

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 5/6 PE Plan 2021-2022





Children in year 5 will be working on milestone 3 at a basic level and children in year 6 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 
<p>Milestone 3</p> <ul style="list-style-type: none"> Praise the performance of others, whether better or worse than their own. Work with others regardless of their ability. Uphold the spirit of fair play and respect in all competitive situations. Give constructive feedback to peers respectfully. Act responsibly and fairly during the game. Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher. Respect and, if necessary, constructively challenge the points of view of others. Follow the rules of the game independently of the teacher. Win and lose with dignity. Follow safety considerations in activities. Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour. 	<p>Milestone 3</p> <ul style="list-style-type: none"> Plan and deliver a session or a tournament. Make posters to advertise activities. Adapt activities to suit everyone. Check activities are safe. Make sure rules are followed. Make consistent and fair judgements. Make sure everyone is involved and having fun. Find out which new activities others might like to try and research them. Make sure everyone plays fairly. Accept officials' decisions. Resolve conflicts, listening carefully to all opinions. Be punctual. Ensure appropriate equipment is available and easily accessible. Act as a coach to support others, identifying strengths and areas to work on. 	<p>Milestone 3</p> <ul style="list-style-type: none"> Analyse opportunities for participating in physical activity outside physical education lessons. Participate in self-selected physical activity outside of physical education lessons. Make choices about the amount and type of physical activity undertaken. Make choices about diet in relation to physical activity levels. Understand the importance of positive self-talk. Follow the Chief Medical Officer's guidelines for the amount of physical activity (at least 60 minutes per day). Engage actively in all PE lessons, including those that may not be their particular preference. Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity. Identify individual areas of fitness to improve and devise a fitness plan. Discuss the importance of hydration and the best choices depending on the physical activities chosen.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work for Class Teacher	<u>Class Teacher</u> Football – Cambridgeshire Scheme of Learning	<u>Class Teacher</u> Sport Education: Handball Unit	<u>Class Teacher</u> Jigsaw Gymnastics Unit	<u>Class Teacher</u> Dance	<u>Class Teacher</u> Athletics – Cambridgeshire Scheme of Learning	<u>Class Teacher</u> OAA Survivor Unit
Knowledge Webs and POP Tasks	<u>Fundamentals (Year 5 Milestone 3 basic, Year 6 Milestone 3 Adv/deep)</u> <ul style="list-style-type: none"> Locomotion: Dodging Object Control: Kicking Object Control: Dribbling with feet 	<u>Fundamentals (Year 5 Milestone 3 basic, Year 6 Milestone 3 Adv/deep)</u> <ul style="list-style-type: none"> Locomotion: Running Object Control: Underarm Throwing 	<u>Fundamentals (Year 5 Milestone 3 basic, Year 6 Milestone 3 Adv/deep)</u> <ul style="list-style-type: none"> Stability: Balancing on one leg Stability: Rolling 	<u>Milestone 3 POP Tasks (Year 5 Basic, Year 6 Adv/Deep)</u> <ul style="list-style-type: none"> Dance: From Different Eras 	<u>Fundamentals (Year 5 Milestone 3 basic, Year 6 Milestone 3 Adv/deep)</u> <ul style="list-style-type: none"> Locomotion: Jumping for distance Locomotion: Jumping for height 	<u>Milestone 3 POP Tasks (Year 5 Basic, Year 6 Adv/Deep)</u> <ul style="list-style-type: none"> OAA: River Crossing OAA: Symbol Match Up OAA: Pitch Orienteering

