



## Motor Competence

### KS2 (YR 5 & 6)

In Year 5 & 6 children should have near mastered the key **FMS**. Children will take part in more context specific practices e.g. dodging around a player in netball, basketball, handball, tag rugby or football and then using these in a game situation.

These skills will involve different types of equipment, however they will hold the same principles- which allows them to be easily transferred into different activities and games.

Following this pathway and developing **FMS**, by the end of KS2 children should be motor competent and confident in PE. This helps ensure that they are ready KS3 in secondary PE.

### KS2 (YR 3 & 4)

In Year 3 & 4 children will continue to master the **FMS** and practice them in isolation e.g. passing a ball (throwing, kicking or rolling). These skills can then be used in combination (more than one movement added together) e.g. passing a ball could then become running and passing the ball. Gymnastics could be a further example - Straight jump progressing to 1/2 or full turn. More complex situations are now added to these skills e.g. When to pass? What type of pass to use? Who to pass to? Where to move next? This is why it is key to master the **FMS** as there will be less time with the brain focusing on how to execute the skill and more time on effectively and efficiently performing the skill - (autonomy of the skill).

### KS1

Children will continue to refine and practice their **FMS**. In the units they will practice these in isolation e.g. skipping, hopping, jumping and running. They can then transfer these skills into more complex movements with efficiency e.g. a tag game where children are running at different speeds, changing direction and stopping. The repetition of the **FMS** will lay the next building block in order to link more context specific practice in KS2.

By revisiting and recapping these **FMS** children are developing their motor competence.

### Early Years

We develop **Fundamental Movements Skills (FMS)** through gross and fine motor skills within all the PPP units for Early Years

Fundamental movement skills (FMS) such as running, jumping, throwing, catching, hopping, skipping and climbing are vitally important to form the building blocks for more complex movement skills as children move through the key stages. An example would be how to jump and land safely, this is vital in Early Years - this will then help children progress onto jumping in various sports and off apparatus competently, confidently and most of all safely!

## Rules, Strategies and tactics (RST)

### KS2 (YR 5 & 6)

Children will now have a key understanding of rules and know that there are differences and variations between each type of game. They will also build on sport specific vocabulary. Understand that Scoring across various sports is named differently e.g. points, tries, goals, baskets e.t.c and they will learn which games they apply to. In year 5 & 6 we encourage communicating and collaborating as a team and developing strategies across a variety of games based activities.

RST also apply to other activities e.g. Orienteering- they will need to work as a team to have the best strategies to complete a course/challenge. Dance- How timing and space (of body and area of performance and how they can be used to create their dance.

Ensuring they have a key understanding of RST within various sports helps support children in the curriculum school games- competitions, and community sports.

### KS2 (YR 3 & 4)

Children will further develop their tactics and begin to use them in a variety of game situations e.g. how to move, when to move and where to move to on the pitch/court. This is why becoming motor competent in KS2 is so important as children will need to be able to perform the movement to achieve the tactic e.g. dodge to receive a pass, timing of movement into a space and where to move positionally on the pitch/court.

They will also begin to become familiar with key terms and vocabulary related to **RST**.

### KS1

In Key Stage 1 children will participate in adapted team games and begin to learn key skills for attacking and defending. They will develop their knowledge of attacking and defending and this will then help them to transfer this knowledge into the different units as they move up into KS2.

This knowledge will help the children when they begin to introduce some basic tactics into games.

Children will begin to learn rules of games (which may be adapted). They will begin to learn the fundamentals that rules are there to keep you safe and encourage fair play.

### Early Years

In Early Years we introduce fun games through our units.

Introducing basic rules e.g. areas of play, how you become out, how you can score points.

They will start their journey on how to develop strategies (without even realising they are doing this) e.g. as pirates how can we work as a team to steal more treasure This all becomes the initial step of introducing RST.

## Healthy Participation

### KS2 (YR 5 & 6)

Across various units children will be encouraged to lead their own warm ups (pulse raisers). They will be able to take their own pulse, knowing that warming up prepares you both mentally and physically for exercise.

Children will know some components of fitness using key vocabulary e.g. speed, agility, power, strength, co-ordination and balance. They will also gain an understanding of how they are used in various sports. (See knowledge Organisers)

**Healthy Me (through fitness)** largely focuses on how exercise is good for your mental health- reduces anxiety, improves self-esteem. That Serotonin is released in our brain when we exercise. That exercise helps with memory and concentration. It also tackles taboo subjects early on e.g. how exercise helps with your periods/hormones. Again ensuring children are prepared for KS3.

### KS2 (YR 3 & 4)

Through our fitness unit children will begin to understand what happens to their organs when exercising e.g. what is happening to their heart and lungs? Using key words including, muscles, oxygen and carbon dioxide. When warming up they will know what a pulse raiser is and where they can feel their pulse

**Healthy Me (through fitness)**- also looks at how exercise makes you 'feel good' and that chemicals are released in our brain which makes you feel happy and how movement helps you to concentrate and learn better. We encourage and discuss healthy lifestyles and promote lifelong participation.

### KS1

The children will begin to understand what is happening to their body when exercising. They will be encouraged to feel the effects of exercise on their body e.g. placing their hand on their chest after warming up- feeling their heart beat, and breathing is faster and their body is warmer. That our heart is important - pumping blood around the body, preparing their muscles for exercise.

**Healthy Me** also focuses on how being active makes us feel better, how keeping hydrated is important along with how a balance of food, exercise and sleep is important.

### Early Years

Early Years it is key to develop safety e.g. negotiating space and obstacles. Climbing and jumping on/off objects- safely and controlled. These key safety skills are so important and underpin crucial sporting safety aspects of various units as they move up the key stages!

**Healthy Me** - We begin to introduce some basic concepts of how exercise can keep us healthy. These are incorporated through lessons e.g. Fitness, warm ups and Fun facts.