Physical Education Concepts Overview

At Ellison Primary Academy the children learn through a concept-based curriculum allowing them to learn beyond solely the topic facts. Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. As part of our conceptual curriculum we involve the use of specific key questions which focus upon factual, conceptual and debatable content. Concepts are returned to throughout the year groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory.

Please find below are a list of concepts that the children at Ellison Primary academy focus upon in Physical Education and our reasoning behind their choice.

Physical Education is the best way to support children develop the physical attributes they require as they learn to grow and move. This is why each unit will have at least one 'Physical' concept focusing on the physical aspects and skills of the lessons, ranging from travelling, running and jumping to throwing, catching and striking. Undoubtedly, Physical Education offers children so much more than learning about the physical attributes associated with physical activity and school sport. Physical Education is arguably the best vehicle to support the social and emotional wellbeing of children and so we have developed our concept-based curriculum within Physical Education to explicitly support the social and emotional needs of children with each unit having at least one 'Social' and one 'Emotional' concept. We also want children to think more deeply about their choices and learning when performing and participating in P.E lessons and so each unit will also include a 'Thinking' concept. A number of concepts will naturally overlap and will occur in lessons during which they are not the key concept, however each unit has been assigned key concepts based on its importance to the discipline.

Concept	Why learn about this concept?	Year group studied (Though may be referred to within other year groups).
Travelling	Travelling involves the movement of body weight from one part of the body to another or the travelling movement from one area to another. As children progress through the P.E curriculum they will learn about different types of travelling and key locomotor skills including walking, crawling, skipping and hopping and compare how different movements require different parts of the body to be used. Other forms of travelling are focused upon as key concepts in their own right including running, rolling and jumping. Children will progress to outline how different types of travelling can have different speeds, directions and levels. Children will progress to discuss the best types of travelling they will need to suit their performance, whether running into space or dodging opponents to score in a competitive game or adding different types of travels to a gymnastics sequence or dance routine.	Reception Year 1 Year 2 Year 5 Year 6

Balance	Children are taught balance is the ability to stay in control of their body's position, whether stationary (static balance) or moving (dynamic balance). Children are taught to balance weight using their arms, squeezing the appropriate muscles and remaining focused. As children progress through the curriculum, they are taught different types of balances including point and patch balances. They are taught the importance of balance when performing with control, both individually and with a partner, in competitive sports, gymnastics sequences and dance routines.	Reception Year 1 Year 2 Year 3 Year 4 Year 6
Running	Running is an important type of travelling and so is studied as a key concept within Physical Education in its own right. Children are taught the importance and benefits of running. As children progress through the curriculum, they are taught varying techniques to support their running, whether this be pacing themselves when running for distance or sprinting techniques, such as high knee lifts and moving hands from 'pocket to mouth', when running/sprinting for speed. Children are taught techniques including running on the balls of their feet, with their chest up and moving the opposite arm to their leg. Children are also taught when how best to use these various techniques during a range of events such as sprint races, cross country events and relay races.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Rolling	Rolling is also an important means of travelling at a lower level and so is studied as a key concept within Physical Education. As children progress through the curriculum, they learn a variety of different types of rolls including straight, barrel, forward and straddle rolls.	Reception Year 1 Year 2 Year 4 Year 5 Year 6
Jumping	Jumping is another important means of travelling which is to be studied as a key concept within Physical Education. Children are taught how to bend their knees during take-off and landing, ensuring to land on the balls of their feet. As children progress through the curriculum, they will learn about different types of jumps including straight tuck and star jumps. They will also learn the different techniques and body parts needed to perform their own jumps, whether they are jumping for distance and swinging their arms forwards or jumping for height and swinging their arms upwards.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Catching	Catching is a means of receiving during which hands are used to stop and control a moving object. It is a fundamental movement and manipulation skill that is essential in many sports including basketball, netball and cricket. Children are taught the techniques to perform catching successfully in a variety of games, sports and environments. For example, children are taught to keep their eyes on the ball, have their hands out ready to catch and move their move to track the ball. They are also taught to cushion the ball into their body.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Throwing	Throwing is also a fundamental movement and manipulation skill that is essential for many sports such as basketball, netball and cricket. Children progress to be taught the techniques involved in performing a variety of throws, such as underarm and overarm. They are taught to consider which techniques and throws they will need to use when throwing for distance, accuracy or bowling in games such as rounders or cricket. For example, they are taught to place their opposite foot to their throwing hand forwards and to step into the throw for power.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Passing	Passing is an important striking skill and so is taught as a concept in its own right. Passing is the intentional transfer of an object, often a ball or a puck, from one player to a team-mate. Children are taught the techniques needed to send and receive passes across a variety of games and sports. Children are taught to compare how passing is similar and different in these sports. Children are taught to consider the varying elements of passing and receiving including finding space, teammates in space, timing of the pass and the weight of the pass.	Year 1 Year 2 Year 3 Year 4 Year 5
Dribbling	Dribbling is the manoeuvring of a ball or puck whilst moving. As children progress through the curriculum, they are taught different techniques to improve their dribbling across a variety of sports including how to maintain control of the ball, changing directing and turning whilst in control of the ball and avoiding the defenders' attempts to intercept the ball.	Reception Year 1 Year 2 Year 3 Year 4 Year 6
Kicking	Kicking is an important striking skill across numerous sports where the striking force is produced from the foot to an object, often a ball. This fundamental movement skill is first taught in Key Stage 1 where children are introduced to the components of kicking and as children progress through the curriculum they develop different techniques of kicking to improve their performances.	Reception Year 2 Year 4
Co-ordination	Co-ordination is the ability to select the right muscle at the right time with the correct intensity to achieve the intended action. It often refers to moving two or more parts of the body at the same time to achieve a specific goal. As children progress through the curriculum, they are given opportunities to perform and recognise co-ordinated movements at the appropriate speed, distance, direction, timing and muscular tension. Children are also taught the importance of co-ordination within everyday life as well as across countless sports, dance and gymnastics.	Reception Year 1 Year 2
Shape	Shape refers to the individual and group body shapes present in all actions. It is a particularly important concept within dance and gymnastics as it provides children with the building blocks to perform basic actions. Children are taught how to create a variety of basic shapes with their bodies before using these shapes to convey meaning. They are taught to apply their understanding of body shapes to their own sequences and routines.	Reception Year 1 Year 2

