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INTRODUCTORY MATTERS



- PREFACE
- CONSTRUCTING, ADJUSTING OR ADAPTING SCHEMES OF WORK
- PHYSICAL LITERACY
- PROPOSED CURRICULUM 2013
- GUIDANCE FROM THE ASSOCIATION FOR PHYSICAL EDUCATION
- ATTRIBUTES FOR OUTSTANDING PE

- **What are we aiming to achieve through our Physical Education Curriculum?**
- **How do we achieve the objectives?**
- **How do we use the schemes of work which have been created?**
- **Physical Literacy and Quality Physical Education**
- **Any curriculum for Physical Education needs to comply with National Curriculum requirements and pay due regard to any advice or guidance given by the Association for Physical Education and Ofsted.**



SECTION 1

PLANNING THE PHYSICAL EDUCATION PROGRAMME

To deliver a Physical Education curriculum of quality, it is necessary to plan for a broad and balanced programme which allows children to learn and experience a wide range of activities in different contexts and environments.

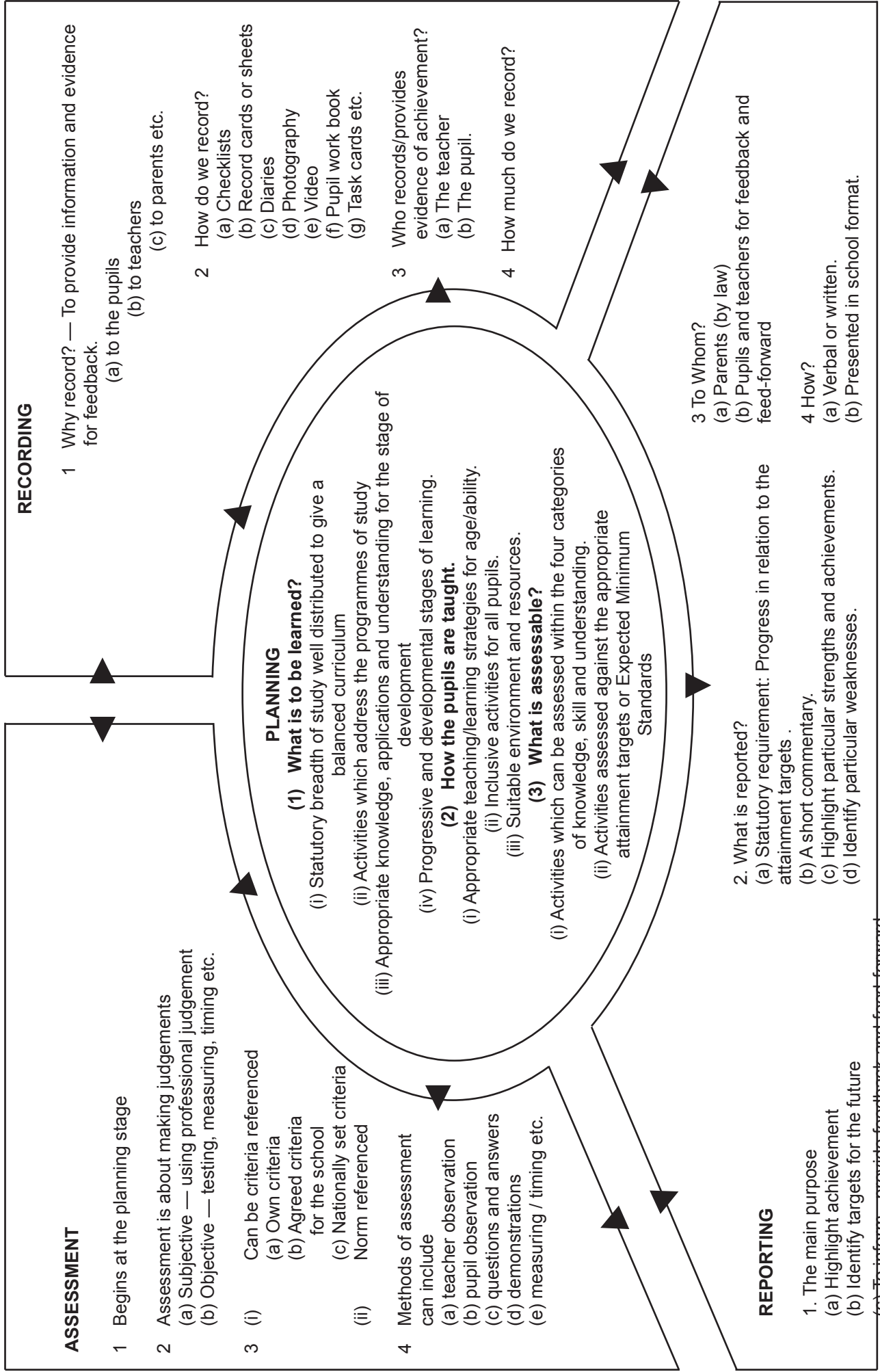
Rigorous curriculum planning must be in place

