

Bricknell Primary School

Physical Education Curriculum Overview



THE
CONSTELLATION
TRUST



Aspiration

Knowledge

Achievement

Contents

The Curriculum – our approach	3
A Broad and Balanced Curriculum	6
Key Concepts	7
Key Concept Year Group Mapping	9
Knowledge and Skills Sequencing	10
Second Order Concepts	14



Aspiration

Knowledge

Achievement

The Curriculum – our approach

Bricknell Primary School’s curriculum has been developed over a period of 36 months. Much thought has gone into the research foundations for how children learn, the implication of subject specific best practice and the context of our school.

Through collaboration, rigours attention to detail and consultation with primary practitioners, trust leaders, secondary and Early Years teachers; the curriculum reflects a scheme of work that is intended to be sequenced form Early Years to Year 6 and enable pupils to be ready for the Key Stage 3 curriculum and world beyond education.

The curriculum design has a progressive approach at its core with a built in Aspiration Curriculum at the heart.



Aspiration

Knowledge

Achievement

Intent:

The curriculum is built on the foundations of success. We believe all children should be aspirational, knowledgeable and should achieve their goals. This is the model our curriculum builds from

Aspiration

- An Aspiration Curriculum at the heart of every lesson.
- Building life skills to succeed outside the world of education.
- Real life examples and experiences in local contexts and in the wider world.
- Working with local colleges and building links.
- Community outreach opportunities.

Knowledge

- High quality teaching at the heart.
- Progressive curriculum mapping.
- Carefully timetabled broad and balanced curriculum.
- Carefully researched and implemented curriculum.
- Subject specific pedagogy.

Achievement

- Ambitious curriculum outcomes.
- Assessability for all.
- Identification and facilitation of pupil's passions and love for a subject.
- Achievement beyond the classroom and into further education demonstrating a love for learning.
- Extensive extra-curricular offer.



