaluate the effectiveness of performances, giving ideas for improvements • modify their use of skills or techniques to achieve a better result 	<ul style="list-style-type: none"> • choose and use criteria to evaluate own and others' performance • explain why they have used particular skills or techniques, and the effect they have had on their performance 	<ul style="list-style-type: none"> • thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Minibeasts (cross-curricular) <ul style="list-style-type: none"> • create actions and movements that travel • use imagination when creating actions • work towards control and co-ordination in large and small movements 	Cheer Dance (Modern) <ul style="list-style-type: none"> • create and develop a variety of actions and movements that travel and change direction and speed • link 2 or more movements together to begin a sequence • use imagination when creating actions and ideas • work with a partner or small group to copy or create a formation for the movements • demonstrate more control in a variety of movements 	Countries (cross-curricular) <ul style="list-style-type: none"> • explore combining skills such as travelling and jumping, turning on different levels • link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence • use creative and expressive ideas • work with a partner or small group to copy start and end positions • demonstrate control over movements and show good co-ordination 	Combat (Modern) <ul style="list-style-type: none"> • copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement • count out the phrases of 8 counts within the music on the regular beat correctly and confidently • combine skills such as travelling and turning, with some complexity and confidence • move in time to the music confidently using varying types of accompaniment • express an idea in an original way • work co-operatively with a group to create a dance sequence including start and end positions and changing formations 	Hip-Hop (Modern) <ul style="list-style-type: none"> • copy and repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement • count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly • combine skills with more complexity, confidence and precision • move in time to the music demonstrating an awareness of rhythm and phrasing • express an idea in an original way • work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times 	Urban Freestyle (Modern) <ul style="list-style-type: none"> • copy and repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement • count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly • combine skills to develop flexibility, strength, technique, control and balance • move in time to the music demonstrating confidence with rhythm and phrasing • create and express imaginative ideas in a specific style • work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations 	Charleston (Traditional) <ul style="list-style-type: none"> • create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures • count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently • combine skills to develop flexibility, strength, technique, control and balance • move in time to the music demonstrating confidence with rhythm and phrasing • create and express imaginative ideas in a specific style • work co-operatively with a group to achieve good synchronicity throughout the whole performance

Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery Rhymes (cross-curricular) <ul style="list-style-type: none"> • create actions and movements that travel • link 2 movements together to begin a sequence • move confidently in a range of ways, safely negotiating space • work towards control and co-ordination in large and small movements 	Samba (traditional) <ul style="list-style-type: none"> • create actions and movements that travel • link 2 movements together to begin a sequence • use imagination when creating actions • move confidently in a range of ways, safely negotiating space • work towards control and co-ordination in large and small movements 	Flamenco (traditional) <ul style="list-style-type: none"> • explore combining skills such as travelling and jumping, turning on different levels • link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence. • use creative and expressive ideas. • work with a partner or small group to copy start and end positions. • demonstrate control over movements and show good co-ordination 	Roman Dance (Cross Curricular) <ul style="list-style-type: none"> • copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement • count out the phrases of 8 counts within the music on the regular beat correctly and confidently • combine skills such as travelling and turning, with some complexity and confidence • move in time to the music confidently using varying types of accompaniment • express an idea in an original way • work co-operatively with a group to create a dance sequence including start and end positions and changing formations 	Latin (Traditional) <ul style="list-style-type: none"> • copy and repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement • count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly • combine skills with more complexity, confidence and precision • move in time to the music demonstrating an awareness of rhythm and phrasing • express ideas in original and imaginative ways • work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times 	Disco (Modern) <ul style="list-style-type: none"> • create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style • count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly • combine skills to develop flexibility, strength, technique, control and balance • move in time to the music demonstrating confidence with rhythm and phrasing • create and express imaginative ideas in a specific style • work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations 	Samba (Traditional) <ul style="list-style-type: none"> • create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures • count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently • combine skills to develop flexibility, strength, technique, control and balance • move in time to the music demonstrating confidence with rhythm and phrasing • create and express imaginative ideas in a specific style • work co-operatively with a group to achieve good synchronicity throughout the whole performance

Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key outcomes (not restricted to these)						
<ul style="list-style-type: none"> • move in different ways and stop safely • throw a beanbag or foam ball underarm • catch a beanbag or foam ball with both hands • roll different types of balls e.g. skittles • kicking the ball using both feet (not at the same time) left foot, right foot experiment with different parts of the foot • can lift carry, push and pull • can engage in parachute games. 	<ul style="list-style-type: none"> • throw underarm, bounce & catch ball by self & with partner • kick/stop a ball using both feet while static & when moving • run straight & on a curve • sidestep with correct technique • Can use different ways of moving (skipping, walking, running and jumping) • show some different ways of hitting, throwing & striking the ball with or without equipment • intercept and retrieve a moving ball using different parts of the body 	<ul style="list-style-type: none"> • throw underarm, overarm and over-head, bounce and catch a ball by self & with a partner with increasing coordination. • pass a ball accurately (hands & feet) over longer distances • perform dribbling skill with hands and feet using space well, including using equipment (e.g. cones, plastic hockey sticks) • send ball off tee using bat or racket in an intended direction • combine stopping, pick up/collect & send a ball accurately 	<ul style="list-style-type: none"> • perform ball handling skills well, with awareness of space & others • play a mini-game successfully -apply some plausible tactics to outwit opponents • keep control & help to keep possession, making good decisions on what to do • show good control when dribbling and pass when appropriate (using correct technique for hockey) • show good awareness of the ready position (Tennis) • be able to play a fore-hand and a backhand shot over a net with some accuracy 	<ul style="list-style-type: none"> • apply dribbling & passing skills in small sided competitive games • begin to shoot with some accuracy • move to stop a ball or object reaching a target in varying situations • apply plausible tactics according to need • run over low barriers at speed with control & co-ordination • throw overarm/push/sling ball/implement consistently & accurately • understand principles of a relay take-over & use in competition 	<ul style="list-style-type: none"> • handle a ball & pass and shoot with control and consistency • apply attacking/defending strategies as part of a mini game team • be able to throw a ball backwards • use a bat/racket/or part of my body to hit ball into space • know how/where to send a ball/object according to game situation • play different positional roles in game, be able to explain what to do to improve • with partner complete a run/jump/throw event & measure outcome 	<ul style="list-style-type: none"> • choose & use combinations of skills confidently in several games • know & play different positional roles in relation to mini games • choose & sustain pace and appropriate running style suited to distance (e.g. sprint 7 secs. run for 5 minutes) • show good technique and control in all throwing events (javelin, shot-put, discuss, chest thrown - more able to try hammer throw) • be able to bowl overarm (cricket) • use effective changeovers when running in a relay race. • work with consistent control, fluently & mostly accurate

Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • can engage in obstacle course type activities • can engage in ongoing active play • experiment with different rackets and bats • pilates— see I moves progression 	<ul style="list-style-type: none"> • play chase & avoid games with & without equipment to encourage changing direction at speed • link body and feet movement with direction • begin to use forward, backward, upwards and downwards movement with ball and racket. • pilates—see I moves progression 	<ul style="list-style-type: none"> • make simple decisions about when /where to move in a game • use forward, backward, upwards and downwards movement with ball and racket • introduce simple rules (in/out) whilst rallying • start to use simple tactics • pilates—see I moves progression 	<ul style="list-style-type: none"> • run at fast/medium/ slow speeds appropriate for distance covered • jump from standing position, link jump to running and other travel • begin to develop technique for throwing a javelin • begin to understand more rules e.g. (3 steps handball) • pilates—see I moves progression 	<ul style="list-style-type: none"> • use correct technique to hit a golf ball with an iron or a putter • link upward toss to a serving action and begin to develop an overarm tap serve • make it difficult to return a ball directed into space of opponent (s) • begin to understand more difficult rules e.g. double dribble in basketball, the serving order in mini-tennis • pilates—see I moves progression 	<ul style="list-style-type: none"> • show good running style at different speeds in various events (sprint/long distance/relay) • catch a ball one handed without pressure and begin to make one handed catches under pressure • link skills, techniques and ideas accurately & appropriately • begin to use batting & fielding techniques with control & consistency • understand and apply more complex rules (e.g. Netball/rugby rules) • pilates—see I moves progression 	<ul style="list-style-type: none"> • recognise how balance/speed/agility/coordination affect my physical activity • apply principles of striking/fielding/ attacking/defending in games e.g. choosing to defend when batting • develop forehand and backhand accuracy and apply technique to mini-games/ competitive activities • understand the flight of a ball time a bounce or hit a volley • know and apply rules when officiating in different games • plan & solve problems in mini-games using tactical ideas

