



# Physical Education

Teaching PE handbook

Brought to you by imoves



## Content

- Getting started
- What am I teaching in PE this year?
- How do I plan for my PE lessons?
- How do I prepare for my PE lesson?
- How do I deliver my PE lesson?
- How do I assess PE?
- Final thoughts

## If you are reading this, you're probably a teacher or educator who wants to teach Physical Education in your school, but perhaps you don't know where to start?

- You may be an NQT who has never had to teach PE before.
- Maybe you have looked at the PE curriculum and still feel confused about what to teach.
- You may be thinking that you don't feel confident enough to demonstrate the moves and skills, or you're not sure about how to get the children to play a game or mini-game.
- You may not know how to structure the lesson and deliver the correct moves and skills which are appropriate for the age and skill level of the children.
- You may also be worried about assessing PE and unsure of the criteria to use for assessment

Teaching any kind of PE session really can be easy! When you're starting out, we find that effective planning and preparation, and finding some good resources helps reduce the workload and stress.

Physical Education helps whole school improvement!

**Did you know that the most active schools, with activity-based PE lessons, report an additional year of academic progress across a child's time at primary school?**

### **So, don't be scared of PE, embrace it and jump in with both feet!**

This guide will enable you to lead a fun, safe and engaging PE session where the children will learn the correct movements with good technique. We've organised the handbook to support you quickly understand:

- What you're going to teach this year,
- How to plan your lesson,
- How to prepare for your lessons,
- Delivering outstanding lessons
- How to assess the progress of your children.

So, what will you be teaching this year and why?



## What am I teaching in PE this year?

Every subject takes your pupils on a learning journey throughout the school, and physical education is just the same. Your subject lead should be able to provide you with an overall intent for PE, both for the whole school and for your year group with the skills they would like you to focus on in your year group. This should also include a curriculum map so you know what you should be teaching when.

The planned Curriculum Map should be based on skills rather than "sports" in order to ensure that children are learning and developing their physical, social and emotional skills. The Progression of Skills should also provide a valuable insight into what children should have learned, developed and hopefully mastered in previous years. This is very important in planning appropriately challenging and accessible lessons and gives you a clear indication of assessment criteria and expectations that can be used to assess learning and progress.

### This is the summary of progression of skills

	4-5 years	5-6 years	6-7 years	7-8 years	8-9 years	9-10 years	10-11 years
<b>Dance</b>	Show some control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space.	Create and perform dances using simple movement patterns and begin to link movements.	Use movement imaginatively, responding to stimuli including music, pictures, and stories. Change speed, level and direction of movements. Express and communicate ideas and feelings	Move in time to the music confidently and combine skills with complexity and confidence.	Demonstrate consistency of movement and coordination and express ideas in original and imaginative ways.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music	Create dances using a range of movement patterns, including those from different times, places and cultures and develop flexibility, strength, technique, control and balance.
<b>Pilates</b>	Copy and repeat some movements working towards control and coordination in large	Be able to sit with control and ease for longer periods of time.	Develop more physical strength and show control over movements.	Move with careful control, precision and coordination.	Move with control, precision and coordination and hold a strong body posture.	Perform complex moves with correct posture and alignment.	Know, understand and perform movements and teach them to others.
<b>Gymnastics</b>	Roll, travel, balance and jump in different ways.	Use different body shapes and positions.	Show control over basic movements.	Increase control, strength and flexibility.	Combine movements and shapes to create new patterns with improved control, strength and flexibility.	Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility.	Changing speed and direction and moving seamlessly between action, balance and shapes.
<b>Games</b>	Move and stop safely and use a variety of equipment.	Explore and experiment with different pieces of equipment and different ways of moving, throwing, catching and kicking.	Develop core skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.	Control the body and pieces of equipment in various activities.	Travel, throw, catch and kick with control and accuracy.	Develop skills and maintain control and accuracy when under pressure.	Continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
<b>Athletic activities</b>				Understand variations of throwing, running and jumping activities and remember the rules for the different activities.	Link activities with fluency, control and consistency.	Combine activities with control and accuracy.	Show control and accuracy and demonstrate increased stamina.
<b>OAA</b>				Use maps and clues in a familiar context.	Use maps and clues in a less familiar context.	Use maps and clues in an unknown location.	Plan a route and a series of clues for others.

