

The Big Ideas and Threshold Concepts

Threshold concepts are the big ideas that underpin a subject. There is one threshold concept that underpins our PE teaching that enables children to build a PE schema:

- ***Develop practical skills in order to participate, compete and lead a healthy lifestyle.***

This concept involves learning a range of physical movements and sporting techniques.

This threshold concept is divided into 5 **knowledge categories** as follows to strengthen a child's schema:




- **Movement:** This is the cornerstone of physical education. It includes the fundamental movement knowledge of stability, locomotion and object control, progressing to specialised skills like games, gymnastics and dance.
 - Stability – involves the body balancing either in one place (static) or while in motion (dynamic).
 - Locomotion – involves the body moving in any direction from one point to another.
 - Object control – involves manipulating and controlling objects with the hand, the foot or an implement
- **Tactics and Strategy:** All aspects of physical education involve cognitive challenges, e.g. how to outwit opponents in games, create interesting sequences in gymnastics or work as a team to complete a challenge in outdoor and adventurous activities
 - Tactics: quick adjustments performers make in the moment to solve problems encountered during a game
 - Strategy: overall game plan
- **Personal and Social:** Physical education provides many opportunities for personal development such as self-control, cooperation and individual responsibility.
- **Leadership:** Many opportunities exist in PE to develop leadership skills. Often these opportunities occur on an ad hoc basis, but they should be planned for, and the qualities developed should be made explicit to students. Opportunities for leadership fall into two categories: leading people and leading an activity. Roles within this include: captain, coach, referee, equipment organiser, performer.
- **Healthy Lifestyle:** Childhood obesity prevalence in 2016/17 was 10 per cent in Reception, and 20 per cent in Year 6.* The number of students suffering with mental health problems is increasing. One in eight (12.8 per cent of) 5 to 19 year olds had a mental disorder when assessed in 2017. Rates were similar in boys and girls. Data for 5 to 15 year-olds show a slight upward trend over time in the prevalence of emotional disorders.** Students need to know that many factors interact to keep us healthy and they are all important.






* Statistics on Obesity, Physical Activity and Diet, England, 2018, National Statistics, NHS Digital **Mental Health of Young People in England, 2017, National Statistics, NHS Digital












Year 1/2 PE Plan 2021-2022

Children in year 1 will be performing objectives at a basic level and children in year 2 will be working at an advancing or deep level

Personal and social, leadership and healthy lifestyle knowledge progression statements to be weaved into each unit

Personal and Social Knowledge 		Leadership Knowledge 		Healthy Lifestyle Knowledge 		
<ul style="list-style-type: none"> • Recognise that their behaviour can affect other people and take responsibility for this. • Recognise that people's bodies and feelings can be hurt. • Recognise what is fair and unfair, kind and unkind, right and wrong. • Follow directions in group settings, following rules, taking turns. • Accept feedback from the teacher. • Use equipment and space appropriately. • Share equipment and space with others. • Follow class protocols with minimal reminders. • Listen to others and play cooperatively. • Identify and respect the differences and similarities between people. • Recognise when people are being unkind to them or others, how to respond, who to tell and what to say. 		<ul style="list-style-type: none"> • Remember to bring their kit. • Make appropriate equipment choices. • Listen to others. • Try hard. • Follow the teacher's instructions. • Look after and use equipment properly. • Help a partner improve. 		<ul style="list-style-type: none"> • Be able to talk about the benefits of being active. • Engage actively in PE lessons. • Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. • Recognise the importance of a warm-up. • Differentiate between healthy and unhealthy foods. • Recognise that physical activity is important for good health. • Understand that some physical activities are challenging and difficult. • Describe physical activities that they enjoy. • Describe the enjoyment of playing with friends. • Describe positive feelings that result from participating in physical activities. • Recognise that working hard to achieve something can make them feel happy. • Describe how physical activity makes them feel good. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work for Class Teacher	<u>Class Teacher</u> Future Planning Gymnastics – Space themed		<u>Forest School</u>		<u>Class Teacher</u> Cambridgeshire unit of work <u>Dance Moving Words</u> Use this for ideas but create a unit centred around the Pop Task	<u>Class Teacher</u> Athletics Running Also use Cambridgeshire scheme of work to support planning: FMS unit