Aspiration

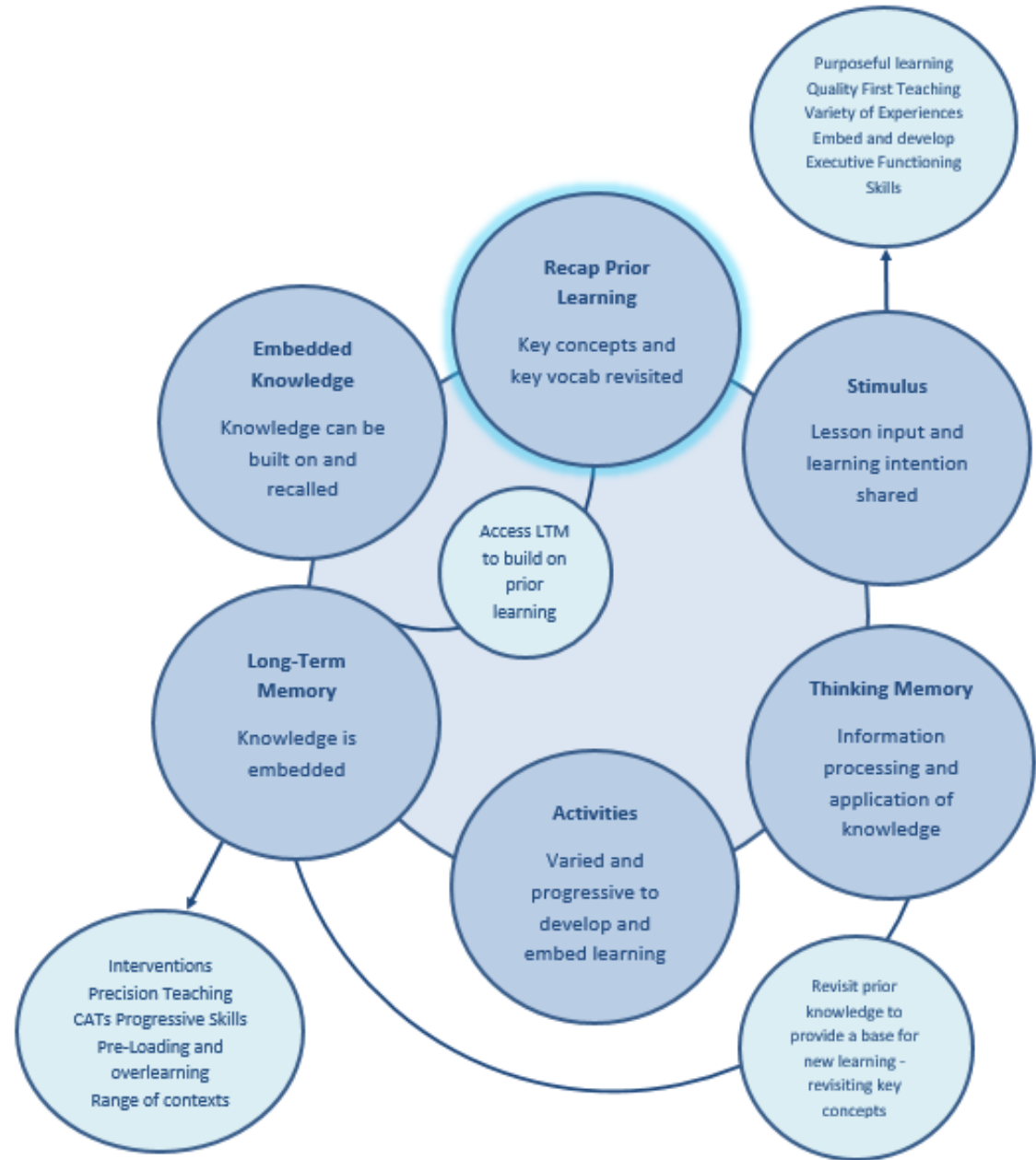
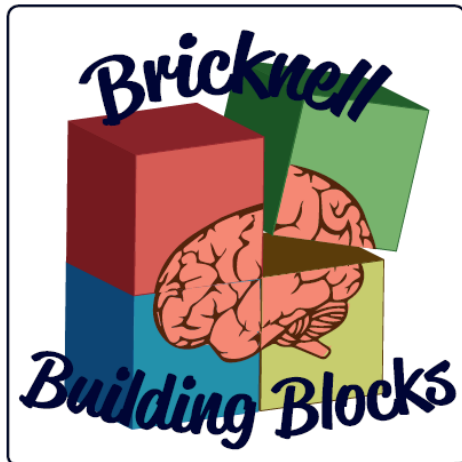
Knowledge

Achievement

Bricknell's Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.

At the core of our model is the retrieval of prior knowledge. Therefore, all lessons at Bricknell Primary School start with Bricknell's Building Blocks; the foundations to learning.



Aspiration

Knowledge

Achievement

A Broad and Balanced Curriculum

Hours per day	4.25
Hours per week	21.25
Hours per year	828.75

Curriculum area	Hours per year	Total hours
English		
Reading	78	195
Writing	117	
Maths		
Maths	195	195
Computer Science		
Science	78	117
Computing	39	
Humanities		
RE	39	75
History	18	
Geography	18	
Creative		
Art	18	54
Design Technology	18	
Music	18	
Additional		
Physical Education	78	156
PSHE	39	
MFL	39	

Additional timetabled hours		
Enterprise Week	10	20
Transition Week	10	

At Bricknell, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum at Key Stage 2.

To prepare our pupils for the digital world beyond the classroom and to enable their communication skills, upskilling them across all areas of the curriculum, we have allocated 39 hours a year to the computing curriculum. This can be cross curricular across all subjects and does not need to be taught each week.

Reading, Writing and Maths are taught daily.
Science Physical Education, PSHE, RE and MFL are required to be taught weekly.

These are highlighted in blue

History, Geography, Art, Design Technology and Music all have equal weighting with 18 hours a year broken down to 3 half-termly blocks.

