

Mansfield Primary Academy- PE Curriculum – Progression of skills

Children at Mansfield Primary Academy have a love for P.E. and access high-quality physical education provision linked to our whole school values of respect, responsibility, and resilience.

Children leave each lesson knowing that they have displayed the characteristics of G.A.T.E.: Generate - Children create innovative ways of overcoming challenges within sport and activity, Aspire - Children start each lesson wanting to achieve their very best, together - Children are able to work positively as part of a team and enquire - Children ask questions in their quest to improve.

Opening the Mansfield Curriculum GATE through physical education will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically competent and confident in a way which supports their health and fitness. Awareness will be raised of different sports and the opportunities and careers sporting activity can provide.

Year Group	Autumn	Spring	Summer
EYFS	First PE, Multi skills, Enjoy a ball and Dance (Diwali)	Gymnastics, Multi skills, Fitness, and fundamental movement skills, Multi skills and Dance (superhero)	Athletics, Football Fundamentals, develop ball skills through tennis skills and Sports day skills.
1	Multi skills, Ball skills, Invasion games: Dodgeball.	Gymnastics, Indoor athletics, Ball skills and Dance (great fire of London).	Athletics, Mini Muay Thai, Sports day skills and Kwik Cricket.
2	Multi skills, Dance (winter), Invasion games: FUNdamentals, and Team games: football.	Gymnastics, Fitness (pirate), Ball games, and Dance (jungle).	Athletics, Yoga (jungle), OAA and Tennis.
3	Multi skills, Team games hockey, invasion games: Handball, and Invasion games: dodgeball.	Gymnastics, Indoor athletics, Team games: Basketball and Yoga.	Athletics, Dance (Egyptian), Competitive games: Cricket and Self Defence.
4	Multi skills, Team games: football, Competitive games: Rounders and Invasion games: Tag rugby.	Gymnastics, Swimming, Team games: Netball and Dance (romans).	Athletics, Fitness, OAA and Competitive games: Tennis.
5	Leadership skills, Team games: hockey, Competitive games: rounders and Invasion games: dodgeball.	Gymnastics, Indoor athletics, Team games: Basketball, and Swimming.	Athletics, Dance (Eco Warriors), Cricket and Self Defence.
6	Dance (WW2), Team games: Football, Invasion games: Tag rugby and Invasion games: Handball.	Gymnastics, Fitness, Team games: Netball and Yoga.	Athletics, OAA, Swimming and competitive games: Tennis.

EYFS- Early Learning Goal for Physical Development							
Physical Development ELG: Gross Motor Skills							
Children at the expected level of development will:							
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.							
Progression of Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Moving in time to happy and sad music. Experiment with actions at different levels. Experiment with different ways of moving. Moving around as different characters or	Listen to the music and begin to move in time to it. Perform basic dance movements. Perform dance movements showing some levels. Perform basic dance travelling movements e.g. stepping, skipping, jumping.	Move in time to the music showing some expression. Perform dance movements with control. Perform dance movements showing a variety of levels. Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing.	Collaborate to make a dance warm up. Use a stimulus to create a dance. Dance in unison with a partner. Perform in canon with a group. Use some different levels and pathways.	Cooperate to make a dance warm up and take on a leadership role. Respond imaginatively to a stimulus. Dance in unison with a partner/group performing a range of movement patterns. Perform in canon showing a range of movement patterns. Perform a variety of levels and pathways in a dance.	Co-operate and collaborate to create a warmup displaying a variety of movement patterns. Translate ideas from a stimulus showing control and fluency. Dance in unison in a group keeping in time with each other. Dance in canon showing good timing. Perform using a variety of levels and using the space	Co-operate, communicate, and collaborate with a group to make up a warmup with good rhythm and timing. Translate ideas from a stimulus into movement showing expression, precision, control and fluency. Dance in unison in a group showing good timing, energy and strength. Use levels, travelling and space with timing and musicality.

	animals to the music.	Perform simple dance moves with some control.	Remember simple dance steps, perform with control in time to the music				Dance in canon in a group showing good timing, energy and strength.
F.M.S.	Run and stop with some control Explore skipping as a travelling action. Jump and hop with bent knees Throwing larger balls and beanbags into space. Balance whilst stationary and on the move Change direction at a slow pace. Explore moving different body parts together.	Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	Remember simple dance steps, perform with control in time to the music Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	Show balance and coordination when running at different speeds. Link running, hopping and jumping actions using different take offs and landing Jump for distance and height with an awareness of technique Throw a variety of objects, changing action for accuracy and distance Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.	Show balance, coordination and technique when running at different speeds, stopping with control. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task.	Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Perform a range of more complex jumps showing some technique Show accuracy and power when throwing for distance. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction. Can co-ordinate a range of body parts at increased speed.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Team Games	Drop and catch with two hands Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed.	Drop and catch a ball after one bounce on the move Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket.	Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target Catch an object passed to them, with and without a bounce Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control.	Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot Strike a ball with varying techniques. Change direction with increasing speed in game situations.	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations Kick with increasing success in game situations Catch a ball passed to them using one and two hands with increasing success Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success.	Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure Use a variety of throwing techniques with some control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Receive a ball using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent.	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

	<p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Create and use space with some success in game situations</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
Body Management	<p>Create shapes showing a basic level of stillness using different parts of their bodies</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
OAA	<p>Follow simple instructions</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements</p>
Social Skills	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>			

Emotional Wellbeing	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
Thinking Skills	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance</p>	<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>
Swimming		Beginners	Developers	Intermediate
		<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances</p> <p>Float on front and back for short periods of time</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>