<p>Knowledge Webs and POP Tasks</p>	<p><u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u></p> <ul style="list-style-type: none"> Stability: Balancing on one leg Stability: Rolling <p><u>Milestone 1 POP Tasks (Year 1 Basic Year 2 Advancing/ Deep)</u></p> <ul style="list-style-type: none"> Gymnastics: Simple Sequence Gymnastics: Apparatus 		<p><u>Milestone 1 POP Tasks (Year 1 Basic Year 2 Advancing/ Deep)</u></p> <ul style="list-style-type: none"> Dance: Based on a book 	<p><u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u></p> <ul style="list-style-type: none"> Locomotion: Running
<p>Milestone 1 Progression Statements</p>	<div style="text-align: center;"></div> <p><u>Movement</u></p> <ul style="list-style-type: none"> Copy and remember actions. Travel in a variety of ways (walking, running, hopping). Balance on a variety of large and small body parts (back, tummy, hands and feet). Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll. Link movements together into a short sequence using floor and apparatus. Remember, repeat and be able to refine movements in a sequence. Climb safely on equipment. Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance. Take some weight on hands, e.g. in a bunny hop. Set up apparatus safely. Vault on to a bench. <div style="text-align: center;"></div> <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level. Make decisions on which actions are best performed on apparatus. 		<div style="text-align: center;"></div> <p><u>Movement</u></p> <ul style="list-style-type: none"> Perform a range of actions with control and coordination. Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book. Link actions to perform short dances. Repeat and remember simple movement patterns. Demonstrate stillness in a range of shapes. Explore actions that express ideas for a dance. Use a prop such as a scarf to experiment with moving. <div style="text-align: center;"></div> <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Apply movement adaptations to their movement techniques, e.g. an unhappy walk. Express emotions through facial expressions, gestures and posture. 	<div style="text-align: center;"></div> <p><u>Movement</u></p> <ul style="list-style-type: none"> Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern.


	<ul style="list-style-type: none"> Make decisions on the choice of actions to be performed ensuring smooth links. 				<ul style="list-style-type: none"> Describe their choices of movement. Choose which actions to change with the movement adaptations of space, dynamics and relationships. 	
Unit of work for Premier Sport	<u>Premier Sport</u> Fundamental Movement Skills Throwing and Catching Games	<u>Premier Sport</u> Fundamental Movement Skills Kicking and dribbling games	<u>Premier Sport</u> Fundamental Movement Skills Bouncing and ball control games	<u>Premier Sport</u> Fundamental Movement Skills Striking and Fielding Games	<u>Premier Sport</u> Fundamental Movement Skills Movement Games	<u>Premier Sport</u> Athletics Jumping
Knowledge Webs and Pop Tasks	<u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u> <ul style="list-style-type: none"> Object Control: Rolling a ball Object Control: Underarm Throwing Object Control: Overarm Throwing Object Control: Catching 	<u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u> <ul style="list-style-type: none"> Object Control: Kicking Object Control: Dribbling with feet 	<u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u> <ul style="list-style-type: none"> Object Control: Bouncing a ball 	<u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u> <ul style="list-style-type: none"> Object Control: Striking a ball 	<u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u> <ul style="list-style-type: none"> Locomotion: Dodging Locomotion: Galloping and Skipping 	<u>Fundamentals (Milestone 1 Year 1 Basic Year 2 Advancing/ Deep)</u> <ul style="list-style-type: none"> Locomotion: Jumping for distance Locomotion: Jumping for height
Milestone 1 Progression Statements	 <p><u>Movement</u></p> <ul style="list-style-type: none"> Throw underarm in a mature pattern. Develop an overarm throw. Catch a large ball without cradling or trapping it against the body.  <p><u>Tactics and Strategy</u></p>	 <p><u>Movement</u></p> <ul style="list-style-type: none"> Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. Dribble a ball with hands or feet, while moving slowly in their own space. Kick a stationary ball from a short run-up. Chase and retrieve a moving ball. 	 <p><u>Movement</u></p> <ul style="list-style-type: none"> Dribble a ball with hands or feet, while moving slowly in their own space. Chase and retrieve a moving ball.  <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Use the terms 'opponent' and 'teammate'. Vary fundamental movement skills by using 	 <p><u>Movement</u></p> <ul style="list-style-type: none"> Strike a ball off a tee with a bat. Strike a ball with a short-handed bat. Send an object towards a target.  <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Vary fundamental movement skills by using the movement adaptations of how, 	 <p><u>Movement</u></p> <ul style="list-style-type: none"> Change direction. Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern.  <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Use the terms 'opponent' and 'teammate'. 	 <p><u>Movement</u></p> <ul style="list-style-type: none"> Jump and land safely.  <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much



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	<ul style="list-style-type: none"> • Make simple decisions, e.g. which target to aim for. • Use the terms 'opponent' and 'teammate'. • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. 	 <p>Tactics and Strategy</p> <ul style="list-style-type: none"> • Keep possession by passing and receiving a ball. • Decide when and where to pass. • Recognise space on a court or pitch. • Decide which base to pass to depending on position of opponent. • Use a base position. 	<p>the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target.</p> <ul style="list-style-type: none"> • Keep possession by passing and receiving a ball. 	<p>where and with whom or what, e.g. how much force to use when aiming at a target.</p> <ul style="list-style-type: none"> • Make simple decisions, e.g. which target to aim for. • Recognise space on a court or pitch. • Use a base position. 		<p>force to use when aiming at a target.</p>
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