Year 4 offer a wider opportunities musical programme to the children therefore music has an increased weighting of 39 hours and to compensate, computing has a reduced weighting of 18 hours

- Art and Design Technology will each have 3 half term blocks. These will be taught alternatively to support staff workload.
- Music will have 3 half-termly blocks which will be taught at the same time across the whole school.
- Computing, History and Geography can remain blocked (in line with MTP)
- In addition to the teaching hours, pupils at Bricknell Primary School also receive a minimum of 400 minutes (6 hours, 40 minutes) of Opal Play a week.



Aspiration







Knowledge

Achievement

Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for Physical Education.

Physical Education					
					
Athletics	Dance and movement	Gymnastics	Team games	Outdoor adventurous activities	Swimming



Aspiration

Knowledge

Achievement

Key concepts (Big Ideas) in Physical Education

Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.

Through different units of work we develop:

- **Motor confidence:** developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities
- **Rules, strategies and tactics:** these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy
- **Healthy participation:** the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups

Through each of the key concepts, pupils will build an increasing level of **competence**, to allow them to select and apply skills including tactics and compositional ideas. They will develop their abilities in **performance** by using their knowledge of motor confidence. They will develop their **creativity** by exploring and experimenting with techniques and tactics and learn how to **evaluate** and analyse games and performances.

Athletics



Pupils will develop increasing competence in the techniques of running, jumping, throwing and catching.

Dance and movement



Pupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance.

Gymnastics



Pupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control. They will gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.

Team games



Pupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attacking and defending in a variety of team games, including competitive games. They will take part in **striking and fielding games** such as cricket and rounders, **invasion games** such as football, netball and hockey, and **net & wall games** such as tennis, badminton and table tennis).

Outdoor adventurous activities



Pupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.

Swimming



Pupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres.



Aspiration

Knowledge

Achievement

Physical Education Key Concepts Year Group Mapping – Early Years

	Autumn	Spring	Summer
EYFS Physical Development	In EYFS, pupils are taught P.E. through the strand Physical Development . Throughout the year pupils will be taught: The fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping & climbing To progress towards a more effluent style of moving, with developing control & grace To develop & refine a range of ball skills including: throwing, catching, kicking, passing, batting & aiming; Combine different movements with ease & fluency Develop overall body strength, balance, coordination & agility.		

Physical Education Key Concepts Mapping – Key Stage 1

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
--	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

1AA	PM 1WK	Dance and Movement Movement Patterns (6 Weeks)	PM 2WKS	Team Games—Invasion Mini Football (7 Weeks)	PM 1 WK	Gymnastics Movement and Pattern (6 Weeks)	PM 1WK	Athletics Fundamental movement (6 Weeks)	PM 2 WKS	Striking and Fielding Bat and Ball Games (6 Weeks)
1LC	PM 1WK	Dance and Movement Movement Patterns (6 Weeks)	PM 2WKS	Team Games—Invasion Mini Football (7 Weeks)	PM 1 WK	Gymnastics Movement and Pattern (6 Weeks)	PM 1WK	Athletics Fundamental movement (6 Weeks)	PM 2 WKS	Striking and Fielding Bat and Ball Games (6 Weeks)
1NS	PM 2WKS	Team Games—Invasion Mini Football (7 Weeks)	PM 1WK	Dance and Movement Movement Patterns (6 Weeks)	PM 2 WKS	Striking and Fielding Bat and Ball Games (6 Weeks)	PM 1WK	Athletics Fundamental movement (6 Weeks)	PM 1 WK	Gymnastics Movement and Pattern (6 Weeks)
2HS	PM 2WKS	Team Games—Invasion Tag Rugby (7 Weeks)	PM 1 WK	Gymnastics Movement and Pattern (6 Weeks)	PM 1WK	Dance and Movement Movement Patterns (6 Weeks)	PM 1WK	Athletics Fundamental movement (6 Weeks)	PM 2WKS	Striking and Fielding Bat and Ball Games (6 Weeks)
2MT	PM 1WK	Gymnastics Movement and Pattern (6 Weeks)	PM 1WK	Dance and Movement Movement Patterns (6 Weeks)	PM 2WKS	Team Games—Invasion Tag Rugby (7 Weeks)	PM 1WK	Athletics Fundamental movement (6 Weeks)	PM 2WKS	Striking and Fielding Bat and Ball Games (6 Weeks)
2LO	PM 1WK	Gymnastics Movement and Pattern (6 Weeks)	PM 2WKS	Team Games—Invasion Tag Rugby (7 Weeks)	PM 1WK	Dance and Movement Movement Patterns (6 Weeks)	PM 1WK	Athletics Fundamental movement (6 Weeks)	PM 2WKS	Striking and Fielding Bat and Ball Games (6 Weeks)