Whether you are given ready-made detailed schemes of work, or have to build your own, you should have a more detailed progression of skills for each of the key areas. This provides the basis for each lesson and the progression of lessons through that area.

imoves provides a set of more detailed progression of skills and you will find every imoves lesson is based on this progression of skills so all of this work has already been done for you.



## How do I plan for my PE lessons?

As with all subjects, knowing what you're going to do, when and why will give you the confidence to deliver a great lesson.

A good PE scheme of work will take you through each lesson in step as part of the overall curriculum. The scheme will break the overall topic down into bite-sized chunks and provide a learning objective for every lesson.

Each lesson plan should provide you with an overall aim for the lesson which should be progressive as you work through the lessons. There should also be key learning outcomes for each lesson so you have a guide to the key themes to explore in that lesson.



### Batting a Bouncing Ball 1

**Aim of session:** Use the correct batting grip and stance to hit a bouncing ball.

Lesson information	1 Warm up activity	10 mins	Key questions
<p><b>Duration:</b> 45 minutes</p> <p><b>Age range:</b> 7-9 years</p> <p><b>No. of players:</b> Varies</p> <p><b>Session plan number:</b> 2</p> <p><b>Assessment area colour codes:</b> Physical literacy; Cognitive Thinking; Wellness; Engagement.</p> <p><b>Primary learning outcome:</b> To understand and practice using the correct batting grip and stance to hit a bouncing ball.</p> <p><b>Secondary learning outcome:</b> Use appropriate language to describe what they do well, what they need help with, and what they need to practice.</p> <p><b>Keywords:</b> Bat, Ball, Fielder, Grip, Stance, Drop, Bowl.</p> <p><b>Resources:</b> + Rounders Bats, Plastic Tennis Rackets, Tee (all one per pair), Balls (one each), Cones, Hoops (one each)</p>	<p><b>Drop Ball</b> – Hoops are scattered around the playing area randomly. Children stand in their own hoop and have a ball each. Children then run around the area and drop their ball in as many hoops as possible and catch it again. Children are not allowed to stand inside any of the hoops, they should stand with the hoop in front of their feet and drop the ball from arms-length. Every time they successfully drop the ball into the hoop and catch, they should run to another hoop to repeat. Encourage children to use a straight arm, holding the ball out at 90o to their body at shoulder height. This should be done at high intensity to increase children's heart rates.</p>		
	2 Main activity	30 mins	Key questions
	<p><b>Stance and Grip Recap</b> – Question children about the correct technique from the previous lesson. The following point should be drawn out through questioning:</p> <ol style="list-style-type: none"><li>1. Stance – Stand with feet slightly apart and knees slightly bent. The tee should be between legs but slightly in front of feet, making a triangle with feet.</li><li>2. Grip – Hold the bat with the preferred hand towards the bottom of the grip and keep a firm, locked wrist.</li><li>3. Non-Hitting Hand – The other hand should be comfortably stretched out for balance.</li></ol>		

### Plan for opportunities to work in pairs and groups.

Teamwork and partner-work are great for less confident children to practise and improve skills. It helps to build social skills and communication skills and brings a new level of difficulty to a skill when it is performed in a group rather than as an individual.

Read through the lesson plan and understand what you're trying to achieve. You may not get through everything in the lesson so be prepared to be flexible – much as you would in any other subject area! It is better to take longer with an activity to make sure the children have learned and embedded the skill rather than rush onto the next activity.

Take your time and ensure that each child gets the most out of each lesson.

