



Physical education

“Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong.” John F Kennedy

Physical Education is vital. At Caton Primary School, we are fortunate to have excellent facilities for the teaching and learning of PE. We focus on physical literacy, teaching children how their bodies work and how to get the most of them. We use the Lancashire PE Passport to ensure that our children experience the very best in physical education. The Lancashire scheme has been carefully planned to ensure a steady and purposeful progression in both the basic physical and gameplay skills. In this document you will find the intent statements outlined by Lancashire.

Purpose and aims of physical education (NC programmes of study)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Lancashire's Physical Education Developmental Approach - "Intent"



The end points that the Lancashire approach leads to is the National Curriculum end of key stage statements. Schools can also devise their own end points using the NC as a guide. The Intent of the Lancashire approach is shown below.

Early Years – The INTENT in the Foundation stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Movement Skills resource to support Foundation teachers in understanding 5 key FMS. These 5 skills along with opportunities to develop a wider range of physical skills will ensure they are ready for KS1 PE.

Key Stage 1 – (Year 1 Baseline) The INTENT in year 1 is to carry out a baseline of 10 Fundamental Movement Skills as the children enter year 1. From this baseline the teacher can design or adapt their PE curriculum and have a focus on the FMS the children are less proficient in.

During Key Stage 1 – The INTENT during KS1 is to continue to develop the children's FMS especially their weaker ones and also to teach children HOW to apply these skills in a context. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core Tasks.

End of Key Stage 1 – The INTENT at the end of KS1 is to test the children's 10 Fundamental Movement Skills again. This will show the impact on their performance of their FMS and which skills they have Mastered. This information can then be shared with the year 3 teacher.

Lower Key Stage 2 – The INTENT at year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3V1, 4V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games. i.e. (Target, Invasion games, Net/Wall, Target and Striking and Fielding) The INTENT at year 3 and 4 in dance and gymnastics is to develop children's performance and sequencing skills. All the skills are applied through the relevant Core Tasks which are linked to age expectations.

Upper Key Stage 2 – The INTENT at year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5V3, 5V4, 4V4, 5V5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The INTENT at year 5 and 6 in dance and gymnastics is to develop children's performance and composing longer sequences of movements with a partner and group. All the skills are applied through the relevant Core Tasks, which are linked to age expectations.

Progression of Knowledge and Skills through Games



	Year 1			Year 2		
Aim of Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have an opportunity to play one against one, one against two, and one against three.			Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.		
Performance of skills - Progression	▶ Perform fundamental movement skills at a developing level in: ▶ Travelling skills. ▶ Sending skills. ▶ Receiving skills.			▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: ▶ Travelling skills. ▶ Sending skills. ▶ Receiving skills		
Developing Physical Skills – Lancashire Scheme	▶ Side gallop ▶ Underarm throw ▶ Running	Rolling a ball Bounce a ball Catch ball Running	Overarm throw Running	▶ Underarm throw ▶ Catching ▶ Running ▶ Dodging	▶ Throw ▶ Catch ▶ Strike a ball ▶ Side gallop ▶ Running	▶ Strike a ball off a tee ▶ Strike with a drop feed ▶ Catch ▶ Overarm throw
Application of skills – Lancashire Scheme (Core Task)	The 'Ten point hoops' core task involves children scoring points by throwing beanbags to a choice of two targets. Working in pairs, the children set up an area for their game. The pupils stand on either side of the line, one as an attacker and the other as a defender. Knowledge – To use a simple tactic i.e. Pretend to throw one way then throw the other	The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. Alternatively you can throw a ball over the line for the opposition to catch. The game is played one against one, or two against two. Knowledge – To use a simple tactic i.e. Look one way and roll the ball the other	The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. Knowledge – To use a simple tactic i.e. Throw away from the cones (fielders)	The 'Piggy in the middle' core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team. The pupils work in groups of four, with three attackers and one defender. Knowledge - To use a simple tactic i.e. move into space to receive a ball. To pass a ball to a player in space.	The aim is to score points by throwing or hitting a ball over a line/net so that it bounces twice, with the first bounce in the court area. Play the game two against two – each pair should have one player with a racket and one without. Knowledge – To throw the ball into space away from the opponent	The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base Knowledge – To use a simple tactic i.e. Strike the ball away from cones/fielders
Character Education						

