

The Fen Rivers Academy
Physical Education Map

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Stage 1	Gymnastics and Dance	Core fundamental skills/ ABC	YOGA / Relaxation	Net / Wall Games	Summer Games	Athletics
Motional Target	Confidence and Self Esteem	Thinking and Concentrating	Handling Stress	Play	Care	Seeking
Sensory Circuits and Rebound Therapy to be used with students within this Key Stage.						
Key Stage 2	Gymnastics and Dance	Core fundamental skills/ ABC	Striking and Fielding	Team Games Football	Summer Games	Athletics
Motional Target	Confidence and Self Esteem	Thinking and Concentrating	Play	Rage	Care	Seeking
Sensory Circuits and Rebound Therapy to be used with students within this Key Stage.						
Key Stage 3	Health-related Exercise (HRE)	Outdoor Adventurous Activities (OAA)	Team Games Basketball	Striking and Fielding	Athletics	Summer Games
Motional Target	Interpersonal Skills	Confidence and Self Esteem	Rage	Play	Seeking	Care
<u>Rebound Therapy</u> will be available to students within this Key Stage. <u>Swimming</u> block for all students within Autumn term. <u>Sailing</u> will be available to ALL students in KS3 - Summer Term. Working towards a Leadership qualification will be offered to ALL students in this key stage (JSL qualification).						
Key Stage 4	Trampolining	HRE	Team Games	Net / Wall Games	Yoga/ Personal Exercise Plan	Summer Games
Motional Target	Interpersonal Skills	Confidence and Self Esteem	Rage	Play	Seeking	Care
The Duke of Edinburgh award will be available to ALL students in KS4. The leadership qualification will continue in KS4						

Pillar 1: Motor Competence ■

Pillar 2: Rules, Strategies, Tactics ■

Pillar 3: Healthy Participation ■

Bespoke Consideration ■

Pillars of Progression

Pillar 1: Motor competence

- This is a person's ability to make a range of physical actions which include co-ordinating fine and gross motor skills. These are fundamental to participate in everyday activities as well as playing and partaking in physical activity.
- PE will be the first time that some pupils are taught how to make confident and controlled motor movements. For children with greater prior knowledge, they should be taught how to develop their existing competences.
- Pupils require sufficient and well-designed opportunities to improve their motor competence which should come primarily from opportunities within the PE curriculum. Opportunities for additional practice at playtime and lunchtime can augment this offer.
- There is a positive link between confidence and competence and levels of activity.
- Schools should provide high-quality instruction, opportunities to practice, and feedback to enable all pupils to develop their motor competences in a wide range of physical activities.

Fundamental Movement Skills - FMS

- Pupils need to develop a good level of fundamental movement skills in the early years.
- FMS are the 'basic, learned motor patterns that do not occur naturally'.
- FMS can be categorised as:
 - locomotor skills - such as running and jumping
 - stability skills - such as twisting and balancing
 - manipulation skills - such as throwing and catching
- Schools should consider the progression from simple to complex patterns of movement, and establishing security at each stage.
- There are many benefits of establishing proficiency with FMS in the earlier stages as they support learning and proficiency with more complex activity beyond the initial area of practice.
- It is suggested that FMS are best developed between 3 and 8 years old. EYFS and primary school curriculums have an importance role in developing children's competences during this period.
- School curriculums should intend that **all** pupils are taught to develop their FMS. This can be achieved through structured PE lessons.

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- To get better at PE, children need plentiful time for practice as well as feedback to refine their FMS before progressing to applying them in more complex situations.
- Subject expertise is an important factor in being able to recognise which children might benefit from additional practice. This might be an issue for primary schools where specialist knowledge and expertise in PE can be lacking.
- It is important that sufficient equipment is available to help develop these FMS in a range of contexts, such as throwing and catching balls of different shapes and sizes.

Pillar 2: Rules, Strategies and Tactics

- Pupils need to be taught how to move intelligently as well as competently. This involves responding to the needs of the context.
- Pupils need to be explicitly taught the rules, strategies and tactics involved with different types of activities.
- Tactics are the decisions people make about how, when and where to move. Tactics are closely related to motor competence; they are only successful if pupils can perform the necessary movement.
- Some physical activities don't have rules or tactics, but all have strategies for success. These are less time-dependent and can have a broader relevance beyond playing games.

Pillar 3: Healthy Participation

- PE has a role to play to challenge and correct some misconceptions and knowledge that children have established outside of school.
- It is important for pupils to make connections between their knowledge of health and how it applies to physical activity. Otherwise, pupils will struggle to make informed decisions about how to participate in physical activity in a healthy way.
- Pupils' interest can be increased by teaching how the body works, so that they can understand the relationships between activity and its effect on the body.
- Developing knowledge of the broader aspects of physical activity allow pupils to be able to make informed choices about their own participation outside of school.

Vocabulary

- PE is a vocabulary-rich subject: it contains both specific terminology and informal terms which 'chunk' more complex instructions and feedback e.g. using 'line' to refer to an intended action during a game.

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- Pupils need to be taught the specific meaning of terms; a lack of a shared understanding can be a barrier to success and participation - it can exclude some pupils from some activities.
- Using specific and precise terminology enables children to make more careful observations and enhances intelligent movement.
- Teachers need to plan vocabulary development carefully so that pupils benefit from repeated encounters with words and so that they have the language required to access a full range of physical activities and sports.