There will always be a warm-up and cool-down on every lesson plan; then the activities for the main part of the session where the children will learn and practice the actions or movements which are the main learning outcomes for the session.

## How do I prepare for each PE lesson?

---

**Prepare your equipment:** It is essential that you have the right equipment for the lesson.

If there is only one football for a class of 30 children practising football skills, then there will be lots of waiting around and children will be bored, disengaged and possibly start misbehaving.

We have all heard many horror stories where the teacher has got to the lesson to find the PE equipment cupboard locked or in such a state that they can't find anything! So, make sure you have enough equipment for each child or pair if they are working with a partner. It can be so disheartening when you have a fun and exciting lesson planned and all you can find is four beanbags, a shuttlecock and a deflated football!

**Prepare yourself:** Make sure you have your PE kit or sportswear on and wear trainers or appropriate footwear for the activity.

This sets a good example to the children that everyone must wear the correct clothing, even the teacher, and it enables you to demonstrate or model activities if you need to and join in with the activities where necessary.

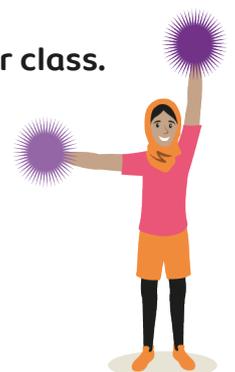
**Prepare the children:** Set expectations and behaviour. Let's not kid ourselves, PE lessons can often appear chaotic and feel difficult to control. Having the children moving around in a big space or outdoors can add a new level of stress to the normal lesson!

Children need to know what is expected of them: start off by developing the routine you want to follow in each lesson, as this will provide consistent expectations for how your PE lesson will start and finish – this includes lining up, getting changed and the procedures for handling and storing equipment, which all contribute greatly to class control.

**There are many ways to go about establishing rules or expectations for your class.**

However, we like to use this very simple set of expectations:

- Always listen carefully to instructions and follow them quickly
- Always respect classmates and the equipment
- Always try your best



**Safety is paramount so correct outfit and footwear is essential, along with clear teacher expectations and behaviour boundaries.**

PE kit and appropriate footwear for the activity is the ideal. However, if children continually forget their PE kit or don't have the correct kit, try to accommodate them as it is more beneficial for them to participate in the activity rather than miss out as a punishment.

Is there a spare PE kit policy in school or even a long-term lost property basket that could be redistributed?

Children also need to understand that getting hot and sweaty and out of breath is a good thing!

**Prepare for the space you have available:** In an ideal world there would always be lots of open space for the children to take part in activities, however this is often not the case.

The space that is available at the time of your scheduled PE lesson may or may not be adequate for the types of activities you have planned, and you may have to have a Plan B in place just in case.

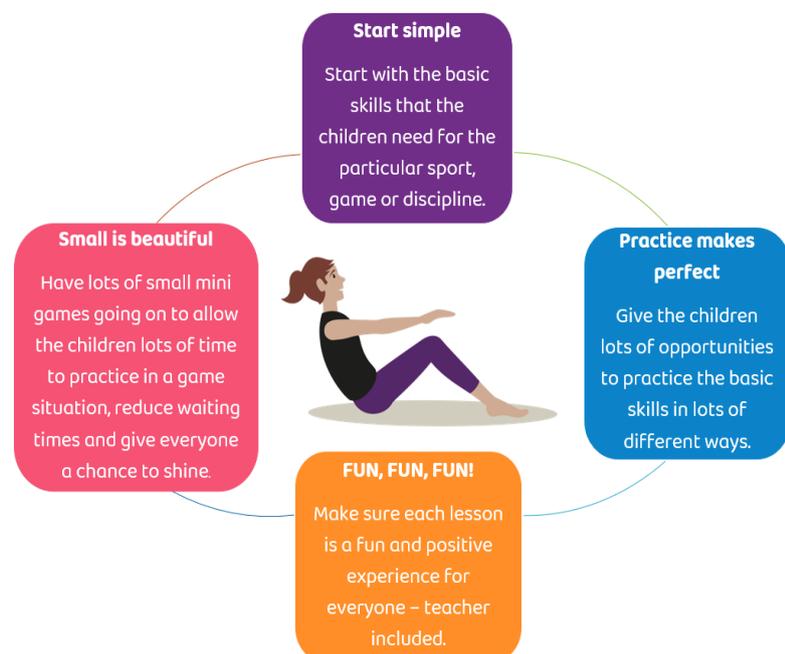
Check if the lesson will be indoors or outdoors, and if you have the whole space available or whether there be obstacles in the way (like a stage set up for a Nativity performance or summer show, or chairs laid out for an assembly).

