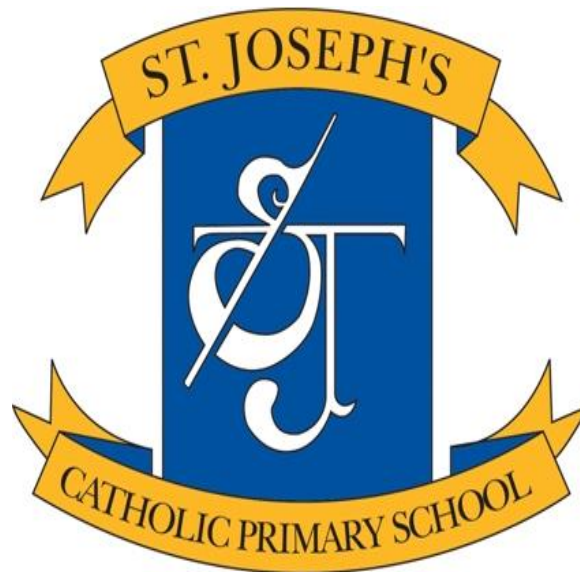


St Joseph's Catholic Primary School

PE Curriculum Map and Progression

Whole school



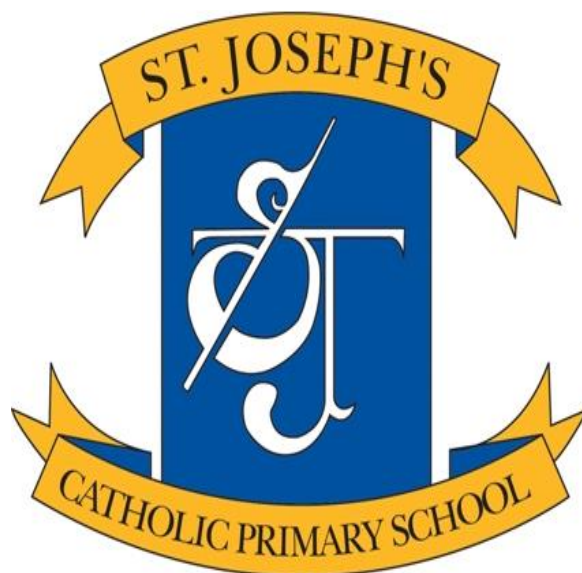
EYFS and Key Stage One – PE Curriculum Map



PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamentals Walk, run, jump <i>How can we move?</i>	Fundamentals Jump, skip, hop <i>Can you move in the air?</i>	Dance (Ball) Ballroom, Latin, Country, Rock n Roll <i>What do you do when the music plays?</i>	Gymnastics (climbing apparatus) High, low, over, under <i>Can you travel?</i>	OAA/Yoga Problem solving <i>What is a problem?</i>	Athletics Running, jumping, hopping, skipping <i>Can I race?</i>
Year 1	Dance (Ball) Ballroom, Latin, Country, Rock n Roll <i>What is a beat?</i>	Gymnastics Body parts and shapes <i>What shapes can you make with your body?</i>	Dance (Ball) Ballroom, Latin, Country, Rock n Roll <i>What is a beat?</i>	OAA Team building and problem solving <i>What is a team?</i>	Ball Skills Invasion Games <i>What is a team game?</i>	Athletics Speed, height <i>How fast can I go?</i>
Year 2	Dance (Ball) <i>What is a tempo?</i>	Gymnastics Pathway <i>What is a pathway and how do we make one?</i>	Gymnastics Linking <i>What is linking?</i>	OAA Communication <i>How do we communicate?</i>	Ball Skills Target games, dodgeball <i>How do we win?</i>	Athletics Speed, height, distance <i>How far can I run?</i>

Games	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Ball skills Hands <i>What can you do with a ball?</i>	Fundamentals Chasing and Evasion <i>What is a good space?</i>	Ball skills Feet <i>Can you kick it?</i>	Balance bikes Coordination <i>Can I balance?</i>	Gymnastics Body parts <i>Where is your head, shoulders knees and toes?</i>	Ball skills – Team games <i>How do you work together?</i>
Year 1	Fundamentals Chasing and Evading <i>What is a good space?</i>	Ball skills Throw and catch, under arm, over arm <i>What is accuracy and how do you aim?</i>	Gymnastics Shape <i>What is a star?</i>	Ball skills Target games, push throw <i>What is a target game?</i>	Ball skills Strike and field <i>What is a batter?</i>	Ball skills Invasion games <i>What is a rule and how do we follow it?</i>
Year 2	Ball skills Invasion games <i>What is a rule and how do we follow it?</i>	Ball skills Striking and Fielding <i>What is a fielder?</i>	Ball skills Invasion games <i>How do you score?</i>	Swimming Water safety <i>Can I be safe?</i>	Swimming Front crawl <i>Can I swim 5 meters without help?</i>	Swimming Front crawl/backstroke <i>Can I swim 5/10 meters without help?</i>