Progression of Knowledge and Skills through Invasion Games



	Year 3	Year 4	Year 5	Year 6
Aim of Invasion Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.	This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They playing small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.	Children will improve their defending and attacking play. They start to play even-sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.
Performance of skills - Progression	▶ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	▶ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	▶ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	▶ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Physical Skills – Lancashire Scheme	Invasion Games skills through: ▶ Three touch ball (netball) – running, dodging, Chest pass, Bounce pass, Catching a ball ▶ Three touch ball (rugby) – running, dodging, swing pass, Catching a ball ▶ Three touch ball (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball	Invasion Games skills through: ▶ On the Attack (basketball) – running, chest pass, bounce pass, dribbling a ball. ▶ On the attack (rugby) – running, dodging, swing pass, Catching a ball ▶ On the attack (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball, shooting a ball.	Invasion Games skills through ▶ Year 5 core task (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. ▶ Year 5 core task (rugby): - -- running, dodging, swing pass, Catching a ball, kicking a ball ▶ Year 5 core task (hockey): - running, push pass, dribbling, receiving a pass, shooting.	Invasion Games skills through: ▶ Calling the shots' (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. ▶ Calling the shots' (rugby): - -- running, dodging, swing pass, Catching a ball, kicking a ball ▶ Calling the shots' (hockey): - running, push pass, dribbling, receiving a pass, shooting.
Application of skills – Lancashire Scheme (Core Task)	Develop simple attacking skills in a 3V1 invasion game. ▪ The 'Three touch ball' core task involves children trying to score as many goals as possible by passing a ball (netball, handball, rugby ball) at least three times before throwing it into a hoop Knowledge - To know to move into space to receive a ball. To pass a ball to a player in space when playing an invasion games.	Develop attacking skills in a 4V2 invasion game. ▪ The "On the attack" core task involves children Working in groups of six, the children create a playing area with two goals at one end and three at the other and play 4V2. Knowledge - To know to move into space to receive a ball. To feint or disguise a pass a ball to outwit a defender.	Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. ▪ The year 5 core task games aim is to beat the opposition by scoring more goals. Play the game initially 5V3 and then 5V4. Knowledge – Attacking tactics – to use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. Defending Tactic – to close down space	Apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. ▪ The 'Calling the shots' core task involves children setting up a 4 v 4 invasion game based on mini-versions of invasion games. Knowledge - Attacking tactics – to use a range of passes. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players Defending Tactic – to close down space. To intercepting a pass.
Character Education				

PE Progression through Lancashire PE SOW: Dance Activities - Years 1 and 2

	Year 1	Year 2
Aim of Educational Dance	Children will explore basic body actions, <i>eg jumping and turning</i> , and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.
Performance of skills - Progression	▶ Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	▶ Perform fundamental movement skills at a developing level and start to master some basic movements ▶ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.
Developing Physical Skills – Lancashire Scheme	Body Actions ▶ Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness ▶ Copy simple movement patterns ▶ Show and tell using body actions to explore moods, ideas and feelings. ▶ Vary speed, strength, energy and tension of their movements.	Body Actions ▶ Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) Travel, Turn, Jump, Gesture, Stillness ▶ Copy simple movement patterns ▶ Show and tell using body actions to explore moods, ideas and feelings. ▶ Vary speed, strength, energy and tension of their movements.
Application of skills – Lancashire Scheme (Core Task)	Choose movements to make their own simple dance phrase with beginning, middle and ending. • Practice and repeat these short dance phrases so they can be performed in a controlled way. • Choose and link actions that express a mood, idea or feeling Lancashire units – Three little pigs, Toy Story, Fire-Fire and Robots	Choose movements to make their own simple dance phrase with beginning, middle and ending. • Practice and repeat these movements so they can be performed in a controlled way. • Choose and link actions that express a mood, idea or feeling • Remember and repeat movements showing greater control, coordination and spatial awareness. Lancashire units – Moving Along, Seaside, Once Upon a Giant, Explorers and Wind in the Willows
Character Education		

