

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	▶ 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 a ball 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 play 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, eg <i>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 agilities 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, eg <i>two jumps</i> , or <i>two rolls</i> . 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 increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg <i>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 agilities 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 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 how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, 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 ¼ & ½ 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: 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	▶ Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.	▶ Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	▶ Throwing – push, pull and sling ▶ Hop, step and jump ▶ Combination of jumping actions	▶ 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)	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. 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. 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.	Three Run Core Task The 'Three Run challenge' core task involves children selecting ways of running as far as possible in three different times. • 5 seconds • 30 seconds • 2 minutes 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. 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.
Character Education	• Resilience • Evaluation	• 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.	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 them 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: 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	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 them with consistency, accuracy, confidence, control and speed.	Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills – Lancashire Scheme	- Ready position - Underarm throw - Overarm throw - Hold a racket - Strike a ball with a racket	- Ready position - Underarm throw - Overarm throw - Hold a racket - Strike a ball with a racket	- Throwing a ball - Forehand - Backhand - Volley - Underhand serve	- Throwing a ball - Forehand - Backhand - Volley - Underhand serve
Application of skills – Lancashire Scheme (Core Task)	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. - Knowledge – To use a simple tactic i.e. directing the ball to a space to make it difficult for their opponent.	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. - Knowledge – To use a simple tactic i.e. choose a good place to stand when receiving the ball.	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 - Knowledge – To use tactics effectively i.e. strike the ball with purpose, varying the speed. Strike the ball into spaces they can see.	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. 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 - 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
Character Education				

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

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? 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	What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 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.
What should pupils know and be able to do?	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.	