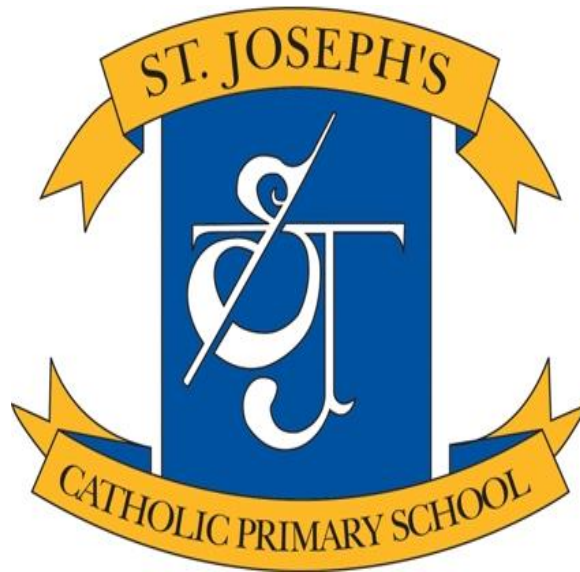
Key Stage Two – PE Curriculum Map



PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Athletics Hop, step, jump, javelin <i>What are track and field events?</i>	Dance (Bill) Ballroom, Latin, Country, Rock n Roll dynamic, rhythmic <i>What levels can you perform at?</i>	Gymnastics Travel, balance, jump, role, symmetry, asymmetry <i>What is symmetry?</i>	Hockey, stick, technique, space, formation, position <i>Can I dribble confidently?</i>	OAA Control card, navigate a course <i>Can you read a map?</i>	Gymnastics Linking <i>Can I perform 6 actions in a sequence?</i>
Year 4	Athletics Hop, step, jumping actions, javelin <i>How do we measure and record performance?</i>	Dance (Bill) Ballroom, Latin, Country, Rock n Roll <i>What is unison?</i>	Gymnastics Travel, balance, jump, role, symmetry, asymmetry <i>What is asymmetry?</i>	Swimming Safety, technique, stroke <i>Am I comfortable in water?</i>	Swimming Safety, star float <i>Do I know what to do in an emergency?</i>	Swimming Technique, front crawl, breaststroke, backstroke <i>Can I swim 25 meters?</i>
Year 5	Athletics Long/short differences, triple/long jump, baton <i>What is good technique and how does it affect outcome?</i>	Gymnastics Counter balance and tension, landing, jump in different ways <i>Can you perform a pair sequence?</i>	Gymnastics Creating, performing, matching, mirroring <i>Can you perform a sequence with 6 actions?</i>	Dance (Bill) Ballroom, Latin, Country, Rock n Roll <i>Can I perform a different style of dance?</i>	Invasion Games Football, space, movement, awareness <i>How do we create scoring opportunities?</i>	OAA Leadership, record , navigate, control marker <i>I know how to keep a map set</i>
Year 6	Athletics Long/short differences, triple/long jump, baton <i>How can we improve someone's technique in track and field?</i>	Gymnastics Matching and Mirroring, balance, landing <i>Can you perform a floor sequence with three acrobatic balances?</i>	Invasion Games Handball, throw catch, space, awareness <i>Why is position and formation important?</i>	Dance (Bill) Ballroom, Latin, Country, Rock n Roll <i>What is a Capoeira and where does it come from?</i>	OAA Leadership, communication record , navigate, control marker <i>Can I complete an orienteering course?</i>	Invasion Games Football, space, movement, awareness <i>Why is position and formation important?</i>