PE Progression through Lancashire PE SOW: Dance Activities – Year 3, 4, 5 and 6



	Year 3	Year 4	Year 5	Year 6
Aim of Educational Dance activities In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups, developing their ability to create, perform and appreciate dance.	Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.	Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.
Progression of performance of skills	▶ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	▶ Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.	▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	▶ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.
Developing Performing Skills	▪ To perform dances expressively, using a range of performance skills. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. ▪ To perform more complex dance phrases that communicates character and narrative. ▪ To perform in a whole class performance.			
Application of Skills - Composing	▪ To create movement using a stimulus. ▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. ▪ To create and link dance phrases using a simple dance structure or motif. ▪ To use simple choreographic principles to create motifs. ▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. ▪ To explore, improvise and combine movement ideas fluently and effectively.			
Appreciation	▪ To talk about how they might improve their dances. ▪ To describe and evaluate some of the compositional features. of dances performed with a partner and in a group. ▪ To understand how a dance is formed and performed. ▪ To evaluate, refine and develop their own and others' work.			
Character Education	▪ Resilience ▪ Co-operation	▪ Encouragement ▪ Responsibility	▪ Respect ▪ Co-operation	▪ Resilience ▪ Empathy

PE Progression through Lancashire PE SOW: Gymnastic Type Activities - Year 1 and 2



	Year 1	Year 2
Aim of Gymnastic activities In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, <i>eg two jumps, or two rolls</i> . In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, <i>eg a roll, jump and a shape</i> . They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.
Performance of skills - Progression	▶ Perform fundamental movement skills at a developing level in: Travelling skills. ▶ Perform body actions with some control and coordination	▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills ▶ Perform body actions with control and coordination
Developing Physical Skills – Lancashire Scheme	▶ Shape – Wide, thin ▶ Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards. ▶ Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. ▶ Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. ▶ Jumping and Landing – 2 -2 for height ▶ Rolling - Rocking on back, pencil, egg rolls, ▶ Apparatus	▶ Shape – Wide, thin, dish, arch, tuck ▶ Travelling - feet - Jog, skip, gallop, hop, walk forwards, backwards. ▶ Travelling – hand and feet - Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. ▶ Balancing - Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. ▶ Jumping and Landing ▶ Rolling - Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. ▶ Apparatus
Application of skills – Lancashire Scheme (Core Task)	The 'Making shapes' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus	The 'Families of actions' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of four actions by linking a roll, a balance, a jump and travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They link the four actions together smoothly, choosing one action from each of the families of actions. The balance focus is large body parts – side, back, tummy, hips and shoulders
Character Education		

PE Progression through Lancashire PE SOW: Gymnastic Type Activities – Year 3, 4, 5, and 6

	Year 3	Year 4	Year 5	Year 6
Aim of Educational Gymnastic Activities In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on improving the quality of their movement, eg by stretching fingers and pointing toes, to help them produce extension. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children will learn develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.	Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.	Children use their knowledge of compositional principles, eg <i>how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus</i> , to develop sequences that show an awareness of their audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.
Progression of performance of skills	▶ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.	▶ Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control.	▶ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	▶ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	▶ Travel – i.e Feet & hands and feet ▶ Balance – i.e. small body parts ▶ Jump – i.e 2 foot jump and land ▶ Rolling – basic rolls ▶ Apparatus	▶ Travel – i.e Feet & hands and feet ▶ Balance – i.e. large body parts, dish and arch, one foot balance ▶ Jump – different shapes when jumping. Jump $\frac{1}{4}$ & $\frac{1}{2}$ turn ▶ Rolling – basic rolls ▶ Apparatus	▶ Travel – i.e. Feet & hands and feet ▶ Balance – i.e. partner balance (counter balance) ▶ Jump – different ways of jumping and landing with shape ▶ Rolling – basic rolls ▶ Apparatus	▶ Travel – i.e. Feet & hands and feet ▶ Balance – i.e. partner and group balance (counter balance) ▶ Jump – different ways of jumping and landing with shape ▶ Rolling – basic rolls ▶ Apparatus
Application of skills – Lancashire Scheme (Core Task)	The 'Balancing act' core task involves children creating a gymnastic sequence with six actions on floor, mats and apparatus. The children develop a sequence on the floor and mats, before transferring it to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and a change in direction.	Create a sequence of six skills, which must include one roll, one jump and one balance. The 'Partner work' core task involves children creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.	The 'Acrobatic gymnastics' core task involves children creating and performing a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and a counter-balance) and up to six other actions.	The 'Group dynamics' core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus.
Character Education	• Trust • Courage • Evaluation	• Trust • Self-motivation • Evaluation • Problem-solving	• Communication • Trust • Evaluation	• Responsibility • Evaluation • Problem solving • Resourcefulness

