

## Speaking and Listening in Physical Education & School Sport:

Within P.E., children must communicate effectively about a range of skills, games and fundamental movement skills (FMS). To support and enhance communication, each year group has an explicit 'Social' Real PE unit. This Real PE unit focusses on communication being at the forefront of games, with the children working together to support their own and others performance.



An example Success Criteria from Real PE – directly related to Speaking and Listening – can be seen below. The scheme, and as P.E. Subject Leader, we refer to this as 'Learning Behaviours', thus enhancing progress across the Physical Education curriculum, whilst supporting the children with Physical Activity and School Sport. This unit is always completed in Autumn 2.

Year 3	Year 4	Year 5	Year 6
 <b>Social</b>  <b>Share Ideas</b>	 <b>Social</b>  <b>Support Others</b>	 <b>Social</b>  <b>Provide Helpful Feedback</b>	 <b>Social</b>  <b>Organise and Guide Others</b>
<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can help, praise and encourage others.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• I show patience and support others listening carefully to them about our work.</li> <li>• I am happy to show and tell others about my ideas.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• I cooperate well with others and give helpful feedback.</li> <li>• I help organise roles and responsibilities.</li> </ul>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I can help, praise and encourage others.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• I show patience and support others, listening carefully to them about our work.</li> <li>• I am happy to show and tell others about my ideas.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• I cooperate well with others and give helpful feedback.</li> <li>• I can guide a small group through a task.</li> </ul>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I show patience and support others.</li> <li>• I am happy to show and tell others about my ideas.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• I cooperate well with others and give helpful feedback.</li> <li>• I help organise roles and responsibilities and can guide a small group through a task.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• I can give and receive sensitive feedback to improve myself and others.</li> <li>• I can negotiate and collaborate appropriately.</li> </ul>	<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• I show patience and support others, listening carefully to them about our work.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• I cooperate well with others and give helpful feedback.</li> <li>• I help organise roles and responsibilities and can guide a small group through a task.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• I can involve others and motivate those around me to perform better.</li> <li>• I can negotiate and collaborate appropriately.</li> </ul>

Progression within this unit (and Speaking and Listening) can be witnessed via the learning behaviour unit titles. The children start in Year 3 by sharing ideas, before moving to supporting others, then providing feedback which is relevant before organising and guiding – we refer to this as 'coaching' and 'leading / leadership [captain]'.

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## Beyond the Real PE Social Unit Curriculum:

Communicating effectively is crucial within the other units of PE. Please see the highlighted objectives from the Speaking and Listening Progression Map below from each year group.



### Evident in the P.E. Curriculum for that Year Group

	Year 3	Year 4	Year 5	Year 6
To listen carefully and understand	<ul style="list-style-type: none"> <li>To listen to a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> <li>To take part in discussions making relevant points.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in discussions making relevant points and asking for specific additional information to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active listening by justifying ideas.</li> <li>Recognise some idioms.</li> <li>Understand the meaning of some phrases beyond the literal interpretation when discussed as a class.</li> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> </ul> <p>Prove by showing the skill in P.E.</p>	<ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response across a range of topics.</li> <li>Demonstrate active listening by justifying ideas and expanding on the ideas of others.</li> <li>Recognise and explain some idioms.</li> <li>Understand the meaning of some phrases beyond the literal interpretation.</li> </ul> <p>Prove by showing the skill in P.E.</p>
To develop a wide and subject specific vocabulary	<ul style="list-style-type: none"> <li>Use interesting adjectives in discussion.</li> <li>Use vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use interesting adjectives, adverbial phrases and expanded noun</li> </ul>	<ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary linked to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Use adventurous and sophisticated vocabulary widely.</li> </ul>

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	<p>that is appropriate to the topic being discussed in small groups.</p>	<p>phrases in discussion.</p> <ul style="list-style-type: none"> <li>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of words. [skills] in PE</li> <li>Use a wide range of phrases that include techniques to add extra interest and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of words, offering alternatives.</li> <li>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>
<p>To speak with confidence and clarity</p>	<ul style="list-style-type: none"> <li>Begin to use short sentences for impact and longer sentences in discussions.</li> <li>Begin to use intonation to emphasise grammar and punctuation when reading familiar texts aloud.</li> <li>Explain a project or concept to a group of peers with prompts.</li> <li>Explain ideas across the curriculum.</li> <li>Begin to reflect on the effectiveness of the explanation with peer support.</li> </ul>	<ul style="list-style-type: none"> <li>Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>Use intonation to emphasise grammar and punctuation when reading aloud.</li> <li>Explain a project or concept to a group of peers.</li> <li>Explain and develop ideas across the curriculum.</li> <li>Reflect on the effectiveness of the explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Present an idea, topic or explanation to a group of peers.</li> <li>Expand and justify ideas across the curriculum.</li> <li>Reflect on the effectiveness of the explanation, expansion and justification with peer support.</li> <li>Comment on the grammatical structure of spoken and written accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Present an idea, topic or explanation to a group of peers.</li> <li>Expand and justify ideas across the curriculum.</li> <li>Reflect on the effectiveness of the explanation, expansion and justification.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>

