

PHYSICAL EDUCATION

Key Concepts

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Specific pedagogical considerations

- Think about the different approaches you will need to take around behaviour management. How will you make sure that there is a consistency in the approaches you take and children understand the rules
- Physical warm-ups - Always ensure that children (and adults) are fully warmed up before any kind of exercise
- Space/ time/ resources – you will need to consider this at all times. Think about the health and safety aspects of the lesson. For example: is it safe for the children to wearing no shoes?
- Think about the time you have got to complete the activities. This needs to include the children changing back into school uniform at the end of the lesson.
- Inclusion – ensure that the activities the children complete are fully inclusive. How is the learning differentiated so all children can participate and make progress.

What does it look like in EYFS?

Key aspects of PE are included in the Physical Development area of learning. This includes the development of fine- and gross-motor skills. This starts with developing children’s strength, co-ordination and positional awareness.

By the end of EYFS, in terms of gross motor development, children are expected to 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.

National Curriculum Purpose of Study and Aims

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Further questions for reflection

- Have you considered the potential issues surrounding body image/ self esteem etc which could be prevalent, particularly in upper KS2?
- Which key skills do the pupils need to be able to apply this? Hand/ eye coordination? Stamina? Team work skills?
- What could you work on in the classroom before and after PE lessons which will support them?
- Are there any cross curricular links you can make?

What might progression look like? What do look out for and emphasise in your teaching

As well as looking at the progression children make in the knowledge and skills within PE lessons, there will also be some developmental cprogression that neded be considered when planning and teaching PE lessons. These include:

- Working collaboratively - How well do the children work together in groups? Are you expecting them to play together to practise a skills or be creative together tto develop a dance or gymnastic routine? How are you modelling this? Isthis part of your success criteria shared in the lesson?
- Application of knowledge and skills – just because children are able to demonstrate their knowledge and skills in isolation doesn’t mean that they will be able to demonstrate this within a game or in a different context. In your planning think about the prior knowledge and skills they will bring to support children’s cognitive load.

Key misconceptions and specific issues to be aware of:

- PE is not about learning to play specific sports – it is about developing transferable skills which can be applied. Don’t assume that children that play sport outside of school will be able to demonstrate all the small steps. The teaching you do within a PE lesson can be very different to a coach as part of a club or sports team.
- Skills and knowledge about a particular area need to be built up, just as with other curriculum areas. In your planning and teaching, consider how these build up over time and consult the school’s long-term plan for how this looks in practice.
- PE is not to be used as a reward or punishment, or as ‘extra time’ to finish something else. All children are entitled to 2 hours of PE per week. This needs to be ring-fenced time to support all children to be active and lead a healthy life.
- Be aware of children’s opinions of their own skill level and body image. It is important that children feel comfortable within the learning environment. Explore what might be making children anxious if they often try to avoid PE lessons.

Resource links

Youth Sport Trust – Free resources to download

Twinkl - Some useful schemes of work

Key questions when observing or teaching this subject

Are skills being improved and applied?

How can you measure fitness?

How can you measure engagement?

How can you promote the skills of team work/ encouragement/ positivity?

What could you do to support children who show a real talent in an area of PE?

How is the safety of children maintained within this lesson?
How does the warm-up support children?

Further reading

PE National Curriculum

Association for Physical Education – a useful website with a number of resources

Association for Physical Education progression document

Ofsted Review:
<https://www.gov.uk/government/publications/subject-report-series-pe>

DfE PE and Sports Funding – schools receive additional funding to spend on developing teaching in PE and support a sustained approach to creating healthy children. More information here.