





Upperby Primary School

Physical Education Curriculum Journey

Updated June 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Gymnastics (apparatus)		Gymnastics	Dance Nursery Rhymes	Dance Minibeasts	
	Key skills develop-ment FMS.	Key skills develop-ment FMS.	Early tennis skills	Key skills develop-ment FMS.	Key skills development FMS.	Core Strength and Balance (Pilates)
Year 1/2 Cycle A	Gymnastics (apparatus)		Gymnastics	Dance *Cheer dance*	Dance *Samba*	
	Throwing and catching + team games.	Dribbling and passing + team games.	Group games	tennis skills	Athletics	Core Strength and Bal-ance (Pilates) + Consolidation of skills
Year 1/2 Cycle B	Gymnastics		Gymnastics	Dance *countries*	Dance *Flamenco*	
	Throwing and catch-ing + team games.	Dribbling and passing + team games.	Group games	tennis skills	Athletics	Core Strength and Bal-ance (Pilates) + Consolidation of skills
Year 3/4 Cycle A	Dance *Combat*	Core Strength and Balance (Pilates)	Gym	Dance *Roman dance*	Gym	
	Football	Handball	Tennis	Hockey		Orienteering /Athletics
Year 3/4 Cycle B	Gym	Boxercise	Dance *Hip-Hop*	Gym	Dance *Latin*	Swim
	Tri-golf	Tennis	Hockey	Basketball		Orienteering/Athletics
Year 5/6 Cycle A	Gym	Core Strength and Balance (Pilates)	Dance *Urban Free-style*	Gym	Dance *Disco*	Swim
	Tag Rugby	Cricket	Netball	Rounders		Orienteering/Athletics
Year 5/6 Cycle B	Sports hall athletics	Dance *Charleston*	Gym	Dance *Samba*	Gym	Top-up Swimming
	X County	Tennis (Boxercise in bad weather)	Netball (Boxercise in bad weather)	cricket	Orienteering/Athletics	Rounders

Gymnastics Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rolls						
• curled side roll (egg roll) • log roll (pencil roll) • rocking (tuck, pike, straddle)	• log roll (controlled) • curled side roll (egg roll) (controlled) • teddy bear roll • straddle forward roll • rocking to stand	• log roll (controlled) • curled side roll (egg roll) (controlled) • teddy bear roll (controlled) • crouched forward roll to sit	• crouched forward roll • forward roll from standing • tucked backward roll	• forward roll from standing • tucked backward roll • backward roll to straddle • forward roll to straddle stand	• forward roll from standing • pike forward roll • tucked backward roll • backward roll to straddle • back roll to front support.	• forward roll from standing • pike forward roll • tucked backward roll • backward roll to straddle • backward roll to standing pike • pike backward roll

Gymnastics Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jumps						
• straight jump • tuck jump • jumping Jack • half turn jump • star jump • broad jump • rebound	• straight jump • tuck jump • jumping jack • half turn jump	• straight jump • tuck jump • jumping jack •	• straight jump • tuck jump • jumping jack • star jump • straddle jump • pike jump • straight jump half -turn • cat leap	• 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	• 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	• 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 Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vault—With springboard and vault or trestle table.						
• jump from bench onto springboard (foam)	• straight jump off springboard • squat onto bench, jump off	• hurdle step onto springboard • straight jump off springboard • tuck jump off springboard	• hurdle step onto springboard • squat on vault • star jump off • tuck jump off • straddle jump off • pike jump off	• hurdle step onto springboard • squat on vault • straddle on vault • star jump off • tuck jump off • straddle jump off • pike jump off	• 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	• 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 Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handstands, Cartwheels and Round-offs						
• bunny hop • weight baring with feet above hands (e.g back support with bench)	• bunny hop • travelling bunny hops over a bench • front support • wheelbarrow with partner	• bunny hop • travelling bunny hops over a bench (split legs) • front support • wheelbarrow with partner • t-lever • scissor kick	• handstand • lunge into handstand • cartwheel • pivot cartwheel	• lunge into handstand • lunge into cartwheel	• lunge into handstand • lunge into cartwheel • lunge into round-off • double cartwheels	• lunge into cartwheel • lunge into round-off • hurdle step • hurdle step into cartwheel • hurdle step into round-off