**PLANNING IS AT THE HEART OF THE
PHYSICAL EDUCATION PROGRAMME.**

- **Long Term / Curriculum Map. - Key Stage and Year Plan**
- **Medium Term - Unit Plan**
- **Short Term - Lesson Plan**

Figure 1

PLANNING THE PHYSICAL EDUCATION PROGRAMME



Games

- **Feet** - The five basic jumps
2-2
2-1
1-2
1-same
1-other
- In different **directions** e.g. netball/ basketball/ volleyball.
- In different game contexts.
- Jump within a **pattern of movement** as in a lay-up shot.
- **Jump to receive/send/ intercept/keep goal/wicket keep** or outwit opponents
- **Jump to score points** through a basket in basketball, jump to catch; to rebound for defence or attack, jump to smash in badminton.
- **Individually**/within a team.
- **Group** assisted jump - rugby.

Gymnastics

- **Feet** - the five basic jumps
2-2
2-1
1-2
1-same
1-other
- **Flight using hands and feet** (e.g. *vaulting*)
- Different **body shapes and turning** in different directions.
- **As part of a sequence** of movements/skills requiring accurate repetition.
- **With a partner** in different relationships.
- **With a group** in different relationship.
- **Onto/from/over apparatus.**
- **Whilst using apparatus** clubs, skipping rope, hoop, ball and ribbon in rhythmic gymnastics. **Sending/ receiving/ travelling with.**
- 2-2 in trampolining routines and **on and from different body parts.**

Dance

- **Feet** -The five basic jumps
2-2
2-1
1-2
1-same
1-other
- **Different body shapes and turning.**
- **As part of dance phrases** and dances which explore and communicate ideas.
- **With a partner** in different relationships.
- **With a group** in different relationships and group shapes.
- **Flight using hands and feet.**
- **Assisted flight in 2's** and groups.
- **Jumps when holding/ using props.**
- Jump when **sending and receiving** props.

JUMP - FLIGHT

Athletics

- **Feet** - The five basic jumps
2-2
2-1
1-2
1-same
1-other
- **Onto different body parts** in high jump.
- **To jump for maximum performance.**
- Jump as **long** as possible and as **high** as possible.
- In **combination** to jump as **far** as possible (*triple jump*).
- **With developed technique** to run over hurdles as quickly as possible.
- **With a pole** to jump as **high** as possible.
- **Individually** – personal best or in competition with others or **as part of a team** against another team.
- As part of an **endurance** activity – e.g. steeplechase.
- Technique and accurate replication is necessary.

