The National Strategies
Secondary

Functional Skills Support Programme

Developing functional skills in physical education

department for children, schools and families

BIS Department for Business Innovation & Skills

LSIS Learning and Skills Improvement Service

Functional Skills Support Programme

Developing functional skills in physical education

First published in 2010
Ref: 00132-2010BKT-EN

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Please check all website references carefully to see if they have changed and substitute other references where appropriate.

WHITE HORSE PRESS 03-2010

Contents

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Key to references

This booklet contains three contexts that highlight opportunities for pupils to develop and apply functional skills (FS), and personal, learning and thinking skills (PLTS). Coloured boxes indicate which specific skills are being developed. Within the boxes the following references have been used:

Reference	Explanation
FS.Eng.L1/SLC	Functional English level 1 – Speaking, listening and communication
FS.Eng.L1/R	Functional English level 1 – Reading
FS.Eng.L1/W	Functional English level 1 – Writing
FS.Ma. L1/	Functional mathematics level 1 followed by reference to one of the three interrelated process skills: representing, analysing and interpreting
FS.ICT.L1/Using ICT	Functional ICT level 1 – Using ICT
FS.ICT.L1/F&S	Functional ICT level 1 – Finding and selecting information
FS.ICT.L1/DP&CI	Functional ICT level 1 – Developing, presenting and communicating information
PLTS	Personal, learning and thinking skills followed by reference to one of the six groups of skills

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Developing functional skills in physical education

What are functional skills?

'PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.'

The importance of physical education, National Curriculum, 2007[1]

Functional skills underpin and complement many of the key processes in physical education. They are the core elements of English, mathematics and ICT that enable pupils independently to:

- apply and adapt their knowledge and understanding to a range of contexts
- solve problems in familiar and unfamiliar situations
- gather, interpret and communicate information effectively and confidently.

Each of the three skills has a set of performance statements based on three key areas.

Functional English	Functional mathematics	Functional ICT
• Speaking, listening and communication • Reading • Writing	• Representing – selecting the mathematics and information required to model a situation • Analysing – processing and using mathematics • Interpreting and communicating the results of the analysis	• Using ICT • Finding and selecting information • Developing, presenting and communicating information

The skills are embedded through the programmes of study in the new secondary curriculum at both Key Stage 3 and Key Stage 4 and form an essential part of GCSE and new Diploma courses. Alongside the new Framework for personal, learning and thinking skills, functional skills are fundamental to learning across the curriculum and are key to success for pupils, both now and in their future.

For further information about the functional skills visit: www.ofqual.gov.uk/2578.aspx and www.qcda.gov.uk/6062.aspx

'In physical education we have provided learners with the opportunity to apply their functional skills in many different and varied situations and transfer them to new contexts. It is the functionality or the practical application serving a useful purpose which we think has engaged pupils and made learning more interesting for them, not only in physical education, but knowing they are developing skills for life.'

Physical education subject leader

1 The importance of physical education, National Curriculum 2007. © Qualifications and Curriculum Authority. Used with kind permission.

The curriculum opportunities in the programmes of study for all subjects, combined with many of the key processes, have been designed to ensure that pupils have **planned** opportunities to transfer the functional skills they are developing to as many varied and relevant situations as possible.

For more information relating to the role of functional skills in Foundation Learning, GCSEs, Diplomas and apprenticeships visit: www.dcsf.gov.uk/14-19/

What does this mean for learners?

Pupils who are able to apply functional skills effectively will make better progress in physical education and in the rest of their studies. They will not only engage in the content of what is being taught but will become more actively involved in the learning process. They will understand the purpose of the English, mathematics and ICT skills they are transferring and securing and will take greater responsibility for furthering their own progress.

What does this mean for me as a physical education teacher?

The diagram on page 8 captures the learning process that you will need to support, in order to ensure that pupils secure their functional skills. This process is not linear but cyclical and should respond to the needs of the learners and inform their future learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to 'have a go' – to select from and experiment with the skills they have learnt elsewhere in the curriculum, applying them with an increasing degree of independence to new and varied contexts. These should have both relevance to the learner and a real purpose in relation to the subject.

Through peer-assessment, self-assessment and teacher feedback they then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

What functional skills can be developed and applied to physical education?

Learning in and through physical education provides a variety of activities and contexts for pupils to draw from and apply a range of appropriate functional skills. The increased emphasis on key concepts and key processes and the flexibility afforded by the range and content of the new National Curriculum means that physical education teachers have expanded opportunity to offer more authentic and compelling experiences that require pupils to take greater ownership of their learning.

Pupils develop competence and confidence in using functional skills in an interrelated way. Their functionality develops over time as they learn to select and apply skills to tackle tasks accordingly. Subject teachers can support this process by ensuring that pupils have access to the full range of skills. The tables below outline a few examples of ways in which functional skills can be deployed in physical education.