Striking	Striking involves using an object, such as a hand, foot, bat or racquet, to send/strike another object, such as a ball, puck or shuttlecock. It is an important concept across numerous sports and children are given the opportunity to compare how this concept is both similar and different across these games. Children are taught the techniques involved in striking as they progress through the curriculum. For example in Key Stage One, they are taught how to strike a ball use the front and back of their hands before progressing to being taught how to use a racquet to strike using forehand and backhand techniques in tennis. Children are taught to compare striking across various sports, for example comparing the batting/striking techniques taught in rounders and cricket. Children are also taught skills such as anticipation and the ready position which will in turn improve their striking performances.	Reception Year 2 Year 4 Year 5 Year 6
Fielding	Fielding is the retrieval and return of an object, often a ball, to prevent opponents from scoring. Children build on concepts of throwing and catching to apply their understanding of these concepts to fielding. As children progress through the curriculum, they are taught to track the object/ball, ensure they are ready and anticipating the object/ball. They are also taught to their tactical understanding to make decisions about where and when best to return the ball when fielding. Children are taught to compare how fielding is both similar and different across a variety of sports.	Reception Year 4 Year 6
Dynamics	Dynamics is an important concept within dance as it is how the dancer moves. Children are taught the five dynamics of dance (BASTE) and how they can impact their performance. These are **Body** (which body parts are they using or emphasizing or what shapes is the body making), **Action** (the actions/moves they perform including expressions, travelling, bends or stretches), **Space** (which level – high, medium or low- are they working at, which direction are they moving, which place is the movement performed, which orientation/way the dance is facing, which pathway are they moving through space, which size does the movement evolve – a narrow space or a big, wide space, how are the dancers positioned within space in relationship to one another), **Time** (whether the movements are quick or slow, whether the movements are measured using a clock in seconds/minutes, in relationship to one another or measure using repeated rhythmic pattern often used in music), **Energy** (how the dancers move and the quality of the movement)	Reception Year 2 Year 3 Year 4 Year 5 Year 6
Defending	Defending is when an individual, group or team attempts to prevent the other individual, group or team from scoring. Throughout the curriculum, children will take part in a variety of games and sports in which they will be required to defend and they will be taught to compare and contrast how to best defend in these games and sports. As children progress through the curriculum they will be taught the skills/techniques of defending such as tracking or jockeying an opponent, intercepting and tackling. They will also be taught to think more deeply about their tactics/decision making when defending.	Year 3 Year 4 Year 5 Year 6