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To present stories with structure	<ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation</li> <li>• Respond appropriately when in role.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation</li> <li>• Respond appropriately when in role including basic improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories with prompts, e.g. Lego animations.</li> <li>• Use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction).</li> <li>• Interweave action, character descriptions and settings in a performance.</li> <li>• Perform in role play, group or class performances considering the effectiveness of delivery.</li> </ul> <p>e.g. class assembly</p>	<ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories</li> <li>• Use the conventions and structure appropriate to the type of story or presentation and audience (fiction and non-fiction).</li> <li>• Interweave action, character descriptions, settings and dialogue in a performance.</li> <li>• Perform in improvised role play, group or class performances considering the effectiveness of delivery.</li> </ul> <p>e.g. Year 6 End of Year Production</p>
To hold effective conversations	<ul style="list-style-type: none"> <li>• Make relevant comments in a discussion or a</li> </ul>	<ul style="list-style-type: none"> <li>• Make relevant comments and ask questions in a</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to negotiate and compromise by offering alternatives,</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate and compromise by offering</li> </ul>

## Speaking and Listening in Physical Education & School Sport:

	<p>debate</p> <ul style="list-style-type: none"> <li>• Seek clarification by actively seeking to understand others' points of view in small groups or with adult support.</li> <li>• Respectfully challenge opinions or points</li> <li>• Use formal and informal language</li> </ul>	<p>discussion or a debate.</p> <ul style="list-style-type: none"> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative</li> <li>• Vary language between formal and informal according to the situation</li> </ul>	<p>for example in small group discussions/ debates.</p> <ul style="list-style-type: none"> <li>• Debate, using relevant details to support points.</li> <li>• Offer alternative explanations when others don't understand in small groups.</li> <li>• Add humour to a discussion or debate where appropriate.</li> <li>• Select appropriate language in a discussion/ debate (formal or informal).</li> </ul>	<p>alternatives.</p> <ul style="list-style-type: none"> <li>• Debate articulately, using relevant details to support points.</li> <li>• Offer alternative explanations when others don't understand.</li> <li>• Add humour to a discussion or debate where appropriate, engaging the audience.</li> <li>• Select appropriate language in a range of situations (formal or informal).</li> </ul>
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# Speaking and Listening in Physical Education & School Sport:

## P.E. Long Term Plan:

### Autumn Term:

Autumn Term 1	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Tennis	Hockey	Football	Athletics
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 1 – Personal)	Real P.E. (Unit 1 – Personal)	Real P.E. (Unit 1 – Personal)	Real P.E. (Unit 1 – Personal)
Autumn Term 2	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Gymnastics	Dance	Orienteering	Gymnastics
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 2 – Social)	Real P.E. (Unit 2 - Social)	Real P.E. (Unit 2 - Social)	Real P.E. (Unit 2 - Social)

### Spring Term:

Spring Term 1	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Tag Rugby (Edwardians)	Gymnastics	Dance	Dance
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 3 – Cognitive)	Real P.E. (Unit 3 – Cognitive)	Real P.E. (Unit 3 – Cognitive)	Real P.E. (Unit 3 – Cognitive)
Spring Term 2	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Dance	Cricket ( <i>Chance To Shine</i> )	Cricket ( <i>Chance To Shine</i> )	Tennis
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 4 – Creative)	Real P.E. (Unit 4 – Creative)	Real P.E. (Unit 4 - Creative)	Real P.E. (Unit 4 - Creative)

### Summer Term:

Summer Term 1	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Orienteering	Swimming (Tudor Grange)	Athletics	Rounders
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 5 – Physical)	Real P.E. (Unit 5 – Physical)	Real P.E. (Unit 5 – Physical)	Real P.E. (Unit 5 – Physical)
Summer Term 2	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Tri-Golf (Union Golf)	Swimming (Tudor Grange)	Tennis	Tag Rugby (Edwardians)
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 6 – Health and Fitness)	Real P.E. (Unit 6 – Health and Fitness)	Real P.E. (Unit 6 – Health and Fitness)	Real P.E. (Unit 6 – Health and Fitness)