

Physical Education Non-Negotiables

Overview

1. All year groups will follow the Get Set 4 PE scheme of work using the plans (which can be adapted for your cohort) and the progression grids to aid planning, differentiation and assessment.
2. In Years 1-6, 2 units of PE will be taught every half term ensuring coverage of all key areas (fundamentals, body management, dance, games and OAA). In EYFS, 1 unit will be taught every half term.

Teaching

3. Ensure each lesson has a personal (social/emotional) objective/focus – these can be found in SET section of Get Set or you can use the School Games values.
4. Lesson Structure:
 - a. **Introduction and Warm-Up (10 Minutes)** – show page on the flipchart making sure you have a review question, the new learning objective and success criteria, the vocabulary pyramid with at least one word highlighted for the lesson (buzz word) or just the focus word and definition and any videos from Get Set. **Warm-up** for the lesson making sure children are ready to exercise.
 - b. **Skills Section (30 Minutes)** – make sure time is pre-allocated to each activity so you don't miss key content. Adapt activities as necessary so they are appropriate for your cohort of children.
 - c. **Plenary (5 Minutes)** – reflection and review of the learning in class on flipchart (What was the buzz word of the lesson?) and awards given using the school games values certificates
5. **Key words** using the vocabulary pyramid. Make sure words are taught each week – see above.
6. Use of **differentiation** where appropriate to ensure inclusion for all. Use the 'Make it easier/harder' suggestions in the planning or your own ideas using the C-STEP (Communication, Space, Time, Equipment, People). Ensure in KS2 children have the fundamental skills required to partake in sport specific activities and if not adapt.

Assessment

7. Before the unit of work – ensure you have looked at the **assessment criteria** and label where you might look for each strand. Some will be across many lessons and some may be more lesson specific. Carry out live assessments throughout each lesson, filling in the grid when you see evidence of a child meeting the objective. These will be marked with a tick. If left blank this has not been seen yet but will need to be focussed on in subsequent lessons. If a child cannot do the objective mark with a dot or cross. You may want to annotate when you think a child is achieving above the criteria with an arrow up. You can also mark the grid retrospectively if you have been monitoring and taking notes instead. In gymnastics, dance and you should also use video evidence of performances to undertake retrospective assessments.
8. Each unit will need **at least one piece of evidence**. You must have at least one video saved on the server for gymnastics, yoga and dance units. If using peer/self-feedback sheets/post it reflections, please keep in a plastic wallet in your yellow folder. Any tournament records or personal challenges/fitness sheets should also be kept in the yellow folder.

Tournaments

9. Key Stage 2 must take part in at least one in-house tournament per year. This is usually the last lesson in the unit.