PE Progression through Lancashire PE SOW: Athletic type Activities - Years 1 and 2



	Year 1	Year 2
Aim of Athletic Activities In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	Children will explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	Children explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.
Performance of skills - Progression	▶ Perform fundamental movement skills at a developing level.	▶ Perform fundamental movement skills at a developing level and start to master some basic movements
Developing Physical Skills – Lancashire Scheme	▶ Running ▶ Hopping ▶ Rolling a ball ▶ Underhand throw ▶ Jumping	▶ Running ▶ Underarm throw ▶ Overarm throw ▶ Push throw ▶ Jumping for distance
Application of skills – Lancashire Scheme (Core Task)	The 'Honey pot' core task involves children running in different directions to pick up objects as quickly as they can. The children work in pairs. Each pair has a hoop (their honey pot) with five objects in it. Other objects are spread out around the playing area, along with cones to act as obstacles. Each pair decides who is going to be the Bee and who is going to be the Queen. The Bee's job is to run around collecting one object at a time for their honey pot. These can be picked up from the playing area and from other people's hoops. The Queen sits in the honey pot and makes sure that other children only take one object. The Bees have two minutes to get as many objects as possible into their honey pot, after which they count how many objects they have collected and record the number on their score sheets. They then leave five objects in their honey pot, scatter the rest around the playing area, swap roles and carry out the task again.	The 'Colour match' core task involves children throwing different pieces of equipment as accurately as possible in order to hit targets. The children work in groups of three and take it in turns to be the thrower, scorer and collector. Each group has three different-coloured targets (eg hoops, skipping ropes or markers) set at different distances and selects 10 pieces of equipment (eg quoits, balls of different sizes, beanbags) in colours to match the targets. The thrower tries to throw each object to the target of the same colour (eg red beanbag to red hoop). The scorer counts how many times the thrower succeeds in hitting the target. The collector gathers up the equipment ready for the next person to have a go. Each child has two turns at being the thrower
Character Education		

PE Progression through Lancashire PE SOW: Striking/Fielding Games - Years 3, 4, 5 and 6



	Year 3/4	Year 3/4	Year 5/6	Year 5/6
Aim of Striking/Fielding games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, fielder and batter. Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.
Progression of performance of skills	Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	- Bowl underarm - Strike a ball off a tee - Catch a ball - Field a ball and return it quickly	- Bowl underarm - Perform a straight drive - Catch a ball - Field a ball and return it quickly	- Bowl underarm - Strike a ball off a tee - Strike a bowled ball - Field a ball and throw back overarm.	- Bowl overarm - Strike a bowled ball - Field a ball and throw back overarm
Application of skills – Lancashire Scheme (Core Task)	- Rounders type game The 'Run the loop' core task involves a team of four batters trying to score points by striking the ball and running between bases, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately. - Knowledge - Batters/Strikers Hit the ball into a space away from the fielders Fielders - judge where the ball is going to be hit and try and intercept it.	- Cricket type game The 'Run the loop' core task involves a team of four batters trying to score points by striking the ball and running between wickets, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately. - Knowledge – Batters/Strikers - run as quickly as and strike the ball into a space away from the fielders Fielders - judge where the ball is going to be hit and try and intercept it.	- Rounders Level 1 competition The aim of this game is for a team to score as many runs as possible. Play the game 9V9. One team bats while the other team fields and bowls. The bowler bowls the ball underarm to the batter who hits the ball anywhere on the rounders pitch. - Knowledge – Batters – to run as quickly as possible to score To strike the ball into space away from the fielders. Fielders - Retrieve the hit object as quickly as possible to limit the number of runs scored	- Cricket Level 1 competition The aim of this game is for pairs to score as many runs as possible. Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl. Set a length for an innings - Knowledge - Knowledge – Batters – to run as quickly as possible to score To strike the ball into space away from the fielders. Fielders - Retrieve the hit object as quickly as possible to limit the number of runs scored
Character Education	- Communication - Evaluation	- Communication - Evaluation	- Encouragement - Decision Making - Evaluation	- Encouragement - Decision Making - Evaluation

PE Progression through Lancashire PE SOW: Target & Creative Games - Years 3, 4, 5 and 6



