Progression of Knowledge and Skills through Athletics

Year Reception:

Focus on 5 fundamental movement skills: **Jumping** **Throwing** **Hopping** **Running** **Catching**	**FMS**	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and it groups. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

Gross motor skills	**Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Progression of Knowledge and Skills through Athletics

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		

Progression of Knowledge and Skills through Athletics

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.

Progression of Knowledge and Skills through Athletics