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Functional English

Learning through discussion from text and through writing is integral to functional English and to the activities that you will ask your pupils to complete as part of your physical education programmes of study or qualification specification. However, pupils will also need to deploy specific functional English skills, as suggested in this table.

Functional English	Example of how applied in PE
Make relevant and extended contributions to discussions, allowing for and responding to others' input *(Speaking listening and communication)*	When examining hazard management or exploring training needs
Utilise information contained in texts *(Reading)*	When looking at game plans, risk assessment documents, problem-solving tasks and instructions
Use language, format and structure suitable for purpose and audience *(Writing)*	When composing written evaluations of physical education performances

Functional mathematics

The mathematical skills of **representing**, **analysing** and **interpreting** can be developed in a wide range of ways through physical education activities, for example, as suggested in this table.

Functional mathematics	Example of how applied in PE
Record, analyse and interpret information systematically *(Analysing)*	When considering performance, patterns of play, scores, times and distances in order to engage in more effective tactical, compositional, skilful and safe performances
Interpret statistical data *(Interpreting)*	When considering heart rates, times, distances, game statistics, fitness scores, participation, activity demands
Decide how to use logical reasoning to explore a relationship *(Representing)*	When explaining how certain tactics contributed to certain outcomes

Functional ICT

Physical education provides a rich vein of opportunity for pupils to use, apply and secure ICT skills in new contexts such as those suggested in this table.

Functional ICT	Example of how applied in PE
Use ICT software applications *(Using ICT)*	To record data relating to performance to study improvements over time or analysing videos of a game to inform strategy selection
Select information from a variety of sources *(Finding and selecting information)*	To investigate the origins of various sports or other physical activities
Enter, develop and refine information *(Developing, presenting and communicating information)*	When using heart-rate monitors and a database to inform route selection for an orienteering course

How can I secure the development of functional skills within my lessons?

As a physical education teacher you can support a cohesive and planned approach to the skills development of your pupils by:

- familiarising yourself with the functional skills criteria (see reference on page 3)
- talking to your colleagues, for example, those in the English, mathematics and ICT departments, about how and when certain functional skills are being taught
- making clear from the beginning of a teaching sequence both the subject learning objectives that will need to be achieved and the functional skills that will be developed and applied
- referring at regular intervals in lessons to the objectives and to the functional skills that are being used, encouraging pupils to assess their progress and to inform where they next need to focus
- designing problem-based activities, both within physical education and, where possible, in conjunction with other subject areas, that provide pupils with the opportunity to make choices about which functional skills they will use, individually and in combination, to seek solutions to challenges that are real, relevant and purposeful
- encouraging pupils to reflect on their learning, using probing questions that require them to identify how they have used their functional skills and how they can transfer and apply these skills to other contexts within and beyond physical education and the school.

What's in this booklet?

Three teaching sequences

The booklet contains three worked examples of teaching sequences that support how an organisation might embed and support the development of functional skills within physical education as follows:

1. **Key Stage 3 teaching sequence:** Identifying and solving problems to overcome challenges of an adventurous nature
2. **Key Stage 3 teaching sequence:** Accurate replication of actions, phrases and sequences
3. **Key Stage 4 teaching sequence:** Outwitting opponents in games activities, developing principles of play and associated roles

Each teaching sequence exemplifies three key principles:

- Problem-solving needs to be at the core of planning for functional skills.
- Real, purposeful and relevant contexts are essential for engagement and applied learning.
- Supporting pupils to progress and use functional skills independently is the ultimate goal.

Functional skills focus

The teaching sequences support the development of a range of functional skills, for example, speaking and listening as well as reading and writing. In mathematics, pupils will usually deploy the skills of representing, analysing and interpreting in an integrated way to solve problems. Similarly, the functional skills of using ICT systems, finding and selecting information, developing, presenting and communicating information will be used together.

However, within each sequence, particular functional English, mathematics and ICT skills have been highlighted as part of the learning focus and the annotated boxes in the margin to show how they can

be explicitly developed and applied. Physical education teachers would need to consider how, over a period of time, teaching sequences support the development and application of a broad skills set.

Functional skills progression

In line with the English, mathematics and ICT programmes of study, functional skills have been mapped at level 1 to the Key Stage 3 examples and at level 2 to the Key Stage 4 example. However, it is important to note that these are target levels to be achieved **at the end of** each of these key stages and that some learners will be working towards securing their functional skills at lower levels and some at higher levels. The teaching sequences can be tailored to the needs of your learners, as appropriate.

A learner's **level of performance** in functional skills and the **level of demand** of a task depend on the interplay of four factors that are crucial to success:

- the **complexity** of tasks and problems and the contexts in which they are embedded
- the technical **demand** of the content that might be applied in these contexts
- a learner's level of **familiarity** with the type of task or problem and context
- the level of **independence** required of the learner.

The need for **problem-solving** underpins all of them. The four factors are a key to reflection on **progress** in functional skills. For more detail see the diagram on page 8 and visit the Functional skills qualifications criteria on the Ofqual website.