	Year 3/4	Year 3/4	Year 4/5	Year 6
Target/Creative Games The aim of target games is to send an object usually a ball towards a target in an attempt to get the highest possible score by being closest. This requires accuracy and control.	This unit lays the foundation for children understanding how games work through designing their own tag and target games. Children will improve their FMS and start to understand how to design their own game.	In this unit the children will learn how to apply simple tactics in a range of target games using a range of equipment. The children will learn how to play the Paralympic sport of Boccia.	In this unit the children will learn how to apply simple tactics in a range of target games. The children will learn how to play the target game of dodgeball.	In this unit the children will apply their knowledge and understanding of invasion games from Year 5 and create their own games, which follows invasion games principles.
Progression of performance of skills	▶ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	▶ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	▶ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	▶ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	▶ Dodging ▶ Catching ▶ Underhand throw ▶ Rolling a ball ▶ Overhand throw	▶ Propelling a ball ▶ Rolling a ball ▶ Underarm throw	▶ One handed throw ▶ Catching ▶ Dodging	▶ A range of sending and receiving skills.
Application of skills – Lancashire Scheme (Core Task)	Creative Tag and Target Games Target – Core Task 1 The aim of the game is to score points by getting a soft ball to hit one of three targets. Position a target near the front and another towards the back of the area. Encourage the children to use throws to try to hit the target. The thrower gets one point for every target hit. The targets get a point if they catch the ball. (look at the rules of dodgeball)	Boccia 12s is the official shortened version of boccia developed by Boccia England. Team Boccia 12s consists of two teams of three players, the red side and the blue side, playing two ends; it can also be played between pairs (2v2) and two individuals. Knowledge – to apply tactics i.e. Throw near to the jack, block the jack and knock the opponents ball out of the way or away from the jack.	Dive-Into-Dodgeball is a game played using the 3 balls that are in play. The game is non-invasive as players must remain on their side of the court at all times during a match. Dive-Into-Dodgeball uses soft balls and less players which allows for players to have more time on the ball and more space. Knowledge – to apply tactics i.e. Keeping a ball to defend with •Communicate with team mates so 2 or more children throw balls at one opponent	The 'Calling the shots' core task involves children setting up a 4 v 4, 5 v 4 or 5 v 5 invasion game based on mini-versions of invasion games. The children work in groups of eight, nine or ten. Together they select equipment to use for a 4 v 4 5 v 4 or 5 v 5 invasion game and agree rules and a method of scoring. Knowledge – to know a range of tactics without the ball, with the equipment and to know a range of defending tactics.
Character Education	• Co-operation	• Reflection • Respect	• Self-Discipline • Respect	• Decision making • Evaluation

PE Progression through Lancashire PE SOW: Outdoor and Adventurous Activities - Years 3, 4, 5 and 6

	Year 3	Year 4	Year 5	Year 6
Aim of Outdoor and Adventurous Activities In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.	Children take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups, children will learn to use simple maps and follow simple trails.	Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.	Children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.	Children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.
Progression of performance of skills	▶ Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy and extension.	▶ Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control.	▶ Continue to develop specific skills and perform with consistency, accuracy, confidence and control.	▶ Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills	▪ Orientate a map ▪ Use a control card ▪ Navigate a course safely	▪ Travel and balance safely when carrying out challenges ▪ Demonstrates team work skills during planning, doing and reviewing.	▪ Know how to keep the map "set or orientated" when they move around a simple course. ▪ Know the eight points of a compass. ▪ Record information accurately at the control marker. ▪ Navigate to a control marker on a score event course.	▪ To set a map using a compass ▪ To practice and refine thumbing the set map (orientated).. ▪ To set a direction of travel from the map, using a compass. ▪ To follow instructions in order to complete an orienteering course.
Application of Skills – (Core tasks)	▪ To orientate a map and complete the Counting Cones Challenge. To know where they are on a map at all times using a variety of different routes.	To complete a series of challenges i.e. – crossing the swamp, Millipede carry, shepherd and sheep, electric fence and hula hut challenge	Working in pairs or small groups, complete an orienteering course (netball numbers/score orienteering) using a map..	Take part in different competitive orienteering activity, balancing speed and accuracy. (i.e. Sprint races, Relay race, Norwegian event)
Character Education	▪ Trust ▪ Self-discipline ▪ Communication	▪ Resilience ▪ Problem-solving	▪ Respect ▪ Co-operation	▪ Communication

Questions for achievement and challenge

	Year 1	Year 2	Year 3
Acquiring and developing skills	Can they copy actions? Can they repeat actions and skills? Can they move with control?	Can they copy and remember actions? Can they repeat and explore actions with control and coordination?	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?
Evaluating and improving	Can they talk about what they have done? Can they describe what other people did?	Can they talk about what is different between what they did and what someone else did? Can they say how they could improve?	Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved?
Health and fitness	Can they describe how their body feels before, during and after an activity?	Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy?	Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?
Dance	Can they move to music? Can they copy dance moves? Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely?	Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination? Can they make a sequence by linking sections together? Can they link some movement to show a mood or feeling?	Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance?
Games	Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways?	Can they use hitting, kicking and/or rolling in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules?	Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going?

