



PE Progression Across School



at St. Mary's Catholic Primary School & Nursery, Chorley

At our school we follow the Lancashire Scheme of Work for PE which has a clear INTENT (see below) focused upon the progression of pupils skills in PE.



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.

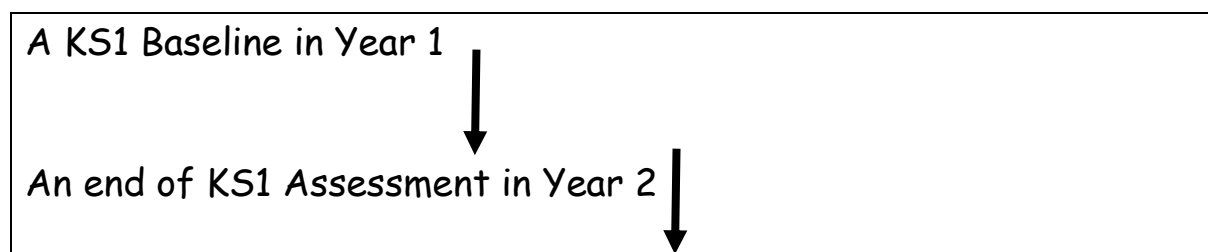
During Key Stage 1 – The INTENT during KS1 is to continue to develop the children's FMS especially their weaker ones and also to teach children HOW to apply these skills in a context. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of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

Teachers deliver the Lancashire Scheme of Work in EYFS and KS1 (with the help and support of the PE co-ordinator and Lancashire LEA and Chorley School Sports Partnership (CSSP) support) and in KS2 the CSSP delivers PE during PPA. This process follows this method of assessing attainment (in order to maintain progression):



In KS2 Core Task to Start Each Unit - Core Task at End (to assess progression within a unit)



In Year 4 pupils are assessed for their Swimming abilities



An end of KS2 Assessment in Year 6

Whilst KS2 staff are not teaching discrete units of work for PE, teachers should have a knowledge of progress and attainment in PE via the CSSP PPA 'Liaison Slip' that James (& Melanie) leave behind after PPA and through informal discussion.

For a breakdown of PE Progression of Skills in each PE Area/Topic please see the Lancashire PE Scheme of Work Progression in PE and Key Learning in PE Documents (on the school server under Physical Education - PE Progression (for staff) and on the school website (for the wider school community).

Pupils keep a record of their 'Physical Literacy' (Years 1-6) by completing a 'PE Progress Sheet' for each unit that they undertake. This self-reflection tool ensures that pupils consider how they are using their bodies to perform so that they can evaluate achievement and plan progress.