Personal, learning and thinking skills

Functional skills and personal, learning and thinking skills work together to build independent, confident and successful learners. Therefore in addition references to opportunities to develop specific personal learning and thinking skills have also been provided.

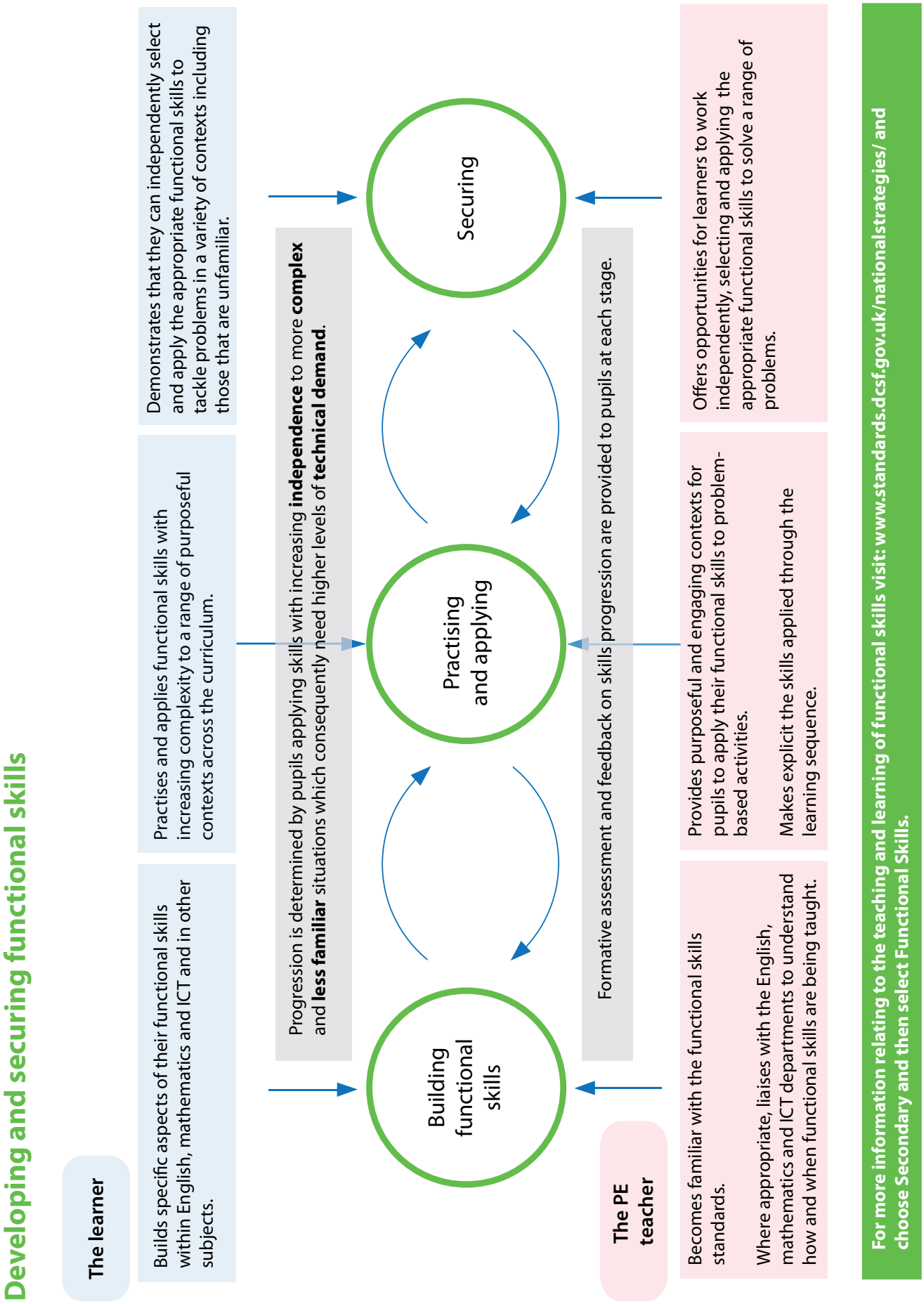
For more information relating to personal, learning and thinking skills visit:
http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/

How can I use this booklet?

You can use the examples that follow, plus the additional information contained within this booklet, to:

- provide ideas that will inform your own planning (see planning tool on page 18)
- open a dialogue with teachers in your school who have the primary responsibility for delivering functional skills to find out more
- begin a discussion with other colleagues within your department about how to enhance functional skills development within physical education
- raise challenges and opportunities concerning working within and between subjects in your organisation.

For the key to the functional skills references that have been used in each context please see the grid on page 2.



Context 1: Key Stage 3 – Identifying and solving problems to overcome challenges of an adventurous nature

Aims and overview

This module will enable learners to develop selected functional skills in adventurous contexts to identify and solve problems and overcome challenges. Transferable functional skills will be used to adapt and apply skills and techniques in familiar and some unfamiliar environments. It is expected to take 12–18 hours.