Health and Social knowledge.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Can say how their body feels after doing exercise 	<ul style="list-style-type: none"> use correct vocabulary for naming main body parts (arm, leg, head, back, tummy, foot) safely perform a teacher led warm up know ways to make myself and others happy 	<ul style="list-style-type: none"> work well with a partner/in small group & share ideas discuss my own & others' work using simple vocabulary help create game/dance incorporating ideas of others recognise & avoid risks in handling/placing appropriate apparatus say how my breathing/appearance is affected by activity increase awareness of others & social situations 	<ul style="list-style-type: none"> make up a game & apply skills in competitive & co-operative ways measure/compare/record performance & suggest ways to improve take instructions from others, share and act on them lead a simple activity and change rules to help others join in start to compare emotional & physical feelings name some muscles & know some exercises for strength/flexibility (biceps, triceps, quadricep, hamstring, calf) recognise/record change in heart rate & recovery time after activity show sensitivity towards others by offering appropriate comments 	<ul style="list-style-type: none"> purpose of muscles/heart/lungs & how exercise benefits them name more muscles & know 5+ exercises for strength/flexibility (biceps, triceps, quadricep, hamstring, calf, abdominals, gluteus maximus, pectorals) understand what mental health is say why rules are important, apply them & always play fairly lead by example, set goals & offer solutions when others disagree work with others to discuss appropriate actions & solve a problem Begin to use some appropriate language to describe/interpret & evaluate activity 	<ul style="list-style-type: none"> ask for help from others & use information given to improve further am able to lead a team and willingly listen to another leader use principles of exercise activities when warming up discuss that being healthy includes body, mind & life-style explain what a healthy balanced diet looks like use appropriate language to describe/interpret & evaluate activity 	<ul style="list-style-type: none"> pupil always tries their best individually, with a partner, & as part of a team Recognise that state of mind can effect performance of self & others use my knowledge & experience to help the performance of others Evaluate my own performance using appropriate game specific terminology organise myself to warm up & safely lead a simple one for others Recognise that being physically fit can combat mental health issues name more muscles (biceps, triceps, quadricep, hamstring, calf, abdominals, gluteus maximus, pectorals, deltoids, trapezius)

OAA						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Child-led</p> <p>Opportunities:</p> <ul style="list-style-type: none"> Walk simple routes and talk about them 	<p>Child-led</p> <p>Opportunities:</p> <ul style="list-style-type: none"> Explore creating a simple map of their outdoor area and follow it. 	<p>Child-led</p> <p>Opportunities:</p> <ul style="list-style-type: none"> Create a simple treasure map with directions and follow it to find an item. 	<p>Orienteering</p> <ul style="list-style-type: none"> follow instructions and simple trails, use simple shapes map to find route & solve simple problems 	<p>Orienteering</p> <ul style="list-style-type: none"> read & follow a simple map & diagrams to orientate myself assess risk and plan & test possible solutions to problems <i>Rock climbing</i> 	<p>Orienteering</p> <ul style="list-style-type: none"> walk along a compass direction & identify some map symbols find easier control points & know & follow main compass directions <i>Various OAA objectives achieved on residential trip to Brathay Hall</i> <i>Climbing, abseiling, kayaking and more.</i> 	<p>Orienteering</p> <ul style="list-style-type: none"> follow a map & set bearing accurately, identify map symbols

Swimming						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none">• swim competently, confidently and proficiently over a distance of at least 25 metres• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• perform safe self-rescue in different water-based situations (taken from National Curriculum 2014)		