Games	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Net/Wall Games Position, hold a racket, underarm, overarm throw <i>Can I strike the ball with a racket?</i>	Target Games Dodgeball, Boccia, catching dodging rolling a ball <i>What is a target game?</i>	Invasion Games (3 touch Ball) Netball, throwing, catching, movement, space <i>Can I find space on the court?</i>	Invasion Games (3 touch Ball) Handball, Football, catching, kicking, space, movement <i>Can I score more than my opponent?</i>	Striking and fielding Games Rounders, field, catch, strike, bowl <i>Can I score a rounder?</i>	Invasion Games (3 touch Ball) Rugby, position, space, speed, direction, throwing, catching <i>Can I work as a team?</i>
Year 4	Net/Wall Games Position, hold a racket, underarm, overarm throw <i>Can I strike the ball with a racket?</i>	Target Games Dodgeball, Boccia, catching dodging rolling a ball <i>Do I know tactics?</i>	Invasion Games (On the Attack) Basketball, throwing, catching, movement, space <i>Can I find space on the court?</i>	Invasion Games (On the Attack) Handball, Football, space, shooting, possession <i>Can I attack as a team?</i>	Striking and fielding Games Rounders/ Cricket, field, catch, throw, bowl, stump <i>Can I get my opponent out?</i>	Invasion Games (On the Attack) Rugby <i>Can I get a try?</i>
Year 5	Net/Wall games Forehand, backhand, volley, hold a racket <i>Can I find the space?</i>	Invasion Games Hockey, space, formation, position <i>How do we create scoring opportunities?</i>	Invasion Games Netball, create space, attack, defend <i>How do you create scoring opportunities?</i>	Invasion Games Rugby, tackle, pass, teamwork <i>How do you create scoring opportunities?</i>	Striking and fielding Games Rounder, underarm overarm, stump. strike <i>Can I strike the ball into space?</i>	Striking and fielding Games Cricket, tee, catching, bowling decision making <i>How do you bowl in cricket?</i>
Year 6	Dance (Holy Cross) Choreographic, dynamic, rhythmic <i>Can I perform expressively and fluently?</i>	Net/Wall games Forehand, backhand, volley, underarm serve <i>Can I win a rally?</i>	Invasion Games Netball, create space, attack, defend <i>Why is position and formation important?</i>	Invasion Games Rugby, tackle, pass, teamwork <i>Why is position and formation important?</i>	Striking and fielding Games Rounder, underarm overarm, stump. strike <i>Can I throw accurately?</i>	Striking and fielding Games Cricket, decision making, catching, wicket keeper <i>Why does a team need to set its field?</i>

PE in Early Years



PE in Early Years

(Physical Development/Gross Motor/Fine Motor)

Early Learning Goals (End of Year Assessment)

Gross Motor

- 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

Fine Motor

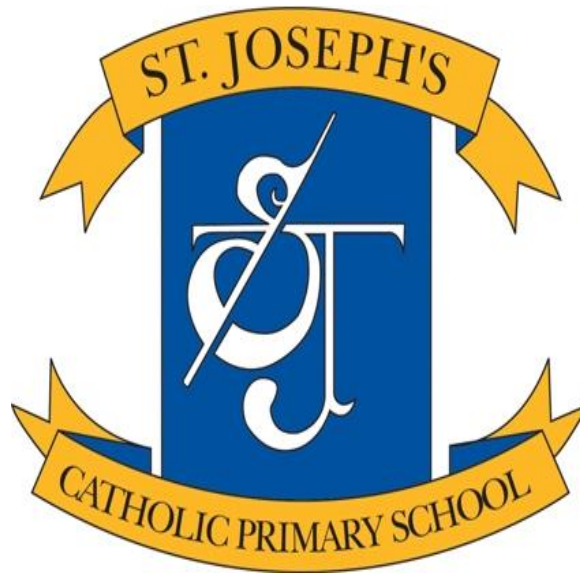
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

Early Learning Goals (End of Year Assessment)

- Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully; - lining up and queuing, mealtimes

Key Stage One and Two

– PE Curriculum Map





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

	Year 1	Year 2
Aim of Educational Dance	<p>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.</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) <p>Travel, Turn, Jump, Gesture, Stillness</p> <ul style="list-style-type: none"> ▶ 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) <p>Travel, Turn, Jump, Gesture, Stillness</p> <ul style="list-style-type: none"> ▶ 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: 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Resilience ▪ Co-operation 	<ul style="list-style-type: none"> ▪ Encouragement ▪ Responsibility 	<ul style="list-style-type: none"> ▪ Respect ▪ Co-operation 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level in: 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: Travelling skills ▶ Perform body actions with control and coordination
Developing Physical Skills – Lancashire Scheme	<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
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 abilities 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 abilities, 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 abilities 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	<ul style="list-style-type: none"> ▶ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension. 	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control. 	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. 	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> • Trust • Courage • Evaluation 	<ul style="list-style-type: none"> • Trust • Self-motivation • Evaluation • Problem-solving 	<ul style="list-style-type: none"> • Communication • Trust • Evaluation 	<ul style="list-style-type: none"> • 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	<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
Developing Physical Skills – Lancashire Scheme	<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
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



