

Progression of Knowledge and Skills through Games Year 1 and 2

| | Year 1 | | | Year 2 | | |
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| <p>Aim of Games</p> <p>In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> | <p>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.</p> | | | <p>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.</p> | | |
| <p>Performance of skills - Progression</p> | <ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level in: ▶ Travelling skills. ▶ Sending skills. ▶ Receiving skills. | | | <ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: ▶ Travelling skills. ▶ Sending skills. ▶ Receiving skills | | |
| <p>Developing Physical Skills - Lancashire Scheme</p> | <ul style="list-style-type: none"> ▶ Side gallop ▶ Underarm throw ▶ Running | <p>Rolling a ball</p> <p>Bounce a ball</p> <p>Catch ball</p> <p>Running</p> | <p>Overarm throw</p> <p>Running</p> | <ul style="list-style-type: none"> ▶ Underarm throw ▶ Catching ▶ Running ▶ Dodging | <ul style="list-style-type: none"> ▶ Throw ▶ Catch ▶ Strike a ball ▶ Side gallop ▶ Running | <ul style="list-style-type: none"> ▶ Strike a ball off a tee. ▶ Strike from a basic feed. ▶ Catch ▶ Overarm throw |
| <p>Application of skills - Lancashire Scheme (Core Task)</p> | <p>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.</p> <p>Knowledge - To use a simple tactic i.e. Pretend to throw one way then throw the other</p> | <p>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.</p> <p>Knowledge - To use a simple tactic i.e. Look one way and roll the ball the other</p> | <p>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.</p> <p>Knowledge - To use a simple tactic i.e. Throw away from the cones (fielders)</p> | <p>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.</p> <p>Knowledge - To use a simple tactic i.e. moves into space to receive a ball. To pass a ball to a player in space.</p> | <p>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.</p> <p>Knowledge - To throw the ball into space away from the opponent</p> | <p>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 bases</p> <p>Knowledge - To use a simple tactic i.e. Strike the ball away from cones/fielders</p> |
| <p>Character Education</p> | | | | | | |

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

| | Year 1 | Year 2 |
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| <p>Aim of Gymnastic activities</p> <p>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.</p> | <p>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, e.g. two jumps, or two rolls. 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.</p> | <p>Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. a roll, jump and a shape. They then transfer what they learn on the floor to apparatus.</p> <p>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.</p> |
| <p>Performance of skills - Progression</p> | <ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> Travelling skills. ▶ Perform body actions with some control and coordination | <ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> Travelling skills ▶ Perform body actions with control and coordination |
| <p>Developing Physical Skills - Lancashire Scheme</p> | <ul style="list-style-type: none"> ▶ 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 | <ul style="list-style-type: none"> ▶ 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 |
| <p>Application of skills - Lancashire Scheme (Core Task)</p> | <p>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</p> | <p>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.</p> <p>The balance focus is large body parts - side, back, tummy, hips and shoulders</p> |
| <p>Character Education</p> | | |

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

| | Year 1 | Year 2 |
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| Aim of Educational Dance | <p>Children will explore basic body actions, <i>e.g. 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.</p> <p>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.</p> | <p>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.</p> |
| Performance of skills - Progression | <ul style="list-style-type: none"> ▶ 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. | <ul style="list-style-type: none"> ▶ 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 | <p>Body Actions</p> <ul style="list-style-type: none"> ▶ 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. | <p>Body Actions</p> <ul style="list-style-type: none"> ▶ 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) | <p>Choose movements to make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> □ 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 <p>Lancashire units - Three little pigs, Toy Story, Fire-Fire and Robots</p> | <p>Choose movements to make their own simple dance phrase with beginning, middle and ending.</p> <ul style="list-style-type: none"> □ 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. <p>Lancashire units - Moving Along, Seaside, Once Upon a Giant, Explorers and Wind in the Willows</p> |
| Character Education | | |

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

| | Year 1 | Year 2 |
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| <p>Aim of Athletic Activities</p> <p>In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> | <p>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.</p> <p>In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> | <p>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.</p> <p>In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> |
| <p>Performance of skills - Progression</p> | <ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level. | <ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements |
| <p>Developing Physical Skills - Lancashire Scheme</p> | <ul style="list-style-type: none"> ▶ Running ▶ Hopping ▶ Rolling a ball ▶ Underhand throw ▶ Jumping | <ul style="list-style-type: none"> ▶ Running ▶ Underarm throw ▶ Overarm throw ▶ Push throw ▶ Jumping for distance |
| <p>Application of skills - Lancashire Scheme (Core Task)</p> | <p>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 pots. 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.</p> | <p>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 (e.g. hoops, skipping ropes or markers) set at different distances and selects 10 pieces of equipment (e.g. 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 (e.g. 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</p> |
| <p>Character Education</p> | | |