*PM = Physical milestones














































































Aspiration

Knowledge

Achievement

Physical Education Key Concepts Group Mapping – Key Stage 2



		Autumn Term		Spring Term			Summer Term	
Year 3	3HD	Hockey 	Gymnastics 	Orienteering 	Tennis 	Athletics 	Kwik Cricket 	
	3LG	Orienteering 	Hockey 	Gymnastics 	Kwik Cricket 	Athletics 	Tennis 	
	3RY	Hockey 	Gymnastics 	Orienteering 	Tennis 	Athletics 	Kwik Cricket 	
Year 4	4RE	Basketball 	Orienteering 	Badminton 	Swimming 	Rounders 	Athletics 	Gymnastics 
	4RS	Orienteering 	Basketball 	Rounders 	Swimming 	Badminton 	Athletics 	Gymnastics 
	4KM	Basketball 	Orienteering 	Badminton 	Swimming 	Athletics 	Gymnastics 	Rounders 
Year 5	5HT	Football 	Orienteering 	Gymnastics 	Tennis 	Athletics 	Kick Ball 	
	5NH	Football 	Orienteering 	Gymnastics 	Tennis 	Athletics 	Kick Ball 	
	5AR	Gymnastics 	Football 	Orienteering 	Kick Ball 	Athletics 	Tennis 	
Year 6	6JK	Gymnastics 	Rugby 	Orienteering 	Cricket 	Athletics 	Volleyball 	
	6CB	Rugby 	Orienteering 	Gymnastics 	Volleyball 	Athletics 	Cricket 	
	6MC	Rugby 	Orienteering 	Gymnastics 	Volleyball 	Athletics 	Cricket 	



Aspiration

Knowledge

Achievement

Knowledge and skills sequencing		PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Athletics</p>  <p>Motor competence Rules, strategies and tactics Healthy Participation</p>	<p>To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>To be able to move by running and jumping with control and care</p> <p>To be able to explore throwing and catching using a range of techniques</p>	<p>To master basic throwing and catching.</p> <p>To master basic running and jumping</p>	<p>To show control, accuracy and coordination within running and jumping movements at different speeds</p> <p>To be able to take part in a relay, remembering when to run and how to work within a team</p>	<p>To be able to run over a long distance and sprint a short distance and understand the different techniques needed</p> <p>To be able to throw in different ways and hit a target</p> <p>To be able to jump in different ways</p> <p>To know the rules and tactics needed for different athletic activities</p>	<p>To be able to control my body when taking off and landing</p> <p>To be able to throw with accuracy</p> <p>To know the rules and tactics needed for a wider range of athletic activities</p>	<p>To be able to combine a range of running, jumping, throwing and catching techniques with control.</p> <p>To know the rules and tactics needed for a wider range of athletic activities</p>
<p>Dance and movement</p>  <p>Motor competence Rules, strategies and tactics Healthy Participation</p>	<p>To progress towards a more fluent style of moving, with developing control and grace</p>	<p>To be able to copy, learn and perform some dance moves</p>	<p>To be able to change rhythm, speed, level and direction in my dance</p> <p>To be able dance with some control and coordination</p> <p>To be able to perform dances using simple movement patterns</p>	<p>To be able to improvise freely and translate ideas from a stimulus into movement</p> <p>To be able to share and create phrases with a partner and small group</p> <p>To be able to repeat, remember and perform phrases</p>	<p>To be able to use dance to communicate an idea through a range of movements and patterns</p>	<p>To be able to compose my own dances in a creative ways</p> <p>To be able to perform to an accompaniment</p> <p>To be able to perform a dance which shows clarity, fluency, accuracy and consistency</p>	<p>To be able to develop sequences in a specific style</p> <p>To be able to choose my own music and style</p> <p>To be able to perform dances using simple movement patterns</p>