PE Progression through Lancashire PE SOW: Athletic Type Activities - Years 3, 4, 5 and 6

	Year 3 / Year 4	Year 5 / Year 6
Aim of Athletic Activities As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length.
Progression of performance of skills	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy. 	<ul style="list-style-type: none"> ▶ Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	<ul style="list-style-type: none"> ▶ Throwing – push, pull and sling ▶ Hop, step and jump ▶ Combination of jumping actions 	<ul style="list-style-type: none"> ▶ Throwing – push, pull, sling and heave ▶ Jumping and landing in different ways ▶ Running for short and long distances ▶ Passing a baton in a relay
Application of skills – Lancashire Scheme (Core Task)	<p>Take Aim The 'Take aim' core task involves children trying to score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws.</p> <p>Furthest Five The 'Furthest five' core task involves children using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible. The children work in groups of three: a jumper, a measurer and a coach who looks at technique and officiates the jump.</p> <p>Pass the Baton The 'Pass the baton' core task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes. The children work in teams of four. Having considered each other's strengths and weaknesses, they decide how to divide the time or distance between them in order to achieve as many laps as possible in three minutes (eg each team member could run for two laps, each could run for 45 seconds, or some team members could run longer or further than others). They keep a record of the number of laps they complete and aim to beat their score the next time they perform the core task.</p>	<p>Three Run Core Task The 'Three Run challenge' core task involves children selecting ways of running as far as possible in three different times.</p> <ul style="list-style-type: none"> • 5 seconds • 30 seconds • 2 minutes <p>Three Jumps core task The 'Three jump challenge' core task involves children selecting and performing three consecutive jumps with the aim of travelling as far as possible. The children work in groups of three: one child jumps; another marks, measures and records the distance jumped; and the third observes and comments on the jumper's technique.</p> <p>Three Throws Core Task The 'Three Throws' core task involves children trying to score as many points as possible by throwing different pieces of equipment for distance using three different types of throws, sling, push and pull throws. The children work in groups of three: one child throws; another marks, measures and records the distance thrown with each type of throw; and the third observes and comments on the thrower's technique.</p>
Character Education	<ul style="list-style-type: none"> • Resilience • Evaluation 	<ul style="list-style-type: none"> • Self-motivation • Determination



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	<ul style="list-style-type: none"> ▶ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. 	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy. 	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. 	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	<ul style="list-style-type: none"> ▶ Bowl underarm ▶ Strike a ball off a tee ▶ Catch a ball ▶ Field a ball and return it quickly 	<ul style="list-style-type: none"> ▶ Bowl underarm ▶ Perform a straight drive ▶ Catch a ball ▶ Field a ball and return it quickly 	<ul style="list-style-type: none"> ▶ Bowl underarm ▶ Strike a ball off a tee ▶ Strike a bowled ball ▶ Field a ball and throw back overarm. 	<ul style="list-style-type: none"> ▶ Bowl overarm ▶ Strike a bowled ball ▶ Field a ball and throw back overarm
Application of skills – Lancashire Scheme (Core Task)	<ul style="list-style-type: none"> ▪ 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. <p>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.</p>	<ul style="list-style-type: none"> ▪ 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. <p>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.</p>	<ul style="list-style-type: none"> ▪ 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. <p>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</p>	<ul style="list-style-type: none"> ▪ 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 <p>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</p>
Character Education	<ul style="list-style-type: none"> • Communication • Evaluation 	<ul style="list-style-type: none"> • Communication • Evaluation 	<ul style="list-style-type: none"> • Encouragement • Decision Making • Evaluation 	<ul style="list-style-type: none"> • Encouragement • Decision Making • Evaluation



