



St Peter's Church of England Primary School

Planning overview

Subject- Physical Education

Matters, Skills and Processes

Key Stage 1

Key Stage 2

Pupils should be taught:

- Fundamental movements skills in isolation and conjunction
- Rolling, skipping, jumping travelling and developing strength flexibility, coordination and agility.
- Pupils will be taught basic rules for games and simple tactics
- To self-reflect and improve performance as an individual and team
- To develop questioning and answering problems to assess and improve learning in PE lessons

Pupils should be taught:

- To perform and self-reflect in performances such as gymnastics and dance.
- Be able to explain and develop tactics for individual and team skills and games.
- To use throwing and catching in conjunction with other movements to help in games and skills.
- To develop strength coordination balance and agility and work on skills and movements specific to improve each aspect.
- Be able to understand and demonstrate an awareness of how the body and physiology works during PE, demonstrate, and sound level of physical literacy.

Key Stage 1

Fundamental movements and skills

Children should be taught to move freely and independently with confidence using space and other variables such as time, speed distance and the manner of movements with increasing and decreasing tempo.

Movements in isolation and conjunction

Children should be able to match and mirror movements and copy and create simple sequences of movements this could be taught through areas of activity such as dance, cheerleading, gymnastics etc and is up to the discretion of the practitioner. Children should be able to interpret topic work and cross curricular links with this where possible.

Children in Key Stage 1 should also be encouraged to take part in this in a competitive format such as gymnastics and aiming to achieve key steps 1 completion.

Simple tactics and following rules for games

Children in Key Stage 1 should be given opportunities to develop team skills and practice being able to apply tactics to tasks and games in a creative and expansive manner. This should be done across a wide and varied range of activities and games not sports, developing and progressing skills that should have been embedded from EYFS planning and delivery.

Develop and introduce different types of physical fitness

Children throughout PE should be introduced to the correct terminology and language for PE and physical literacy. Children should be aware of and reminded of the benefits of the activities they are doing in a wide range of situations such as flexibility, agility, balance, strength, power, stamina etc. Children should be able to demonstrate by the end of Key Stage 1 different kinds of physical fitness through a range of movements and interpretations.

<p>Introduce children to mental health and feelings around PE and physical activity</p>	<p>Children should be able to describe and demonstrate the benefits to PE and physical activity and opportunities within the school day. Children should feel a sense of achievement and confidence associated with physical activities and opportunities during their school day.</p>	<p>Demonstrating problem solving and social and emotional development through OAA tasks</p>	<p>Following the curriculum, we introduce children to OAA tasks in KS1 and aim to develop teamwork, independence and social and emotional development through OAA tasks particular simple orienteering tasks and opportunities for outdoor learning and residential.</p>
<p>Key Stage 2</p>			
<p>Linking prior learning from KS1 to perform more complex movements and skills</p>	<p>Children should be aware of specific movements and how they link in order to perform more complex movements and routines. Children should have embedded physical literacy and apply this to skills and tasks. Children should be able to develop their understanding of linking movements in dance and patterns through things like gymnastics etc to create and follow more complex routines and patterns of movement.</p>	<p>Problem solving and team work</p>	<p>Children should be able to assess at regular intervals and stages their own learning and development and be given opportunities to reflect and assess their peers during PE.</p> <p>We encourage children to work alongside of one another sharing good practice and particular strengths in particular areas of activity or schemes of work. Children should be encouraged to problem solve either independently or by questioning by the practitioner in order to effectively assess development progression and understanding. This has been particular useful and evident through OAA and other areas of work.</p>
<p>Inclusive opportunities of competition in curriculum and non-curriculum PE time</p>	<p>Being a school that is fully inclusive and encourages competitive participation from students we use many formats to cover this. Using skill based competitions at the end of modules of learning to encourage pupils to compete in a fun and inclusive way. Our intra-school house competitions. This gives children a sense of informal competition and increases engagement, participation and inclusion. It is also one of our pre-requisites in attaining our school games mark.</p>	<p>Personal Best, self-achievement and awareness (Social and emotional wellbeing)</p>	<p>By the end of Key Stage 2 children should be confident and happy in their movements, body and be able to describe the lifelong benefits of PE and active lifestyles.</p> <p>They can be self-motivated and driven to improve on a previous target or goal that has been set by themselves, and can work towards accomplishing this by problem solving and reflecting on previous experiences. Can create different levels of challenge for themselves in order to complete or master particular tasks.</p>