

Mansfield Primary Academy - PE Curriculum Journey Map (2026/27)

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		
R	Personal, Social and Emotional Development Physical Development Expressive Arts and Design	↑ Motor Competence (Fundamental Movement Skills) ↓ Including Context-Specific ↑ Simple Tactics ↓ Rules, Strategies and Tactics ↑ Healthy Participation ↓	First PE	Enjoy A Ball	Gymnastics	FMS: Multi-Skills	Athletics	Develop Ball Skills through Tennis Skills	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 PD ELG: Manage their own basic hygiene and personal needs, including dressing Work and play cooperatively and take turns with others. 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. EAD ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	
			Multiskills	Dance (Diwali)	Fitness and Fundament movement skills	Dance (Superhero)	Football FUNDamentals	Sports Day skills		
1	Develop competence to excel in a broad range of physical activities.		FMS: Multi-Skills	FMS: Ball Skills	FMS: Gymnastics	FMS: Ball Skills	Running, Jumping and Throwing Skills: Athletics	Sports Day skills	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.	
			Ball Skills	Developing less traditional Activities Invasion Games – Dodgeball (social focus)	Indoor Athletics	FMF: Dance (Great Fire of London)	Mini Muay Thai (self defence)	Team Games: Kwik Cricket		
2	Are physically active for sustained periods of time.		FMS: Multi-Skills	FMF: Dance (winter)	FMS: Gymnastics	FMX: Ball games	Athletic Skills: Athletics	Outdoor and Adventurous Activities	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.	
			Invasion Games: Rugby FUNDamentals	Team Games: Football	HRF: Fitness (pirate)	FMF: Dance (Jungle)	FMF: Yoga (jungle)	Tennis		
3	Engage in competitive sports and activities.		FMS: Multi-Skills	Team games: Hockey	FMS: Gymnastics	Team games: Basketball	Athletics	Competitive games: Cricket	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.	
			Competitive games: Rounders	Developing less traditional Activities Invasion Games - Dodgeball	Indoor Athletics	Developing less traditional Activities Yoga	FMF: Dance (Egyptian)	Self Defence		
4	Lead healthy, active lives.		FMS: Multiskills	Team games: Football	FMS: Gymnastics	Team games: Netball	Athletics	Outdoor and Adventurous Activities	They should enjoy communicating, collaborating and competing with each other.	
			Invasion games: Tag Rugby	Developing less traditional Activities Invasion Games - Handball	Swimming	FMF: Dance (Romans)	HRF: Fitness	Competitive games: Tennis		
5			Leadership skills	Team games: Hockey	FMS: Gymnastics	Team games: Basketball	Athletics	Cricket	Swimming and water safety 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.	
			Competitive games: Rounders	Developing less traditional Activities Invasion Games - Dodgeball	Indoor Athletics	Swimming	Dance (Eco warriors)	Self Defence		
6			FMF: Dance (WW2)	Team games: Football	FMS: Gymnastics	Team games: Netball	Athletics	Swimming		
			Invasion Games Tag Rugby	Developing less traditional Activities Invasion Games - Handball	HRF: Fitness	FMF: Yoga	Outdoor Adventurous Activities	Competitive games: Tennis		
KS3 AIMS	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.									

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	Copy basic body actions and rhythms Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.	Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression Use counts with help to stay in time with the music.	Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group.	Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music.	Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance. Use counts when choreographing and performing to improve the quality of work.
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.	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.	Show balance and coordination when running at different speeds. 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.	Show balance, coordination and technique when running at different speeds, stopping with control. 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.	Demonstrate how and when to speed up and slow down when running. 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.	Run at the appropriate speed over longer distances or for longer periods of time. Show control at takeoff and landing in more complex jumping activities 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

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	Explore moving different body parts together.	Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.			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. Move around showing limited awareness of others. Make simple decisions in response to a situation.	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. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance.	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. Move to space to help score goals or limit others scoring. Use simple tactics.	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. Use space with some success in game situations. Use simple tactics individually and within a team.	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. Create and use space with some success in game situations Use simple tactics to help their team score or gain possession.	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. Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.	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. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

