

PHYSICAL EDUCATION GUIDELINES

Overview

All children should be active for 80% of each PE lesson making sure activities are accessible for all children in the class. Groups should always consist of a mixture of boys and girls as well as children of varying abilities. Children should be given the opportunity to practice differentiated skills for the various sports highlighted in the Curriculum map and progressively develop these skills each week to achieve realistic outcomes for all children to achieve.

Organising resources

- Make sure you are teaching the correct sport highlighted on the curriculum map so equipment is always available.
- Make sure planning shows progression of one or two particular skills during a half term.
- Girls and Boys should never be separated into different groups.
- Make sure equipment is collected from the stock room before the lesson.
- Set out equipment whilst children are warming up or ask TA to assist before the lesson. (Maybe supply a diagram of the layout if necessary.)
- Check area used for PE is safe before use. (Field, Hall, Playground, MUPA)
- Share an example of good practice and skills before a new topic. Maybe a picture or short video so children know what they need to produce. Keep referring to these steps throughout the lessons in the MTP.

Warm Up

- Share the learning objectives and what you want the children to achieve by the end of the lesson. You could display these on the board.
- Share the steps to success about achieving the outcome. Make sure the children know these.
- Short warm up to get heart and lungs working. Maybe play game related to the skills of the lesson.
- Stretching. (once established, select HA children to lead this section of the lesson)

Skill development/floorwork

- Demo main activities for children to follow.
- List pointers of each skill for children to check against. Keep short and simple.
- Form 1 or 2 activities of short skills practice for children to rehearse for practice activity in the next part of the lesson.
- Each activity should last around 3-5 minutes to allow children to practice necessary skills.
- Teacher chooses a child to share skills with the rest of the class to model correct technique.
- Children could self assess or peer assess if activity lends itself to modelling good practice.
- Differentiate for More able and any SEN children. (Use bigger or smaller bats/balls, longer or shorter distances, moving or stationary activities etc.)

Practice activity/performance/apparatus

- Talk about main skills involved from the steps to success.
- Select a group or team activity for children to display skills in.
- Children could self assess or peer assess if activity lends itself to modelling good practice.
- Key vocabulary, display on board.
- Differentiate for all children, particularly the More able and any SEN children.

Cool Down

- Reflect on WALT.
- Children discuss the skills they have learnt using the key vocabulary from the board.
- Final demo from more able or impressive performance during lesson. (Pick one.)
- Demonstrate a cool down to lower children's heart rate.
- Demonstrate stretches for children to follow. HA can demonstrate if able.

After the lesson

- Put equipment back in place you collected it from.
- The labels in the stock rooms will help you know where to put the stock back.
- Please make sure the correct numbers of items are in each bag/box etc.
- Leave area used for PE tidy for the next class to use.