	<p><u>Milestone 3 POP Tasks (Year 5 Basic and year 6 adv/deep)</u></p> <ul style="list-style-type: none"> Invasion: Kabaddi 	<ul style="list-style-type: none"> Object Control: Overarm Throwing Object Control: Catching <p><u>Milestone 3 POP Tasks (Year 5 Basic and year 6 adv/deep)</u></p> <ul style="list-style-type: none"> Tag: Peg Tag Invasion: Outlet Pass 	<ul style="list-style-type: none"> Stability: Walking the beam <p><u>Milestone 3 POP Tasks (Year 5 Basic and year 6 adv/deep)</u></p> <ul style="list-style-type: none"> Gymnastics: Vault Gymnastics: Partner and Group Balances 			
<p>Milestone 3 Progression Statements</p>	<p style="text-align: center;"></p> <p><u>Movement</u></p> <ul style="list-style-type: none"> Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities. Use a variety of locomotion and object-control skills to score in small-sided games. Pass and receive a ball with the feet, hands or implement while on the move. Change levels and pathways quickly and fluently. Pass and move quickly into space. Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently. <p style="text-align: center;"></p> <p><u>Tactics and Strategy</u></p>	<p style="text-align: center;"></p> <p><u>Movement</u></p> <ul style="list-style-type: none"> Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities. Use a variety of locomotion and object-control skills to score in small-sided games. Throw in a variety of ways, and accurately towards a number of different targets, including moving targets. Catch a ball in a variety of positions (high, low, near to the body) and with different degrees of force. Pass and receive a ball with the feet, hands or implement while on the move. Change levels and pathways quickly and fluently. 	<p style="text-align: center;"></p> <p><u>Movement</u></p> <ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression. Create a sequence with a partner/small group to include simple partner balances. Practise and refine the gymnastic techniques used in performances. Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics. Vault on to or over a box placed sideways. <p style="text-align: center;"></p>	<p style="text-align: center;"></p> <p><u>Movement</u></p> <ul style="list-style-type: none"> Choreograph a short dance based upon a specific theme or idea. Create a dance with a clear beginning, middle and end. Choose appropriate music to accompany the dance. Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions. Identify and discuss how dynamics are used within a dance. Compare and contrast dances from different eras and cultures. Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community. 	<p style="text-align: center;"></p> <p><u>Movement</u></p> <ul style="list-style-type: none"> Accelerate from a variety of static positions. Sustain jogging or running at a consistent pace for a few minutes. Pass a relay baton at speed, using correct technique. Sprint over small obstacles, maintaining a consistent stride pattern. Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape. Perform triple jump sequences (hop, step, jump) with balance and control. Jump for distance from one foot to two feet and begin to use a short run-up. 	<p style="text-align: center;"></p> <p><u>Movement</u></p> <ul style="list-style-type: none"> Plan and organise a simple orienteering trail using a variety of map reading, compass skills and coordinates. Participate in a range of problem-solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact, etc. Embrace both leadership and team roles and gain the commitment and respect of a team. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Select appropriate equipment for outdoor and adventurous activities.

	<ul style="list-style-type: none"> Defend a space or a player. Employ feinting. Work within the strategy of the team. Support the ball carrier while moving towards a forward target. Move into space, making decisions on when and where to move. Use a quick outlet pass when appropriate. Make 'power versus accuracy' decisions. Use a variety of shots for short and long delivery. Shift to cover space. Communicate effectively during a game. Adjust backswing, step and approach relative to requirements of the shot. 	<ul style="list-style-type: none"> Move an opponent around by throwing into space. Pass and move quickly into space.  <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Defend a space or a player. Employ feinting. Work within the strategy of the team. Support the ball carrier while moving towards a forward target. Move into space, making decisions on when and where to move. Use a quick outlet pass when appropriate. Make 'power versus accuracy' decisions. Use a variety of shots for short and long delivery. Shift to cover space. Communicate effectively during a game. 	<p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence. Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll. Evaluate the quality of a gymnastics sequence. Make choices on actions to be performed based on the ability of the whole group. Choose group balances which can be exited and entered fluently. 	<ul style="list-style-type: none"> Perform a dance from a different culture, demonstrating key features. Describe and evaluate the production of dances, taking into account costume, lighting, set and sound. Describe, using a range of vocabulary, how watching or performing a dance makes them think and feel.  <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Use compositional devices such as counterpoint and complement. Perform expressively to illustrate a theme. Perform with focus towards an audience. Choose contrasting dances to maintain audience interest. Make decisions on how and when to include compositional devices for maximum impact. 	<ul style="list-style-type: none"> Perform a scissor jump from a short run-up. Compete against self, keeping track of personal best performances, setting targets for improvement.  <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Adjust pace to ensure the whole team can sustain the timed run. Adapt length of run-up to improve the performance of the jump. Change the height of release to maximise the distance thrown. 	 <p><u>Tactics and Strategy</u></p> <ul style="list-style-type: none"> Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Make decisions on pacing to ensure fastest completion of the course.
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