Gymnastics Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Travelling and linking actions (linked to Key Steps)						
• tiptoe, step, jump and hop	• tiptoe, step, jump and hop • hopscotch • skipping • galloping	• tiptoe, step, jump and hop • hopscotch • skipping • galloping • straight jump half -turn	• tiptoe, step, jump and hop • hopscotch • skipping • chassis steps • straight jump half turn • cat leap	• tiptoe, step, jump and hop • hopscotch • skipping • chassis steps • straight jump half turn • straight jump full turn • cat leap • cat leap half turn Pivot	• tiptoe, step, jump and hop • hopscotch • skipping • chassis steps • straight jump half turn • straight jump full turn • cat leap • cat leap half turn Pivot	• 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 Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Shapes and Balances						
• standing balances	• standing balances • kneeling balances • pike, tuck, star, straight, straddle	• 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	• large and small body part balanc-es, including standing and kneeling balances • balances on apparatus • matching and contrasting part-ner balances • pike, tuck, star, straight, straddle • front and back support	• 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	• 1, 2, 3 and 4-point balances • balances on apparatus • part body weight partner balances • pike, tuck, star, straight, straddle • front and back support	• 1, 2, 3 and 4-point balances • balances on apparatus • develop tech-nique, control and complexity of part-weight partner balances • group formations • pike, tuck, star, straight, straddle • front and back support

Gymnastics Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform						
• control my body when performing a sequence of movements	• perform using a range of actions and body parts with some coordination • begin to perform learnt skills with some control	• perform sequences of their own composition with coordination. • perform learnt skills with increasing control	• 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	• perform and create sequences with fluency and expression. • perform and apply skills and techniques with control and accuracy	• perform own longer, more complex sequences in time to music (and without). • consistently perform and apply skills and techniques with accuracy and control.	• link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music (and with-out) • perform and apply a variety of skills and techniques confidently, consistently and with precision. • begin to record their peers' performances, and evaluate these

Gymnastics Expectations of children at their year group level						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluate						
• talk about what they have done • talk about what others have done	• watch and describe performances • begin to say how they could improve	• 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	• watch, describe and evaluate the effectiveness of a performance • describe how their performance has improved over time	• watch, describe and evaluate the effectiveness of performances, giving ideas for improvements • modify their use of skills or techniques to achieve a better result	• 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	• thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Dance						
EYFS	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
Minibeasts (cross-curricular) • 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)** • 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)** • 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)** • 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)** • 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)** • 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)** • 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 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
Nursery Rhymes **(cross-curricular)** • 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)** • 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)** • 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)** • 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)** • 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)** • 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)** • 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)						
• 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.	• 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	• throw underarm, overarm and overhead, 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	• 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 forehand and a backhand shot over a net with some accuracy	• 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	• 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	• 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
• can engage in obstacle course type activities • can engage in ongoing active play • experiment with different rackets and bats • pilates— see Imoves progression	• 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 Imoves progression	• make simple decisions about when /where to move in a game • use forward, backwrad, upwards and downwards movement with ball and racket • introduce simple rules (in/out) whilst rallying • start to use simple tactics • pilates—see Imoves progression	• 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 Imoves progression	• 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 Imoves progression	• 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 Imoves progression	• 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
• Can say how their body feels after doing exercise	• 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	• 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	• 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	• 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	• 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 & lifestyle • explain what a healthy balanced diet looks like • use appropriate language to describe/interpret & evaluate activity	• 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
Child-led Opportunities: • Walk simple routes and talk about them	Child-led Opportunities: • Explore creating a simple map of their outdoor area and follow it.	Child-led Opportunities: • Create a simple treasure map with directions and follow it to find an item.	Orienteering • follow instructions and simple trails, • use simple shapes map to find route & solve simple problems	Orienteering • read & follow a simple map & diagrams to orientate myself • assess risk and plan & test possible solutions to problems • *Rock climbing*	Orienteering • walk along a compass direction & identify some map symbols • find easier control points & know & follow main compass directions • *Various OAA objectives achieved on residential trip: climbing, abseiling, kayaking and more.*	Orienteering • follow a map & set bearing accurately, identify map symbols

Swimming						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				• 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) • Children given the chance for top up swimming in Y6 from PE Sports Premium funding.		