The big question

How can we overcome challenges of an adventurous nature efficiently and safely?

Learning focus – PE: orienteering

Pupils should learn to:

- develop the quality, consistency and range of skills that they use in familiar and unfamiliar environments
- cooperatively and independently plan solutions to challenges of an adventurous nature
- recognise hazards and make decisions about how to control any risks to themselves and others
- identify strengths and improve weaknesses in performance
- develop determination to face up to challenges and keep going
- understand the aspects of fitness developed and the associated health benefits.

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Writing: Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	*Analysing*: Apply mathematics in an organised way to find solutions to straightforward practical problems.	*Using ICT:* Interact with and use ICT systems to meet requirements of a straightforward task.

Stage and focus	Learning outcomes
Stage 1 – Focusing the learning: introduction and engagement Ask pupils to attempt a series of solo challenges in familiar and unfamiliar settings. Pupils could participate in: • a 'treasure hunt' activity set in the school grounds, using picture clues • a navigation activity, following a basic map of the school • an orienteering course in the school grounds, using a scaled map • an orienteering course in local parkland, using an ordnance survey map. Learners decide how to establish baseline data for planning their approaches and for measuring and recording improvements: • discussing potential hazards and suggesting possible actions to minimise risk • planning their route and recording the order in which the controls are visited, using calculations of distance • designing and maintaining a log of decisions, with reasons, that can be updated each week to link changes in performance with changes in strategy • measuring, calculating and recording data to determine improvements including distance, time and speed for individuals and groups • using appropriate calculations to determine improvements made when navigating the various courses, noting and analysing reasons for any uncharacteristic times (e.g. due to extended time taken to find clues) • judging impact on fitness, using monitors to record heart rates when navigating courses and downloading the data to a laptop or PC • analysing any correlation between heart rate and average speed and interpreting this to inform the planning of a route and tactics for completing future courses • justifying to others the reason for the choice of route and tactics selected.	Pupils make tactical decisions about their choice of routes, using appropriate measures and calculations. Pupils record and display the data they collect, using ICT appropriately. Pupils provide reasoned justifications for their choice of route through explanations to others.
Stage 2 – Developing learning Ask pupils to attempt a series of paired or group challenges in familiar and unfamiliar settings. They could: • solve a series of practical problems, one at each of the orienteering controls • solve a series of written problems, one at each of the orienteering controls • have conditions imposed such as carrying objects (e.g. ball bags) or having one or more team members blindfolded or 'injured' • work with different groups and group members • aim to meet agreed targets such as increased course distances or reduced completion times • use only a compass to navigate in local parkland. Learners decide how to build on prior learning and seek to improve performance, for example by: • discussing hazards that may be encountered, considering any new conditions imposed and suggesting possible actions to minimise risk • discussing ways to cooperate more effectively as a team, considering strengths and weaknesses, roles and responsibilities • selecting and applying appropriate mathematical methods effectively to navigate courses, e.g. calculating and measuring bearings and distances	Pupils discuss hazards formally and knowledgeably, take turns, value other people's opinions and suggest a range of actions that could be taken to minimise risk. Pupils draw on relevant information and numerical data to improve their route planning and teamwork tactics.

PLTS
Creative thinkers

FS.En.L1/ W
Present information in a logical sequence.

FS.Ma.L1/ Analysing
Collect and record discrete data; calculate using simple measures.

FS.ICT.L1/Using ICT
Select and use interface features effectively to meet needs; select and use software applications to meet needs and solve straightforward problems.

PLTS
Team workers

FS.Ma.L1/ Analysing
Solve problems requiring calculation with common measures.

Stage and focus	Learning outcomes
• using monitors to record heart rates when participating over longer distances and using ICT to analyse the data, to look for the impact of distance, terrain, etc. on heart rate • considering how heart-rate records can be used to improve future route planning • discussing how this information might influence future determination to persevere in a challenge including physical versus psychological considerations • debating route suggestions in the light of logged experiences and records to reach a group consensus.	
Stage 3 – Establishing and enhancing learning Ask pupils to attempt a series of paired or group challenges in familiar and unfamiliar settings. They could: • compete against other groups • compete against graded course target times. Learners bring together the knowledge, skills and understanding they have developed to address an enhanced challenge and to reflect on the 'big question'. For example, they may: • discuss hazards and complete a risk-assessment template of the activity, sharing ideas with other teams and explaining them • establish and agree target completion times for a particular orienteering course, taking into account previous performances, particular features and other variables • use prior knowledge collaboratively to identify the key skills and tactics required to compete effectively.	Pupils plan a risk-assessment document, presenting information in a logical sequence and using appropriate language. Employ data to analyse, interpret and predict performances, review progress and inform decisions about healthy active lifestyles.
Stage 4 – Consolidating and reflecting As learners look back over the module of work, they: • review teamwork decisions and how these decision-making skills might be employed in future lessons • review perceived fitness over the module and discuss the health benefits gained • consider the role of skills transferred from other subjects and how these might be deployed in future challenging activities.	Pupils appreciate how to overcome physical challenges in a safe manner.
Extending Pupils could be encouraged to: • develop, manage and maintain a class heart-rate database; and, in out-of-school learning hours, at home or in the community: • join extra-curricular orienteering or outdoor activity and problem-solving clubs • join local community-based orienteering or outdoor activity clubs • take part in the Duke of Edinburgh's Award scheme or other similar schemes.	