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

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

Vocabulary Progression

Athletics

Reception
Walk Jog Throw Target Jump Run Hop Skip Fast Pass In pairs
Year 1 and Year 2
Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve

Year 3 and Year 4	
	Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay

Year 5 and Year 6	
	Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg

	Hurdles
	Throwing
	Speed
	Accuracy
	Take off
	Stamina
	Time
	Projectory
	Release
	Performance
	Accuracy
	Take off
	Distance
	Target
	Time
	Position
	Measure
	Control
	Height
	Run up
	Hurdles

Gymnastics

Reception
Forwards
Backwards
Sideways
Bench
Mat
Table
Roll
Long
Slow
On
Off
Stretched
Curled
Tuck
Body parts
Tall
Small
Shape

Mansfield Primary Academy - PE Curriculum Journey Map (2026/27)

Hold
Still
Jump
Hop
Bounce
Travel
Copy

Year 1

place
stretch
push
pull
hop
skip
step
spring
crawl
still
slowly
tall
long
wide
narrow
up
down
forwards
high
low
elbows
bottom
back
around
through
extension
roll
copy
pathway
along

jump
land
balance
tension
curved
straight
zig-zag
shape
over
hang
grip

Year 2

In front
Speed
Slow
fast
Wide
Shape
Narrow
Long
Land
Over
Jump
Off
High
Low
Stretch
Point
Balance
Twisted
Curled
Level
Medium
Backwards
Sideways
Forwards
Zig zag
Angular
Under
Through
Behind
Tension

	Copy Smooth Sequence Height
	Year 3
	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under
	Year 4
	90 degrees 180 degrees Leaving Approaching Balance Forwards Backwards Combine Rotation Against

Towards
Across
Evaluate
Improve
Height
Strength
Suppleness
Stamina
Speed
Level
Wide
Tucked
Straight
Twisted
Constructive
Points
Twist
Turn
Safety
Refine
Away

Year 5

Dynamics
Combination
Contrasting
Control
Mirroring
Matching
Accurately
Refine
Evaluate
Display
Asymmetry
Performance
Create
Symmetry
Refinements

Assessment
Suppleness
Strength
Cool down
Warm up
Muscles
Joints
Explore
Rotation
Spin
Turn
Shape
Landing
Take-off
Flight

Year 6

Co-operate
Audience
Assessment
Elements
Twist
Obstacles
Refine
Aesthetically
Criteria
Extension
Judgement
Tension
Inverted
Judge
Dynamics
Combination
Canon
Counter-tension
Counter-balance
Criteria
Performance

Imaginative Parallel Creativity Flight Timing

Team Games

Year 1 and Year 2
Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring
Year 3 and Year 4
Keep possession Keep the ball Scoring goals Keeping score Making space Pass/send/receive Dribble Travel with a ball Back up Support partner Make use of space Points

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Goals
Rules
Tactics
Batting
Fielding
Bowler
Wicket
Tee
Base
Boundary
Innings
Rounder
Backstop
Court
Target
Net
Defending
Hitting
Stance
Offside
Pitch
Forehand
Backhand
Volley
Overhead
Singles
Doubles
Rally

Year 5 and Year 6

Keeping possession
Passing
Dribbling
Shooting
Shield ball
Width
Depth
Support
Marking
Covering
Repossession
Attackers
Defenders
Marking
Team play

	Batting
	Fielding
	Bowler
	Wicket
	Tee
	Base
	Boundary
	Innings
	Rounder
	Backstop
	Court
	Target
	Net
	Defending
	Hitting
	Stance
	Offside
	Pitch
	Forehand
	Backhand
	Volley
	Overhead
	Singles
	Doubles
	Rally

<u>Dance</u>	
Year 1 and Year 2	
	Travel
	Stillness
	Direction
	Space
	Beginning
	Middle
	End
	Feelings
	Body parts
	Levels

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	Directions Pathways Speed Rhythm
Year 3 and Year 4	
	Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern
Year 5 and Year 6	
	Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration