

"When pupils move through a well-sequenced curriculum their self-efficacy increases because of increased knowledge and competence."

Research Review Series: PE, Ofsted, 2022

F.M.S

fundamentals,
fitness, athletics

NC: use running, jumping and throwing in isolation and in combination.

NC: develop flexibility, strength, technique, control and balance.

Fundamental movements skills underpin all activities in PE. These units allow children to develop these skills in isolation and in combination. Reinforce the teaching points for FMS in all PE units to help children increase their competence.

Body

Management

yoga, gymnastics

NC: develop flexibility, strength, technique, control and balance.

We offer this NC strand through both gymnastics and yoga. If your children can transfer knowledge between the activities it will help to demonstrate their understanding as well as physical skill e.g. in both yoga and gymnastics children are taught that if they squeeze their muscles to create body tension they can balance with more control and better technique.

'Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation.'
'Procedural knowledge can be viewed as the know-how to apply declarative facts.'
PE Ofsted 2022

By applying learning in different environments, children are using this embedded knowledge not just responding with recall.

Key Principles of Invasion Games (basketball, football, handball, hockey, netball, tag rugby)

Attacking

score goals
create space
maintain possession
move the ball towards goal

Defending

stop goals
deny space
gain possession

Key Principles of Net and Wall Games (badminton, tennis, volleyball)

Attacking

score points
create space
placement of an object

Defending

limit points
deny space
consistently return an object

Games

NC: use running, jumping, throwing and catching in isolation and in combination.
NC: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Within games units, children are taught physical skills to enable them to apply these skills to principles e.g. to move with a ball towards goal, an attacking principle, pupils need to have competency to dribble or pass to achieve this.

Progression of skills and knowledge are reinforced through our games units, where you use an activity, not as an isolated unit, but as a vehicle to teach the NC outcomes via it's principles of attacking and defending, application of skill with rules and boundaries of the given game.

Teaching a variety of units in the same game area allows children to improve understanding by applying their knowledge with different sets of rules and using different equipment e.g. if you choose to teach how to create space and apply tactics through netball children are encouraged to further develop this knowledge by applying it to other invasion games such as hockey.

Key Principles of Striking and Fielding Games (cricket and rounders)

Attacking

score points
placement of an object
avoid getting out

Defending

limit points
deny space
get opponents out

Key Principles of Target Games (dodgeball, golf)

Attacking

placement of an object

Defending

avoid getting out

Another example is children being taught that placing an object away from an opponent will give them more success at scoring points, which can be applied to all striking and fielding games such as cricket and rounders.

Dance

NC: perform dances using a range of movement patterns.

The NC states that you have to teach OAA and dance by the end of KS2.

OAA

outdoor
adventure activities
NC: take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming

NC: all schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.