FS.ICT.L1/Using ICT
Select and use interface features effectively to meet needs.

PLTS
Effective participators

Useful resources

www.afpe.org.uk Association for Physical Education website 1: select '14–19 Reform'.

www.afpe.org.uk Association for Physical Education website 2: select 'Resources/Publications', then 'Safe Practice in Physical Education and School Sport'.

http://schools.becta.org.uk Refer to the Becta website for Learner entitlement to ICT in Physical Education – 10 examples. Select 'Schools', then 'Curriculum', 'Learner entitlement to ICT', 'Physical Education'.

Context 2: Key Stage 3 – Accurate replication of actions, phrases and sequences

Aims and overview

This module will enable learners to develop selected functional skills in a parkour (indoors) context and transferable functional skills will be used to develop ability to repeat actions, phrases and sequences of movement as perfectly and as efficiently as possible.

The big question

How can we effectively manage our bodies to replicate movement as efficiently and perfectly as possible?

Learning focus – PE: parkour (indoors)

Pupils should learn to:

- develop the precision, control and fluency of their skills, actions and agilities in parkour (indoors)
- select and refine compositional ideas in a parkour (indoors) context demonstrating spatial awareness
- apply knowledge of hazards and make appropriate decisions about how to control potential risks
- make informed decisions about what to do to improve their own and others' performance
- develop their mental determination to succeed
- identify the types of role they are best suited to (performer, coach, official, choreographer).

Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	**Mathematics**	**ICT**
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Reading: Read and understand a range of straightforward texts.	*Representing*: Select mathematics in an organised way to find solutions.	*Developing, presenting and communicating information:* Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.

Stage and focus	Learning outcomes
Stage 1 – Focusing the learning: introduction and engagement Ask pupils to attempt a short series of 'free-running' sequences in familiar settings (duration 45–60 seconds). They could: • use the floor and small apparatus • use a range of different contacts with the apparatus • perform the sequence using several 'stills' or balances • perform the sequence in a different order • perform the sequence to music. Learners decide how to establish baseline data for planning their approaches and for measuring and recording improvements; they: • discuss hazards from previous activity contexts and agree on a common risk assessment to manage the hazards • research the origins and development of parkour and the backgrounds of famous exponents • video-record pathways and movements performed in the planned sequence, using appropriately coded video-tagging software • decide how to use measurements and video-recorded data to map pathways, identify the number and calculate the proportion of parkour-style movements, travelling or link movements and apparatus content • discuss and agree with a 'coach' the quality of movement targets for skill development (precision, control and fluency).	Pupils make decisions about compositional ideas by contributing knowledgeably to discussion and valuing other people's opinion. Pupils analyse their own and others' sequence content, using appropriate data, to set further targets.
Stage 2 – Developing learning: research and exploration Ask pupils, in pairs, collaboratively to develop their skill-quality and repertoire and attempt a series of adapted sequences. They could: • use fixed and moving large apparatus (e.g. ropes, rings) • use flight onto and from apparatus • increase the duration of the sequence with an extended repertoire • increase the number and difficulty of the agilities, showing combinations • explore level, pathway, direction, speed • perform to music selected by pupils. As learners evaluate sequences and consider various aspects to improve performance, they might choose to: • discuss how sequences might be adapted, considering the new conditions • take on different roles, e.g. performer, coach, official or choreographer and consider the different skills involved • discuss how music can stimulate mental determination to succeed in performance • use video to record pathways and movements performed in the planned sequence and using video-tagging software to compare and contrast the quality of performances • use video records to analyse and identify ineffective movement that affected the speed, control and fluency of performance • use analysis of data recorded to interpret and discuss the constituents of an efficient and effective performance.	Pupils collaborate effectively to improve their performances through discussion of unfamiliar subjects, e.g. music and mental determination. Pupils plan to improve their performances by analysing and interpreting data, including that generated by appropriate software, to overcome challenges more effectively.

PLTS
Creative thinkers

FS.En.L1/ R
Utilise information contained in texts.

FS.ICT.L1/DP&CI
Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.

FS.Ma.L1/ Representing
Decide how to collect, record and use discrete data to plan improvements.

FS.ICT.L1/DP&CI
Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content.