## How do I deliver my PE lesson?

So, you have your plan, you know what you're doing, and you've checked the equipment and space are ready to use. You're ready to go!

We believe in 4 Guiding Principles that shape how you deliver any type of PE lesson, we have tried and tested these in many different activities and it works every time!

Using these Guiding Principles will ensure that you don't get swept away by the lure of a full team game before the children can perform the basic skills and will eliminate a lot of the negative experiences that children (and adults!) can experience.



## Start simple!

You don't have to fit in all the activities, it just helps to have lots of ideas ready so that there is no downtime where children are waiting or not given something to do, as that is when most problems with behaviour occur.

Explain the activity first with verbal explanations, pictures or diagrams, or video clips; make this really simple and break it down into manageable chunks. Imoves videos are a perfect way to demonstrate activities to the children without you having to do any modelling yourself – unless you want too of course! You can use the imoves videos as a reminder for yourself and then deliver the activities to the children. The choice is yours!

This can be done in the classroom before you get into the larger space either outside or in the hall and allows the children to be active throughout more of the lesson itself and gives them lots of opportunity to practise the skills or take part in the activity.

## Practice makes perfect!

We recommend children should be active for at least 75% of a PE lesson; the other 25% should include teacher instructions, demonstrations, and questions and answers. The lesson plan will provide you with a toolbox of activities to follow, this takes the worry and stress out of the session and ensures you have lots of activities to keep the children engaged.

## Don't Forget

### Behaviour management:

Set out your 'STOP and LISTEN' command early so that if you're in a large outdoor space the children know when to stop what they are doing and listen for further instructions.

This could be hand claps, a whistle or other instrument that makes a loud and distinctive noise. In smaller spaces, you could use a rhyme or poem that the children have practised.

## Small is beautiful!

There's nothing worse from a child's point of view than standing around and waiting for your turn. So keeping groups small allows them to practice as much as possible for as long as possible. Think about splitting into small groups or using small sided games so the children have the opportunity to practice

**And finally...FUN FUN FUN!** Above all, being active whether that's in a sport or as an activity is fun, so let's keep it fun! Give the children tasks which are achievable for them and allow them little wins. Not every child will be an Olympic athlete, but every child can grow to enjoy sport and activity which will benefit them for the rest of their life.

## How do I differentiate for different abilities?

Pupils will start from many different ability levels and it's important to keep them all enthused and challenged. It is essential that we acknowledge students as individuals who learn in different ways and plan for differentiation by setting suitable learning challenges for all. As teachers, we need to be open to these different levels and the STEAP principle (see diagram) is a useful tool to think about when you're looking to incorporate differentiation into your lessons.



Remember when you're dividing into groups, think about ability levels – do you want a group of similar ability level together? Alternatively, would you prefer mixed-ability groups with the added benefit of improving social, communication and leadership skills? Using these tools to improve the lesson through using our guiding principles, setting expectations from the start, some simple behaviour management strategies and keeping every pupil engaged through differentiation will lead to far less stressful and more enjoyable lessons for you and the children.

