

Planning Activities within the Physical Education Curriculum

Progression in and through the **4 aspects of PE (now termed as 5 key processes)** in the N.Curriculum & their relationship to teaching different activities at Key Stages 1+ 2

Key stage 1

Areas of knowledge, skills and understanding where progress should be made at key stage one			
Developing skills in physical activity	Making & applying decisions (regarding skills tactics & strategies ,safe practice)	Evaluating and improving performance	<ul style="list-style-type: none"> • Knowledge & understanding of fitness and health • Developing Mental & Physical capacity
Pupils should be taught to: <ul style="list-style-type: none"> ▪ Explore basic skills, actions and ideas with increasing understanding ▪ Remember and repeat simple skills and actions with increasing control and coordination 	Pupils should be taught to: <ul style="list-style-type: none"> ▪ Explore how to choose and apply skills and actions in sequence and in combination ▪ Vary the way they perform skills by using simple tactics and movement phrases ▪ Apply rules and conventions for different activities 	Pupils should be taught to: <ul style="list-style-type: none"> ▪ Describe what they have done ▪ Observe, describe and copy what others have done ▪ Use what they have learnt to improve the quality and control of their work 	Pupils should be taught to: <ul style="list-style-type: none"> ▪ How important it is to be active ▪ To recognise and describe how their bodies feel during different activities



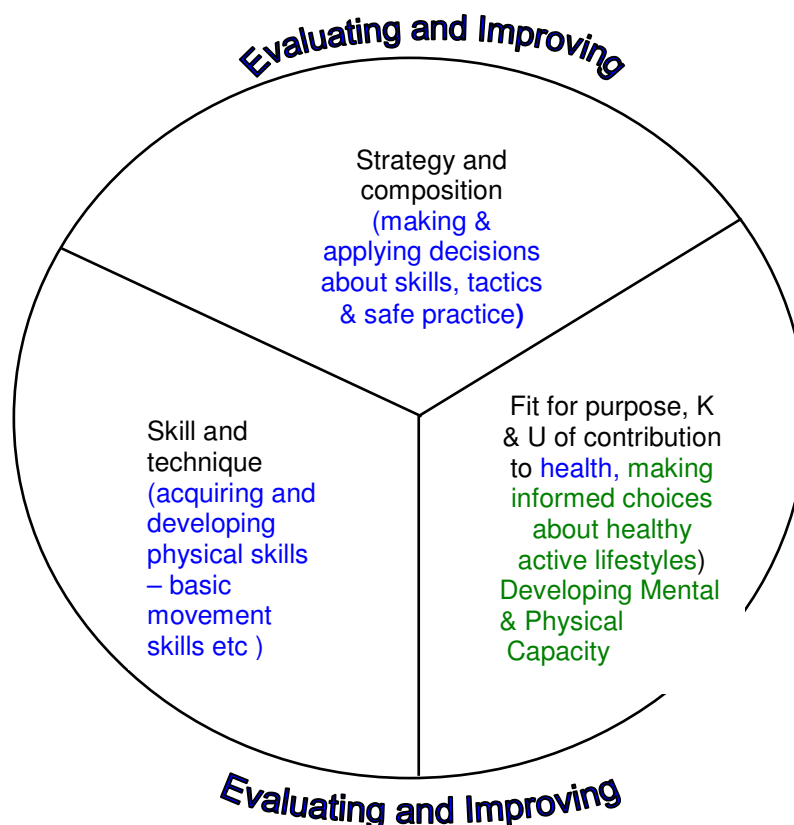
Key stage 2

Areas of knowledge, skills and understanding where progress should be made at key stage two			
Developing skills in physical activity	Making & applying decisions (regarding skills, tactics & strategies ,safe practice)	Evaluating and improving performance	<ul style="list-style-type: none"> • Knowledge & understanding of fitness and health • Developing Mental & Physical capacity
Pupils should be taught to: <ul style="list-style-type: none"> ▪ Consolidate existing skills ▪ Perform actions and skills ▪ With more consistent control and quality 	Pupils should be taught to: <ul style="list-style-type: none"> ▪ Plan, use and adopt strategies, tactics and compositional ideas for ind., pair, small group and small tem activities ▪ Develop and use their knowledge of principles behind the strategies, tactics and ideas to improve effectiveness ▪ Apply rules /conventions for different activities 	Pupils should be taught to: <ul style="list-style-type: none"> ▪ Identify what makes performance effective ▪ Suggest improvements based on this information 	Pupils should be taught to: <ul style="list-style-type: none"> ▪ How exercise affects the body in the short term ▪ To warm up and prepare for different activities ▪ Why physical activity is good for their health and well being ▪ Why wearing appropriate clothing and being hygienic is good for their health and safety

This can be generalised in the following way – relating to the area of **games**

4 Aspects (now key processes)	Strategy / Use
Developing skills in Physical Activity	To improve and consolidate skill level – refine and adapt skills into techniques. Develop a range of attacking skills. Develop precision and fluency in these skills
Selecting and applying skills and tactics	To define the game which will be played – safe areas – applying rules and safe practice. Refine and adapt ideas in a range of game situations .Recognise hazards & make decisions about how to control any risks to themselves & others.
Evaluating and improving performance	Focus on throughout the lesson to make children aware of their own performance and that of others
Making informed choices about healthy active lifestyles	Use as the main focus for learning in selected lessons to help children to develop knowledge and understanding of the health benefits of regular physical activity
Developing Mental & Physical capacity	Develop physical strength, stamina, speed and flexibility to cope with the demands of a game. Develop their mental determination to succeed.

The relationship between the aspects/key processes



Linking the Four Key Aspects

The revised programmes of study for physical education have been constructed around four key aspects. These key aspects describe the knowledge, skills and understanding that must be taught.

The four aspects of physical education in which pupils make progress within and across key stages should be seen as:

- Connecting – Interrelating - Impacting upon each other

They provide the platform for teaching, assessing and reporting

Connecting the aspects /key processes using an example specific to an invasion games skill - within a game or core task would be as follows:

- Acquiring and developing physical skills
Learn to perform a bounce pass or dribble
- Making decisions about applying skills, tactics ,safe practice etc
Where and when to perform a bounce pass or dribble- safe space and rules etc
- Evaluating and improving performance
Consider the other aspects and how they may be improved (self and others)
- Knowledge and understanding of fitness and health
Developing the necessary balance, speed and agility required
- Developing Mental & Physical capacity
Ability/ tenacity to keep going – solve the problem / challenges – work out what is needed etc