Aspiration

Knowledge

Achievement

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Team Games</p>  <p>Motor competence Rules, strategies and tactics Healthy Participation</p>	<p>Striking and fielding</p>	<p>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p>	<p>To be able to move and stop safely</p> <p>To be able to throw underarm</p> <p>To begin to catch more consistently</p> <p>To be able to strike with a racket or bat</p>	<p>To be able to send and receive</p> <p>To use hand-eye coordination to control a ball</p> <p>To be able to catch a variety of objects</p> <p>To be able to decide the best space to be in during a game</p> <p>To be able to follow rules</p>	<p>To be able to throw and catch with control</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To know and use rules fairly</p>	<p>To be able to catch with one hand</p> <p>To be able to hit, bowl, throw and catch with increasing accuracy</p> <p>To be able to vary my tactics and adapt my skills depending on what is happening in a game</p>	<p>To be able to use a range of techniques when fielding</p> <p>To be able to hit, throw, bowl and catch accurately and with control</p>	<p>To be able to play competitive games to agreed rules</p> <p>To be able to explain rules to others</p> <p>To be able to communicate a plan to my team</p> <p>To be able to use a range of techniques with confidence and skill in a game situation</p>
<p>Team Games</p>  <p>Motor competence Rules, strategies and tactics Healthy Participation</p>	<p>Invasion games</p>	<p>To be able to combine different movements with ease and fluency</p>	<p>To be able to move and stop safely</p> <p>To be able to throw and kick in different ways</p> <p>To be able to stop a ball</p>	<p>To be able to throw, hit or kick a ball with increasing accuracy</p> <p>To be able to decide the best space to be in during a game</p> <p>To be able to use tactics in a game when attacking and defending</p> <p>To be able to follow rules</p>	<p>To be able to throw, hit or kick a ball with accuracy</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To know and use rules fairly</p>	<p>To be able to pass, throw and catch accurately with control</p> <p>To be able to keep possession of the ball</p> <p>To be able to vary my tactics and adapt my skills depending on what is happening in a game</p>	<p>To be able to gain possession by working as part of a team</p> <p>To be able to pass in different ways</p> <p>To be able to choose a tactic for defending and attacking</p> <p>To be able to use a number of techniques to pass, dribble and shoot</p>	<p>To be able to play competitive games to agreed rules</p> <p>To be able to explain rules to others</p> <p>To be able to communicate a plan to my team</p> <p>To be able to use a number of techniques to pass, dribble and shoot with control and accuracy</p> <p>To be able to apply basic principles suitable for attacking and defending</p>