# How do I assess PE?

A lot of teachers feel that Physical Education assessment is difficult, and a lack of time and confidence can lead to it happening far less than it ideally should be done, but it needn't be this way!

Rather than assessing every lesson, we believe through a mixture of the right questions in each lesson to support ongoing student learning (formative assessment) and an assessment at the beginning and end of the topic (summative assessment) is enough for high quality assessment to be undertaken.

By using this guide, you will already know what key skills you're looking for your children to develop and that can form the basis for your assessment.

## Questioning:

A key tool in formative assessment and can be used to check for knowledge and understanding, and to invite open discussion around the topic. It's important as it involves providing pupils with constructive feedback, diagnosing future learning needs, describing students' progress, and determining their strengths and weaknesses. Imoves lesson plans have some questions on each section to help you!

There are also detailed assessment sheets for each discipline and age group available on the imoves platform which will help you record what you're assessing.

Assessment of Dance																		
Score pupils 9-13 on overall technique and application of technique in a range of situations																		
Class Name:																		
4	DOING Musical and Music skills			THINKING					FEELING				Total score					
	Control and coordination	Rhythm and level	Control of H and SE	Interpretation of music	Creating movements using the 5 Principles of Dance	Copying and repeating movements	Combining movements	Linking movements	Telling a story	Being imaginative	Being different/stimuli	Working with others		Formations	Exercising and answering self and others	Understanding of the benefits of participation	Confidence and self-esteem	Enjoying participating in Dance
5	Work towards precision of movement and coordination	Have fun in the music playing confidently using varying levels of the regular movement	Control the phrases of 8 counts within the music on the regular movement	Create movements in groups or ideas that are supported by the music	Copy and repeat some movement skills include: travelling, leaning, jumping, balance, levels and spins	Combine skills such as travelling and leaning, with some complexity and	Link 3 or more movements together in form a sequence. Remember the movement order and perform the sequence.	Create movements in non-natural or a character, story, word, feeling or	Express an idea in an original way	Being more creative may in ultimate ideas including posing, set, balance	Work with a partner to create dance sequences including start and end positions and formations	Work co-operatively with a group to create a dance sequence including start and end positions and formations	Use some creative suggestions in movement performance or self-expression	Explain why it is important in movement and self-esteem	Confidence and self-esteem	Enjoy participating in Dance	Enjoy participating in PE	Total score
6	Pupil Name																	
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
21																		
22																		
23																		
24																		
25																		
26																		
27																		
28																		
29																		
30																		

Dance

Pilates

Gymnastics

Games

Athletic Activities

OAA



Each colour coded section on the lesson plans refers to the appropriate section on the assessment sheets and therefore gives a seamless link between delivery and assessment that every teacher will find easy to use!

## A final thought...

After reading this I hope you're thinking "I can do this!" You understand how you fit into the overall school intent for PE, feel less worried about delivering PE, feel more confident with structuring the lessons, and how to assess learning.

## So, lets tick off everything:

- I've worked with the PE subject lead to understand what I'm teaching and when.
- I understand what key skills I'm looking to develop in each unit of work.
- I've read the lesson plan so I know what to do and when.
- I've checked I've got all the equipment, and I've prepared the space and the people.
- I understand to keep the activity simple, keep them practicing using small groups, and above all make it fun!

I've included lots of high-quality support on the imoves platform with lots of hints and tips and we've made it easier to navigate you to make it easier to find lesson resources and use them straight away to minimise planning and prep time.

**So now you're ready and I know you'll pull out all the stops to create stronger, brighter, happier, healthier kids and help children achieve their amazing potential.**

You can contact me at [imogen@imoves.com](mailto:imogen@imoves.com) if you have any queries or would like to bounce some ideas off me.

Best wishes, Imogen.

**Thank you teachers.  
We think you are all amazing!**



**imoves.com**

imoves active education ltd t/a imoves. 109 Rustlings Road, Sheffield, S11 7AB  
We are registered in England & Wales under registration number 07234665.