Stage and focus	Learning outcomes
Stage 3 – Establishing and enhancing learning Ask pupils to attempt a group display. They could: • aim for a sequence of minimum duration 90 seconds • develop and set criteria as to how they want to be judged • use large fixed and movable apparatus to create an unfamiliar setting • adapt risk assessment according to the increased numbers and conditions • judge other groups. As learners build to a final performance, refining skills and participating safely and effectively, and reflect on the whole sequence, they might choose to: • plan to produce a final video of performance, deciding the best way to record the information and considering appropriate angles, light and sequence pathways to capture and highlight key movements, then edit the video to present the images captured in the best format • interpret the footage captured in the video to discuss and evaluate performance, suggesting key characteristics for effective body management and consider this in the light of an individual's perceived mental determination to succeed.	Pupils use captured data represented in an appropriate format to evaluate performance and draw conclusions about the key characteristics of effective body management.
Stage 4 – Consolidating and reflecting As learners look back over the module of work, they: • consider their preferred roles – performer, coach, official or choreographer – and explain why, and record aspirations in an appropriate written form, highlighting the skill set involved • reflect on the range of cross-curricular skills they have used and how these might be deployed effectively in the future.	Pupils reflect knowledgeably and make extended contributions to formal discussion about preferred roles, explaining and recording reasons why.
Extending In out-of-school learning hours, at home or in the community, pupils could be encouraged to: • join school (indoor) or local parkour clubs • join school or local gymnastic clubs • participate in parkour (indoors) demonstrations • research parkour, using the internet • analyse their performance further • develop a promotional video.	

PLTS
Reflective learners

FS.ICT.L1/DP&CI
Evaluate own use of ICT tools.

Useful resources

www.afpe.org.uk Association for Physical Education website 1: select '14–19 Reform'.

www.afpe.org.uk Association for Physical Education website 2: select 'Resources/Publications' then 'Safe Practice in Physical Education and School Sport'.

http://schools.becta.org.uk Refer to the Becta website for Learner entitlement to ICT in Physical Education – 10 examples. Select 'Schools', then 'Curriculum', 'Learner entitlement to ICT', 'Physical Education'.

Context 3: Key Stage 4 – Outwitting opponents in games activities, developing principles of play and associated roles

Aims and overview

This module will enable learners to develop selected functional skills, in authentic contexts, to develop learning in key concepts and key processes through the 'outwitting opponents' range and content of the physical education programme of study. Transferable functional skills will be used to evaluate and improve others' performances, especially related to tactics, and to carry out leadership and officiating roles to deepen and broaden learners' knowledge, skills and understanding in overcoming opponents in invasion games. It is expected to take 12–18 hours.

The big question

How can we effectively plan, practise and apply our learning as individuals and as a team to outwit our opponents in competition?

Learning focus – PE: invasion games

Pupils should learn to:

- develop sports-specific techniques and adapt them for dynamically changing environments
- play in various positions and understand the different requirements
- adapt game plans (tactics and strategies), responding to changing situations
- take on a number of roles (captain, coach, official) confidently, managing the environment to ensure the health, safety and well-being of others and leading others in preparation, practise or competitive games
- understand the fitness requirements of invasion games and how they can contribute to an active lifestyle
- devise plans to improve the quality of their own and others' performance and involvement in healthy, active lifestyles.

Learning focus – functional skills: target level 2

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model, for illustrative purposes, how they can be explicitly developed and applied.

English	Mathematics	ICT
Speaking, listening and communication, reading and writing	Representing, analysing and interpreting	Using ICT, finding and selecting information, developing, presenting and communicating information
Speaking, listening and communication: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	*Interpreting:* Draw conclusions and provide mathematical justifications.	*Developing, presenting and communicating information:* Use appropriate software to meet the requirements of a complex data-handling task.

Stage and focus	Learning outcomes
Stage 1 – Focusing the learning: introduction and engagement Ask pupils to attempt a series of small-sided games and tasks. Pupils could: • collaboratively devise and implement training plans • prepare appropriately as a team with individuals leading warm ups, practices and fitness training and conditioning • manage the training and playing environment • develop technical sending and receiving skills. As learners identify fitness and training requirements for the 'season', they: • discuss and agree training needs appropriate for individuals in the team • regularly review the environment for hazards (e.g. balls, bibs, water bottles, cones) and, using digital snapshots, decide appropriate action and delegate responsibility • use simple radial pulse counts and select appropriate mathematical methods to ascertain the intensity and appropriateness of any training undertaken • analyse individual stretching and mobility, using appropriate digital camera snapshots, and use the images to identify and share good practice and explain areas for improvement.	Pupils develop effective training plans through analysis of performance, using appropriate information from measurements and digital images. Pupils explain effective safety practice, using a range of appropriate ICT applications.
Stage 2 – Developing learning Ask pupils to play a series of 'pre-season' games. They could: • try out different positions and tactical shapes • employ various attacking and defensive strategies to develop a game plan • take on a variety of responsibilities in the roles of coach, organiser and referee • organise the tournament that will follow and prepare associated paperwork • develop ideas to overcome opponents and outwit another group or team. As pupils play pre-season games, they decide how to collect and collate data to inform target setting; for example, they might: • consider risk assessments used from previous activities • discuss factors influencing individual well-being, including motivation • plan effective teamwork, considering strengths and weaknesses, roles and responsibilities • decide how to assess performance and improvement through, for example, the collection and analysis of relevant data, including the number of passes made, the completion rate, assists, goals and shots on and off target • decide appropriate sampling methods for measuring and recording this information and represent it in an appropriate way • use performance assessment data to set targets for individual and team improvements • record these targets, using appropriate verbs and qualitative words, so they are specific, measurable, achievable, realistic and time related (SMART) • use video recording and visual analysis software to develop guiding principles for the development of game plans.	Pupils ask key questions of each other in eliciting and considering complex information related to effective teamwork (including roles and responsibilities). Pupils analyse strategies and plans to overcoming opponents using a range of ICT applications and mathematical techniques. Pupils use data to produce SMART performance targets using appropriate language.