			Can they keep possession with some success when using equipment that is not used for throwing and catching skills?
Gymnastics	Can they make their body tense, relaxed, curled and stretched? Can they control their body when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they climb safely? Can they stretch in different ways? Can they curl in different ways?	Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'? Can they work on their own and with a partner to create a sequence?	Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences?
Athletics			Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their action for accuracy and distance?
Outdoor and adventurous			Can they follow a map in a familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route safely?

	Year 4	Year 5	Year 6
Acquiring and developing skills	Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game?	Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?	Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?
Evaluating and improving	Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work?	Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work?	Can they analyse and explain why they have used specific skills or techniques? Can they modify use of skills or techniques to improve their work? Can they create their own success criteria for evaluating?
Health and fitness	Can they explain why warming up is important? Can they explain why keeping fit is good for their health?	Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body?	Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise?
Dance	Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent?	Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency?	Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance?
Games	Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control?	Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field?	Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation?

	Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening?	Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot?	
Gymnastics	Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases?	Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent?	Do they combine their own work with that of others? Can they link their sequences to specific timings?
Athletics	Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways?	Are they controlled when taking off and landing in a jump? Can they throw with accuracy? Can they combine running and jumping? Can they follow specific rules?	Can they demonstrate stamina? Can they use their skills in different situations?
Outdoor and adventurous	Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit?	Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information?	Can they plan a route and series of clues for someone else? Can they plan with others taking account of safety and danger?

PE Progression - Swimming



	Swimming Beginners (non-swimmers and developing swimmers)	Swimming (Developing and competent swimmers)	
Aim of Swimming In all swimming activities, children have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water-based activities.	In this unit children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.	In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.	
Expectations	▶ In this unit children will learn how to swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure that they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water; recognise how the water affects their temperature and identify and describe the differences between different leg and arm actions	▶ In this unit children will learn to swim between 50 and 100 metres and keep swimming for 45 to 90 seconds; use three different strokes, swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water. ▶ Children should know the dangers of water locally and nationally. ▶ Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.	
Questions for the PE Premium Report			
What do I report on for the PE Premium?	What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	What percentage of your current Year 6 cohort use a range of strokes effectively? For example: Front crawl, Backstroke and Breaststroke	What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?
What should pupils know and be able to do?	A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Part of the swim should be completed in deep water · Strokes are as strong at the end of the swim as at the start · Strokes are recognisable to an informed onlooker	Children should be able to use a range of strokes, alternating on their front and back, and adapt them for a range of purposes. Swimming strokes do not have to be technically correct, but they need to be effective for the intended outcomes to be successfully achieved.	Children should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.

**Knowledge, Skills and Understanding breakdown for
Physical Education**

Swimming

Beginning swimmer

Can they swim between 25 and 50 metres unaided?
 Can they keep swimming for 30 to 45 seconds, using swimming aids and support?
 Can they use a variety of basic arm and leg actions when on their front and on their back?
 Can they swim on the surface and lower themselves under water?
 Can they take part in group problem-solving activities on personal survival?
 Do they recognise how their body reacts and feels when swimming?
 Can they recognise and concentrate on what they need to improve?

Confident swimmers

Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?
 Do they use 3 different strokes, swimming on their front and back?
 Can they control their breathing?
 Can they swim confidently and fluently on the surface and under water?
 Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?
 Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?
 Can they suggest activities and practices to help improve their own performance?

Excelling swimmers

Can they swim further than 100 metres?
 Can they swim fluently and confidently for over 90 seconds?
 Do they use all 3 strokes with control?
 Can they swim short distances using butterfly?
 Do they breathe so that the pattern of their swimming is not interrupted?
 Can they perform a wide range of personal survival techniques confidently?
 Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?
 Can they describe good swimming technique and show and explain it to others?