Shooting	Shooting is an important striking skill and so is taught as a concept in its own right. It is striking the object, often a ball, in an attempt to score a goal. As children progress through the curriculum, they are taught the skills and techniques involved in shooting across a variety of games and sports, including shooting for accuracy or power. Children are taught to compare and contrast the techniques of shooting across a variety of games and sports. For example, they are taught how remaining composed and concentrating on the target during target games can be applied to shooting for the goal during invasion games.	Year 3 Year 5 Year 6
Collaboration/ Co-operation	Collaboration/Co-operation is the action of working with someone to achieve a shared goal. This concepts builds upon children's learning during P4C (Philosophy4Children) lessons during which children are taught to build ideas and work together to the same end. As children progress through the curriculum, they are taught how best to work with a partner, group or team and the importance of this within games and sport. Children are taught essential teamwork skills through collaboration and cooperation so they are able to work well within a team. Children are also taught ideals about inclusion through this concepts.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Communication	Communication is the physical and verbal exchange of information. Children are taught the importance of communication within games and sports. They are taught the importance of speaking, sharing their experience and supporting their partners or team-mates. They are also taught the importance of listening, to advice, tactics or feedback. This concept is important within Physical Education but also has excellent cross-curricula links.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Sharing/ Taking turns	Sharing/Taking turns is an important part of communication development for young children. Through playing games and sports, children are explicitly taught the importance of sharing and taking turns. Through the teaching of this concept during Physical Education lessons, children are taught to become more patient, to manage disappointment and about fairness and compromise. Children are taught how to watch others and wait patiently for their turn. This concept is important within Physical Education but also has excellent cross-curricula links.	Reception Year 1 Year 2
Respect	Learning respect is an important life skill for children. Through the explicit teaching of respect during games, sports and Physical Education lessons, children are taught to act in a way that demonstrated they care about the feelings and well-being of others. As children progress through the curriculum, they are taught to respect and show empathy for others involved in the games including their partners, team-mates, and opponents as well authority figures within games. Children are taught to trust their peers demonstrating a consideration and awareness of others. This concept is important within Physical Education but also has excellent cross-curricula links.	Respect Year 2 Year 3 Year 4 Year 5 Year 6

Help/Support	Physical Education lessons is an excellent and important vehicle to teach children the importance of helping and supporting others. Children are explicitly taught how and why to help and support others and as the curriculum progresses they are taught how to help and support their team-mates and the benefits of doing this in a variety of games and sports. Children are taught to encourage and praise others, to show kindness and how to support others. Children are also taught the social and emotional benefits to their own well-being that helping others provides.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Leadership	Through the teaching of leadership as a concept within Physical Education, children are taught to take ownership for their own actions and are taught about responsibility. Children are taught the importance of leadership by providing them with opportunities within games and sports to help, guide, and support and encourage others within group/team contexts.	Reception Year 2 Year 4 Year 5 Year 6
Working Safely	Children are taught the importance of working safely within a variety of games, sports and Physical Education lessons. Children are taught to make safe decisions to look after the physical, social and emotional well-being of others during lessons, to follow the rules of these games safely to avoid injuring or hurting themselves or opponents. Children are taught the importance of warming up and cooling down before physical activity to avoid injuries. Children are also taught the importance of using equipment and apparatus safely, whether this is using hockey sticks during hockey lessons or climbing frames during gymnastics.	Reception Year 1 Year 2 Year 3 Year 4
Fair Play	Fair Play is an important virtue within Physical Education whereby players abide by the rules of competition. Through the explicit teaching of Fair Play as a concept, children are taught the importance and benefits of following the rules of the game. Children are also taught the importance of demonstrating honest and trust in order to play games and sports respectfully.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Perseverance/ Determination	Physical Education lessons are an important and excellent vehicle to explicitly teach the benefits of perseverance and determination across the curriculum. Children are taught to respond to adversity, challenges and setback in a positive and determined manner in order to achieve success. As children progress through the curriculum, they are taught to be disciplined in their determination and that success in earned through hard work.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Confidence	Confidence is the ability to have faith and belief in yourself or others. Physical Education is also an excellent vehicle for improving the confidence of children. Children are taught to have belief in their ability and are given numerous opportunities to improve their confidence through the playing of various sports and games. Children are also taught to perform	Reception Year 1 Year 2 Year 3 Year 4