PLTS
Team workers

FS.Eng.L2/SLC
Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.

PLTS
Effective participators

FS.Eng.L2/SLC
Present information and ideas clearly and persuasively to others.

FS.Eng.L2/SLC
Consider complex information and give a relevant, cogent response in appropriate language.

FS.Ma.L2/ Interpreting
Use analyses of discrete and continuous data, using ICT where appropriate, to plan improvements.

FS.ICT.L2/DP&CI
Process and analyse numerical data; display numerical data in appropriate graphical format; use appropriate field names and data types to organise information.

FS.Ma.L2/ Interpreting
Use statistical methods to predict outcomes.

Stage and focus	Learning outcomes
Stage 3 – Establishing and enhancing learning Ask pupils to compete in tournament games. They could: • undertake a variety of roles • plan and employ a range of tactics • suggest future module foci, based on their current progress and achievement. As learners seek to outwit opponents in a tournament and review the 'season', they: • discuss game plans and their effectiveness and consider influences for changing, adapting or leaving alone • negotiate and agree tactics to overcome opponents in tournaments.	Pupils review the effectiveness of game plans and articulate persuasively the key module learning points to inform future learning.
Stage 4 – Consolidating and reflecting As pupils look back over the module of work, they: • review personal and team progress and achievements and use the outcomes to identify appropriate foci for learning in the next module • evaluate the use and effectiveness of English, mathematics and ICT skills used during the module.	Pupils understand and can justify the selection, use and effectiveness of the range of English, ICT and mathematics skills they have employed.
Extending In out-of-school learning hours, at home or in the community, students could be encouraged to: • join sports clubs in the community and/or use local facilities • read autobiographies, rule books, sports reports in newspapers and magazines, or on the internet • become involved in coaching and organising sports in their own schools, primary schools and the local community.	

PLTS
Self-managers

PLTS
Reflective learners

Useful resources

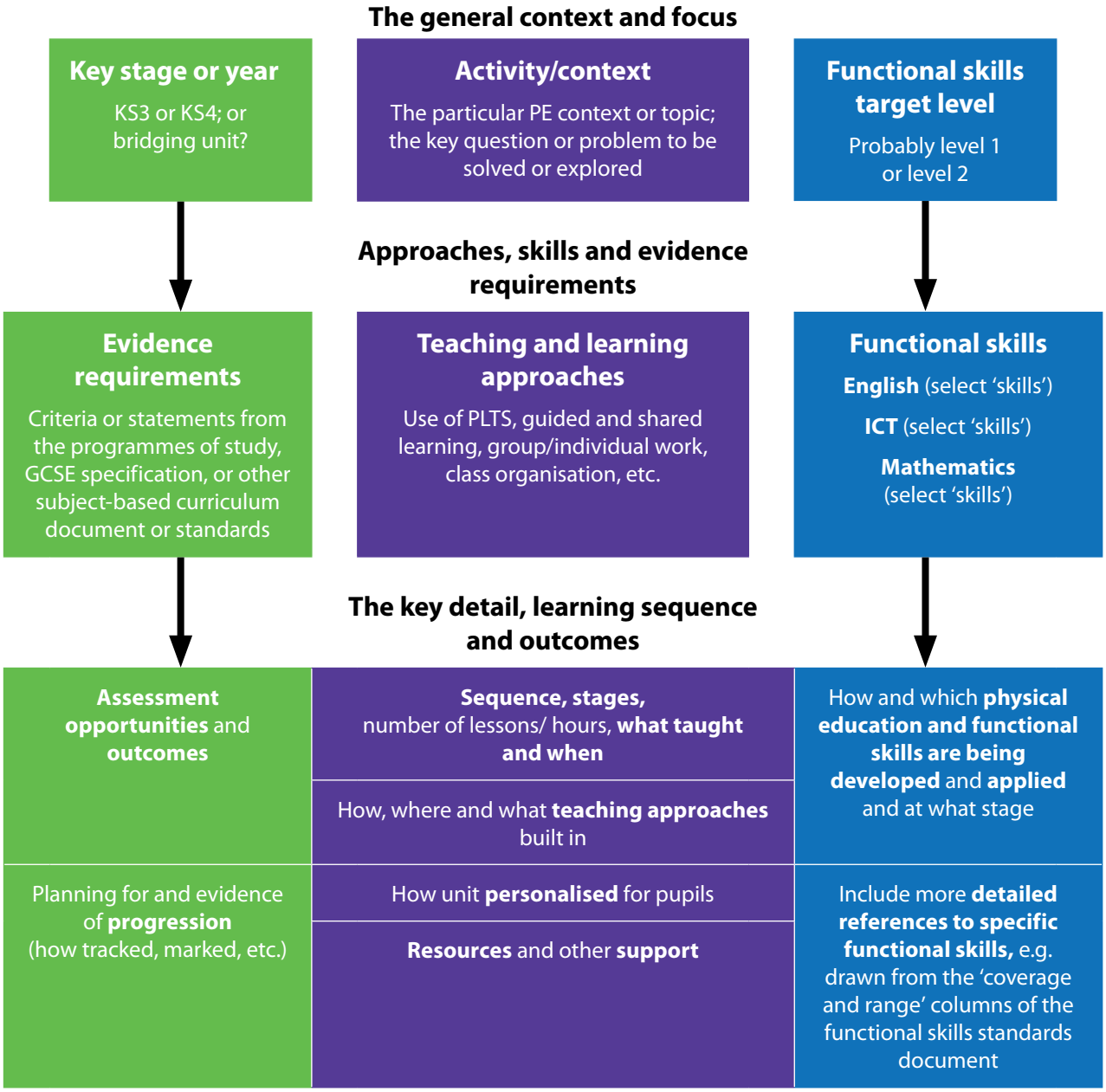
www.afpe.org.uk Association for Physical Education website 1: select '14–19 Reform'.