Aspiration

Knowledge

Achievement



		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Team Games  Motor competence Rules, strategies and tactics Healthy Participation	Net & Wall				To be able to throw and catch with control To be able to serve underarm To be able to build up a rally	To be able to play a variety of shots To demonstrate and use the correct grip on a racket To develop greater accuracy of strokes To know the rules for a net game	To develop techniques for ground strokes and volleys To develop a backhand technique and use it in a game To be able to serve overarm To know when to use different shots	To know where a shot should be aimed and show increasing accuracy To use good hand/eye co-ordination when playing and serving To use different shots in a game situation to outwit an opponent
Gymnastics  Motor competence Rules, strategies and tactics Healthy Participation	To develop overall body-strength, balance, co-ordination and agility		To be able to make my body curled, tense, stretched and relaxed To be able to control my body when travelling and balancing in different ways	To be able to plan and perform a sequence of coordinated movements including a balance To be able to use balance, agility and coordination in a range of activities	To adapt sequences to suit different types of apparatus and criteria To be able to explain how strength and suppleness affect performance To be able to compare and contrast gymnastic sequences	To include change of speed and direction with control To include a range of shapes in a sequence To be able to work with a partner to create, repeat and improve a sequence with at least three phases	To be able to make complex extended sequences To combine action, balance and shape To perform consistently to different audiences	To develop technical sequences in a specific style To be able to demonstrate flexibility, strength, control and balance in a sequence of movements



Aspiration

Knowledge

Achievement

	EYFS	Y3	Y4	Y5	Y6
<p>Outdoor adventurous activities</p>  <p>Motor competence Rules, strategies and tactics Healthy Participation</p>		<p>To be able to read a map</p> <p>To be able to follow a map in a familiar context</p> <p>To be able to use clues to follow a route safely</p>	<p>To be able to read a map with confidence and accuracy</p> <p>To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others</p> <p>To be able to follow a route within a time limit</p>	<p>To use a compass</p> <p>To confidently orientate myself and others to solve problems in unfamiliar environments</p> <p>To follow a map into an unknown location</p> <p>To use clues and a compass to navigate a route</p>	<p>To use a compass with confidence and accuracy</p> <p>To be able to plan route and a series of clues for someone else</p> <p>To be able to take part in outdoor and adventurous activity challenges both individually and in a team</p>
<p>Swimming</p>  <p>Motor competence Rules, strategies and tactics Healthy Participation</p>		<p>To be able to use a range of strokes effectively</p> <p>To perform safe self-rescue in different water based situations</p> <p>To swim competently, confidently and proficiently over a distance of at least 25m</p>			



Aspiration

Knowledge

Achievement


Leadership and Evaluation Sequencing			PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
Leadership Motor competence Rules, strategies and tactics Healthy Participation						To confidently referee a game applying my knowledge of the rules effectively To give tactical instructions to affect a game situation To lead an effective warm up for a group		
Evaluation Motor competence Rules, strategies and tactics Healthy Participation		To identify a good performance (with support)	To identify a good performance and say why	To compare my performance with previous ones, explaining differences and effectiveness	To confidently evaluate my own performance and discuss improvements	To confidently evaluate my own and other's performances, discussing improvements (written and verbally)	To confidently evaluate my own and other's performances, discussing improvements to deliver a better performance (personal best)	



Aspiration

Knowledge

Achievement

Sports Science Sequencing		PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Sports Science</p>  <p>Motor competence Rules, strategies and tactics Healthy Participation</p>		To know why moving my body is an important part of being healthy	<p>To know the importance of a warm up</p> <p>To explain the benefits a warm up has on our body</p>	<p>To take a pulse rate reading before and after exercise and see the impact exercise has on it</p> <p>To explain why heart rates increase after exercise</p> <p>To appreciate that being active is part of being healthy both physically and mentally</p>	<p>To explain how a warm up prepares and protects our body during physical activity (aerobic exercise to increase heart rate and warm muscles, then how to stretch safely to ensure muscle damage doesn't occur)</p> <p>To understand that being healthy physically and mentally relies on diet and physical activity</p>	<p>To know the names, locations and usage for some of the main muscles in the body (biceps, triceps, quadriceps, hamstring)</p> <p>To begin to understand how muscles work in pairs to allow us to move.</p>	<p>To identify the bodies 5 major muscle groups and their names (chest, back, arms and shoulders, abdominals, legs and buttocks)</p> <p>To understand that having a healthy, active lifestyle impacts our mental health (exercise releases endorphins which reduce chance of depression and anxiety. Improve self-esteem. Regulate appetite Provide an enhanced immune response)</p> <p>To understand the short and long term effects physical exercise has on the body and mental health</p>



