

## Key concepts (Big Ideas) in Physical Education

*Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.*

*Through different units of work we develop:*

- **Motor competence:** *developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities*
- **Rules, strategies and tactics:** *these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy*
- **Healthy participation:** *the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups*

*They will develop their abilities in **performance** by using their knowledge of motor competence. They will develop their **creativity** by exploring and experimenting with techniques and tactics and learn how to **evaluate** and analyse games and performances.*

**In all units of work, pupils will be taught**

- **Declarative knowledge** eg: knowing how to perform movements or actions, knowing rules, strategies and tactics for the activity
- **Procedural knowledge** eg: knowing how to apply their knowledge to sequences, routines or games

### Fundamental Movements



Pupils will develop increasing competence in the techniques of running, jumping, throwing and catching.

### Movement and Agility



Pupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance. Pupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control to create sequences with increasing competence and complexity.

### Team games



Pupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attacking and defending in a variety of team games, including competitive games. They will take part in **striking and fielding games** such as cricket and rounders, **invasion games** such as football and tag rugby, **net & wall games** such as tennis.

### Outdoor adventurous activities




Pupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.



## Swimming




Pupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres.

Knowledge and skills sequencing		PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Fundamental Movements</b> 	To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	To be able to move by running and jumping with control and care  To be able to explore throwing and catching using a range of techniques	To master basic throwing and catching.  To master basic running and jumping	To show control, accuracy and coordination within running and jumping movements at different speeds  To be able to take part in a relay, remembering when to run and how to work within a team	To be able to run over a long distance and sprint a short distance and understand the different techniques needed  To be able to throw in different ways and hit a target  To be able to jump in different ways	To be able to control my body when taking off and landing  To be able to throw with accuracy	To be able to combine a range of running, jumping, throwing and catching techniques with control.
<b>Movement and Agility</b> 	To progress towards a more fluent style of moving, with developing control and grace  To develop overall body-strength, balance, co-ordination and agility	To be able to copy, learn and perform some dance moves  To be able to make my body curled, tense, stretched and relaxed  To be able to control my body when travelling and	To be able to change rhythm, speed, level and direction in my dance  To be able to dance with some control and coordination  To be able to perform dances	To be able to improvise freely and translate ideas from a stimulus into movement  To be able to share and create phrases with a partner and small group	To be able to use dance to communicate an idea through a range of movements and patterns  To include change of speed and direction with control	To be able to compose my own dances in a creative ways  To be able to perform to an accompaniment  To be able to perform a dance which shows clarity,	To be able to develop sequences in a specific style  To be able to choose my own music and style  To be able to perform dances using simple movement patterns

			balancing in different ways	using simple movement patterns  To be able to use balance, agility and coordination in a range of activities	To be able to repeat, remember and perform phrases  To adapt sequences to suit different types of apparatus and criteria	To include a range of shapes in a sequence that is repeated with at least three phases	fluency, accuracy and consistency  To be able to make complex extended sequences that combine action, balance and shape	To develop technical sequences in a specific style demonstrating flexibility, strength, control and balance
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<b>(Striking and fielding)</b>	To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	<p>To be able to move and stop safely</p> <p>To be able to throw underarm</p> <p>To begin to catch more consistently</p> <p>To be able to strike with a racket or bat</p>	<p>To be able to send and receive</p> <p>To be able to decide the best space to be in during a game</p> <p>To be able to follow rules</p> <p>To use hand-eye coordination to control a ball</p> <p>To be able to catch a variety of objects</p>	<p>To be able to throw and catch with control</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To know and use rules fairly</p>	<p>To be able to catch with one hand</p> <p>To be able to hit, bowl, throw and catch with increasing accuracy</p> <p>To be able to vary my tactics and adapt my skills depending on what is happening in a game</p>	<p>To be able to use a range of techniques when fielding</p> <p>To be able to hit, throw, bowl and catch accurately and with control</p>	<p>To be able to play competitive games to agreed rules</p> <p>To be able to explain rules to others</p> <p>To be able to communicate a plan to my team</p> <p>To be able to use a range of techniques with confidence and skill in a game situation</p>
	<b>(Invasion)</b>	To be able to combine different movements with ease and fluency	<p>To be able to move and stop safely</p> <p>To be able to throw and kick in different ways</p> <p>To be able to stop a ball</p>	<p>To be able to throw, hit or kick a ball with increasing accuracy</p> <p>To be able to decide the best space to be in during a game</p> <p>To be able to use tactics in a game when attacking and defending</p>	<p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To know and use rules fairly</p>	<p>To be able to pass, throw and catch accurately with control</p> <p>To be able to keep possession of the ball</p> <p>To be able to vary my tactics and adapt my skills depending on what</p>	<p>To be able to gain possession by working as part of a team</p> <p>To be able to pass in different ways</p> <p>To be able to choose a tactic for defending and attacking</p>	<p>To be able to play competitive games to agreed rules</p> <p>To be able to explain rules to others</p> <p>To be able to communicate a plan to my team</p> <p>To be able to use a number of techniques to pass,</p>

				To be able to follow rules		is happening in a game	To be able to use a number of techniques to pass, dribble and shoot	dribble and shoot with control and accuracy  To be able to apply basic principles suitable for attacking and defending
<b>Team Games</b> (Cont..)  	<b>(Net / Wall)</b>			To be able to serve underarm  To be able to follow rules  To use hand-eye coordination with some accuracy	To be able to throw and catch with control  To be able to build up a rally	To be able to play a variety of shots  To demonstrate and use the correct grip on a racket  To develop greater accuracy of strokes	To develop techniques for ground strokes and volleys  To develop a backhand technique and use it in a game  To be able to serve overarm	To know where a shot should be aimed and show increasing accuracy  To use good hand/eye co-ordination when playing and serving  To use different shots in a game situation to outwit an opponent
<b>Outdoor adventurous activities</b>  					To be able to follow a map in a familiar context  To be able to use clues to follow a route safely	To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others  To be able to follow a route within a time limit	To confidently orientate myself and others to solve problems in unfamiliar environments  Follow a map into an unknown location Use clues and a compass to navigate a route	To be able to plan route and a series of clues for someone else  To be able to take part in outdoor and adventurous activity challenges both individually and in a team
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
<b>Swimming</b>				To be able to use a range of strokes effectively  To perform safe self-rescue in different water based situations				

				To swim competently, confidently and proficiently over a distance of at least 25m
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## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
PE			Tactics, strategy, planning ahead		Following rules, being safe, keeping fit and healthy	Communicating with others, making decisions, presenting	