	in front of others, for example in gymnastics or dance lessons, with the intended target of improving their confidence.	Year 5 Year 6
Managing Emotions	Through this concept, children are taught to become more self-aware of their emotions. Children experience a huge range of emotions when playing games and sports and as children progress through the curriculum this concept teaches children how to control, react and manage this emotions before acting on them. Through this concept, children are taught acceptance, whether winning or losing during the games. Children are taught how to manage and express frustrations and excitement. Children are also taught the impact negative emotions can have on our performances.	Reception Year 2 Year 6
Independence	Independence is an essential life skills for children that needs to be nurtured from an early age. Physical Education is an important and excellent vehicle for helping children to become more independent. Children are taught to be more self-reliant during a variety of games and sports. Children are taught to have ownership and control over their own routines, sequences and performances.	Reception Year 1 Year 2
Challenge	This concepts builds upon the teaching of the concept of perseverance and determination. As children progress through the curriculum, they are taught to push themselves further to improve their performance and challenge themselves physically, socially, emotionally and academically. Children are taught to set and beat their own personal targets and gain a sense of achievement from this, rather than comparing themselves to others.	Reception Year 1 Year 3
Rules	Rules provide and agreement of understand to competition. They govern what is allowed and not allowed during the games and sports played. Children are taught the various rules across a variety of sports and games as they progress through the curriculum. Children are taught how to play correctly, safely and fairly following the rules of a game or sport. Children are also taught the importance of following these rules and respecting the rules and integrity of the games or sports. Children are also taught to establish, create and set-up their own games, creating and following rules.	Reception Year 4
Tactics/ Decision Making	Tactics/Decision Making are the actions, decisions and strategies employed to achieve success across the various sports or games in the curriculum. Children are taught to think more deeply about the decisions and strategies they implement when following the rules of a game or sport. Children are taught to combine both technical and tactical skills to improve their own performances. Children are taught tactical skills such as systems of play, exposing opposition weaknesses, spatial awareness and positioning. Children are taught problem-solving skills, such as map-reading skills, to overcome obstacles and challenges during games and sports.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Performance	As children progress through the curriculum, they are given opportunities to perform in a variety of contexts, including competitive games and sports, dance routines or gymnastics sequences. Children are taught the importance of selecting and applying the skills and tactics they have been taught during a performance, for example selecting and applying which throw to use during a competitive basketball game, selecting and applying the best roll to use during a gymnastics sequence or planning and implementing their own choreography in a dance routine. This concepts provides fantastic cross-curricula links, particularly in music and drama lessons.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Feedback	Feedback tells performer how well they have or are performing. Children are taught to listen to feedback and how to respond to this to improve their next performance. Children are also taught how to observe performances and provide kind and supportive feedback to support the performances of others. This demonstrates an understanding of the skills and tactics that have been taught.	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Creativity	Creativity within Physical Education is the ability of a performances to be original, unusual, innovative and unique. Children are taught to explore their own actions and ideas and to share these with others.	Year 1 Year 2 Year 3 Year 4 Year 5
Health/Fitness	This concept involves engaging children to develop an excellent attitude towards health and fitness and understand the importance that it has on their everyday lives both in and out of school. Due to the growth of technology and the impact of the COVID pandemic, there has been a significant rise in sedentary behaviour and it is important that the children are educated about making positive lifestyle choices throughout their school journey. These choices have a significant impact on developing our pupils physically, socially and mentally. Children are encouraged to be active for at least 30 minutes per day in a variety of fitness related activities such as The Daily Mile, Yoga and HIIT sessions, all aimed at ensuring that the children can develop their fitness over a sustained period of time. Children will be taught specific health and fitness related skills throughout our school, where all children will aim to beat their best each year and achieve results that are both progressive and manageable. Furthermore, every child will develop an understanding of the link between fitness and the choices about what we eat, where we strive to provide nutritious and healthy options at break and lunch times. The children will also discover different ways to keep fit during warm-up sessions in each P.E lesson, where the focus will be placed on ensuring that children know the benefits of each activity and can build up to delivering an activity in upper Key Stage 2. Children will leave Ellison Primary Academy with an understanding of all aspects of fitness which will help them to make individual choices during their transition to Key Stage 3.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Concept Progression and Coverage:

Physical Concepts	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Travelling							
Balance							
Running							
Rolling							
Jumping							
Catching							
Throwing							
Passing							
Dribbling							
Kicking							
Co-ordination							
Shape							
Striking							
Fielding							
Dynamics							
Defending							
Shooting							
Social Concepts:							
Collaboration/ Co-operation							
Commutation							
Sharing/Taking Turns							
Respect							
Help/Support							
Leadership							
Working Safely							
Emotional Concepts:							
Fair Play							
Perseverance/ Determination							
Confidence							
Managing Emotions							
Independence							
Challenge							
Thinking Concepts:							
Rules							
Tactics/ Decision -Making							
Performance							
Feedback							
Creativity							
Health/Fitness							