Aspiration

Knowledge

Achievement

Team Games – Invasion Games

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Manipulate the ball	Throw a ball underhand to a partner Throwing a ball overhand Kick a ball forcefully in a particular direction	Throw overarm Throw underarm Use the inside and outside of the foot to dribble the ball Use the sole of the foot to stop and hold the ball	Throw the ball backwards and sideways Kick the ball a variety of distances using the laces	Use stick rotation to dribble the ball using the inside of the hockey stick	Controlling a ball using dribbling skills To keep possession individually using protecting and shielding	Manipulate the ball using feints (pretend to pass)	Manipulate the ball to get past an opponent Use a number of techniques to pass dribble and shoot
Passing and receiving	Catch a ball consistently Hit a 2 foot target from 5 feet away	Catch a ball with 2 hands Throw the ball to a partner	Pass the ball to a team mate using backwards and sideways throws	Perform a pass to a team mate in different ways	Use passing and receiving skills to maintain the teams possession of the ball	Identify space to receive in away from opponent /marker	Pass the ball to a team mate to get through and past opponents
Attacking and defending		Run changing speed and direction to find space	Run changing speed and direction to get past an opponent Perform a punt kick	Make a forward pass to a target player Intercept and prevent forward passes between opponents	Defeat an opponent using dribbling skills Use different shooting techniques to score	Mirror opponents movements to defend Use movements to outwit an opponent In possession Out possession Transition	Create width and depth in possession Be compact out of possession
Sport specific skills		Mini football	Tag-Rugby Use the correct grip to hold the ball Sideways backwards passing Throw the ball backwards and sideways Perform a punt kick	Hockey Hold the stick using the correct grip Perform a push pass Perform a hit pass Bench Ball Long distance passes to team mates Use compact defence techniques to prevent opponents scoring	Basketball Bounce pass Chest pass Overhead pass Wrap around pass Shooting the ball Football Pass using the inside of the foot Pass using the outside of the foot Pass using the laces Pass using both feet Pass to feet and to space	Netball Pivot Chest pass Bounce pass Shoulder pass 2 foot landing Positions Guarding and blocking Dodgeball Throwing to moving targets Accuracy	Rugby Correct grip Sideways passing Backwards passing Punt kick Feints Grubber kick Hockey Correct grip Stick rotation Push pass Hit pass



Team Games – Invasion Games

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Invasion games		Mini football	Tag-Rugby Use the correct grip to hold the ball Sideways backwards passing Throw the ball backwards and sideways Perform a punt kick	Hockey Hold the stick using the correct grip Perform a push pass Perform a hit pass Bench Ball Long distance passes to team mates Use compact defence techniques to prevent opponents scoring	Basketball Bounce pass Chest pass Overhead pass Wrap around pass Shooting the ball Football Pass using the inside of the foot Pass using the outside of the foot Pass using the laces Pass using both feet Pass to feet and to space	Netball Pivot Chest pass Bounce pass Shoulder pass 2 foot landing Positions Guarding and blocking Dodgeball Throwing to moving targets Accuracy	Rugby Correct grip Sideways passing Backwards passing Punt kick Feints Grubber kick Hockey Correct grip Stick rotation Push pass Hit pass
Net and Wall	Throw Catch Bat a ball	To be able to play a variety of shots To demonstrate and use the correct grip on a racket To develop greater accuracy of strokes To know the rules for a net game	To develop techniques for ground strokes and volleys To develop a backhand technique and use it in a game To be able to serve overarm To know when to use different shots	Tennis Underarm serve Underarm throw to strike the ball Forehand Serve	Table Tennis Serve Backhand Forehand	Badminton/Tennis Serve overarm	Volleyball

Second Order Concepts



Aspiration

Knowledge

Achievement

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Physical Education are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
PE			Tactics, strategy, planning ahead		Following rules, being safe, keeping fit and healthy	Communicating with others, making decisions, presenting	



Aspiration

Knowledge

Achievement