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

	Year 3/4	Year 3/4	Year 5/6	Year 5/6
Aim of Net/Wall games In net/wall games, players outwit their opponents by sending a ball (or other implement) towards a court or target area, which their opponent is defending.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.
Progression of performance of skills	<ul style="list-style-type: none"> Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. 	<ul style="list-style-type: none"> Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy. 	<ul style="list-style-type: none"> Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. 	<ul style="list-style-type: none"> Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	<ul style="list-style-type: none"> Ready position Underarm throw Overarm throw Hold a racket Strike a ball with a racket 	<ul style="list-style-type: none"> Ready position Underarm throw Overarm throw Hold a racket Strike a ball with a racket 	<ul style="list-style-type: none"> Throwing a ball Hold a racket correctly Forehand Backhand Volley 	<ul style="list-style-type: none"> Throwing a ball Forehand Backhand Volley Underhand serve
Application of skills – Lancashire Scheme (Core Task)	<p>Core Task 1 The aim of the game is to score points by throwing a ball into the opponent's court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Put a gym mat on either side of the net, about 1m away from the net, and make the court a little larger than this. Use throwing and catching skills. Move on to introduce hitting the ball with a racket after it has bounced.</p> <p>Knowledge – To use a simple tactic i.e. directing the ball to a space to make it difficult for their opponent.</p>	<p>Core Task 2 The aim of the game is to score points by getting a small soft ball or beanbag to land in one of two targets. Play the game one against one. Use a high net on a long narrow court. Encourage the children to use short, low throws to try to hit the target at the front, and long, high throws to try to hit the target at the back. Their opponent's aim is to intercept the ball or beanbag before it bounces. Later, a racket can be used to hit a ball or shuttlecock.</p> <p>Knowledge – To use a simple tactic i.e. choose a good place to stand when receiving the ball.</p>	<p>Core Task - The 'Long and thin or short and fat' core task involves children using shots to strike a ball accurately at targets, moving their opponent around the court in order to create spaces in which to attack. They devise a scoring system and evaluate and adapt it as necessary. As they gain experience, they start to play more competitively, hitting the ball away from their opponent to try to prevent them scoring</p> <p>Knowledge – To use tactics effectively i.e. strike the ball with purpose, varying the speed. Strike the ball into spaces they can see.</p>	<p>Core Task 1 The aim of the game is to score points by hitting a ball into your opponent's court and the ball bouncing twice. Play the game one against one on a long, narrow court. Use a racket and a suitable ball.</p> <p>Core Task 2 This game is played in the same way as Task 1, but: raise the height of the net, and make the court a little narrower and longer</p> <p>Knowledge – To know the need for different tactics i.e. hit the ball with purpose, varying the speed, height and direction position themselves well on court</p>
Character Education				



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	<ul style="list-style-type: none"> ▶ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. 	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy. 	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. 	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	<ul style="list-style-type: none"> ▶ Dodging ▶ Catching ▶ Underhand throw ▶ Rolling a ball ▶ Overhand throw 	<ul style="list-style-type: none"> ▶ Propelling a ball ▶ Rolling a ball ▶ Underarm throw 	<ul style="list-style-type: none"> ▶ One handed throw ▶ Catching ▶ Dodging 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> • Co-operation 	<ul style="list-style-type: none"> • Reflection • Respect 	<ul style="list-style-type: none"> • Self-Discipline • Respect 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ▶ Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy and extension. 	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control. 	<ul style="list-style-type: none"> ▶ Continue to develop specific skills and perform with consistency, accuracy, confidence and control. 	<ul style="list-style-type: none"> ▶ Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills	<ul style="list-style-type: none"> ▪ Orienteer a map ▪ Use a control card ▪ Navigate a course safely 	<ul style="list-style-type: none"> ▪ Travel and balance safely when carrying out challenges ▪ Demonstrates team work skills during planning, doing and reviewing. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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)	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ To complete a series of challenges i.e. – crossing the swamp, Millipede carry, shepherd and sheep, electric fence and hula hut challenge 	<ul style="list-style-type: none"> ▪ Working in pairs or small groups, complete an orienteering course (netball numbers/score orienteering) using a map.. 	<ul style="list-style-type: none"> ▪ Take part in different competitive orienteering activity, balancing speed and accuracy. (i.e. Sprint races, Relay race, Norwegian event)
Character Education	<ul style="list-style-type: none"> ▪ Trust ▪ Self-discipline ▪ Communication 	<ul style="list-style-type: none"> ▪ Resilience ▪ Problem-solving 	<ul style="list-style-type: none"> ▪ Respect ▪ Co-operation 	<ul style="list-style-type: none"> ▪ Communication