www.afpe.org.uk Association for Physical Education website 2: select 'Resources/Publications', then 'Safe Practice in Physical Education and School Sport'.

http://schools.becta.org.uk Refer to the Becta website for Learner entitlement to ICT in Physical Education – 10 examples. Select 'Schools', then 'Curriculum', 'Learner entitlement to ICT', 'Physical Education'.

Functional skills in physical education: A planning process

The planning diagram below provides a structure for planning a physical education activity or topic that integrates functional skills. Note that it starts from the physical education activity or topic and that the functional skills are an integral part in the successful completion of the activity. It is a mistake to distort a physical education activity simply to ensure that it includes functional skills; however, the inclusion of functional skills may well allow for a greater degree of independent learning and skills application. A cross-curricular model would look different insofar as the focus would be on more than one subject.



Resources

Literacy and learning in physical education DfES 0662-2004G

The purpose of this booklet is to provide physical education teachers with practical ideas of how they can support the development of:

- learning through talk
- learning through writing.

Leading in learning: Exemplification in physical education DfES 0059-2005G

The purpose of the booklet is to demonstrate how physical education teachers can contribute to the development of pupils' learning and thinking skills. It provides examples of the 10 teaching strategies contained in the Leading in learning teachers' handbooks for Key Stage 3 (Ref: DfES 0035-2005G) and Key Stage 4 (Ref: 2111-2006DWO-EN), which are the main source of guidance for Leading in learning.

ICT across the curriculum: ICT in physical education DfES 0184-2004G

The **ICT across the curriculum** (ICTAC) pack is a set of materials designed to promote the use of ICT across all subjects in schools. The ICT in physical education guide is designed to raise awareness of how ICT can be applied and developed in physical education, analyse the opportunities that exist in physical education for developing and applying ICT and consider how ICT can enhance the teaching and learning of physical education. Section 4 in particular provides examples of physical education lessons in which ICT is being used and applied.

Pedagogy and practice: Teaching and learning in secondary schools DfES 0423-2004G

The **Pedagogy and practice** materials consist of a suite of 20 study guides supported by a series of video sequences on DVD. All the guides are helpful in the development of functional skills and independence, but those with particular relevance include: Teaching models; Group work; Guided learning; Active engagement techniques; Developing reading; Developing writing; Using ICT to enhance learning and Developing effective learners.

All of the materials listed, along with the 10 other subject booklets in this series and a suite of e-learning modules, are available for download from: **www.standards.dcsf.gov.uk/nationalstrategies**

The Functional Skills Support Programme (FSSP)

A dedicated website for the Functional Skills Support Programme (FSSP) provides a first point of contact for all functional skills support. It includes the Learning and Skills Improvement Service (LSIS) training modules for functional skills for the post-16 sector and a series of booklets to support teaching functional skills in Diplomas. The FSSP website can be accessed at: **www.fssupport.org**

For case studies and further guidance about planning for functional skills, visit: **http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills** and select Functional skills.

00132-2010BKT-EN

Acknowledgement

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Audience: Subject teachers in secondary schools
Date of issue: 03-2010
Ref: **00132-2010BKT-EN**

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