Outdoor & Adventurous

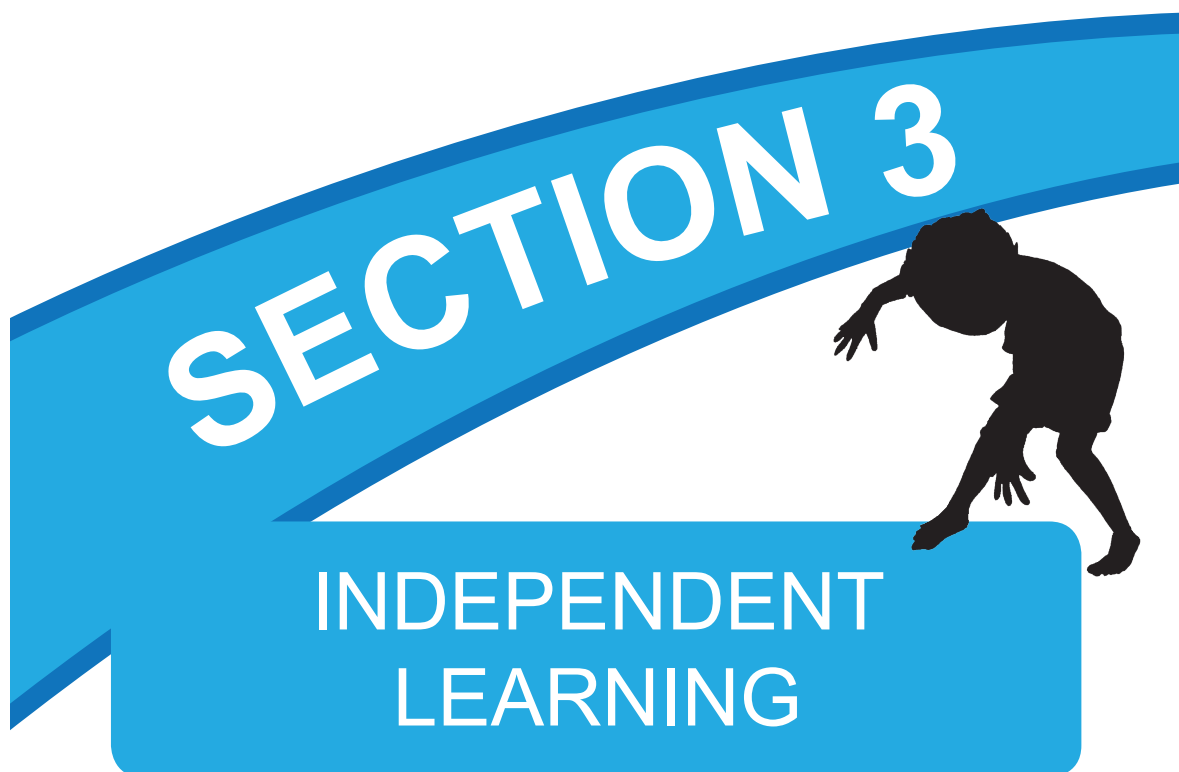
- **Feet** - The five basic jumps
2-2
2-1
1-2
1-same
1-other
- **On feet** to negotiate obstacles – e.g. jumping a stream.
- **On hands and feet** e.g. gate vault.
- **As appropriate in different tasks/ expedition/ adventure** situations.
- **Individually or in a team** to identify and solve problems and overcome challenges safely and efficiently.

Swimming

- **Feet** - 1-2 feet as in a springboard approach for a dive.
- 1-1 stride action as in shallow water entry for life-saving.
- 2 feet – 2 feet jumping into the water showing **different body shapes** before entry.
- **Bouncing patterns** used in aqua-aerobics.
- **Flight from feet to hands** as in a dive; accurate replications is necessary.
- Driving hard with legs to rise from the water to **send/receive** a ball in water polo.
- Identify and **solve the problem of entry** for both personal survival and life-saving situations.

Fitness & Health

- **Feet** - The five basic jumps
2-2
2-1
1-2
1-same
1-other
- **Specific jump techniques** as in karate.
- **Exercising** safely and effectively as in aerobics and rebound activities.
- **Bouncing patterns** as used in aerobics.
- **Individually.**
- **In a group** bound together by rhythm.



INDEPENDENT LEARNING WITH PERFORMANCE PRINCIPLES

Teachers should always remember to select and present tasks which give children the opportunity to make informed choices and to make decisions about their own learning.

Using the gradually acquired knowledge of core skills and principles of movement, children will begin to understand how to use them in different contexts.

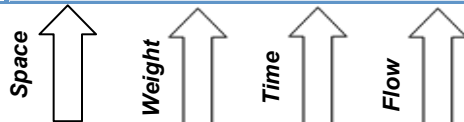
If they are asked to look at each others' work and evaluate it, they can use this knowledge to make informed judgements and engage in decision making discussions.

In order to afford opportunities for this independent learning to take place, the performance principles wall display has been devised. The accompanying CD contains the wall display which may be printed out and mounted on the hall/gymnasium wall to encourage independent learning, self and peer evaluation and assessment appropriate for the age of the children in gymnastics and dance. This resource can be used most effectively both for analysis and setting clear steps for challenge.

Creative task-setting, problem solving tasks, small-sided games, practices with overloaded sides, cards, conditioned games, different equipment, different sizes and shapes of playing space or pitch could be some of the strategies used for developing independent learning in all areas of the PE Curriculum.

**Fig.A The Building Blocks towards Outstanding Physical Education
Fundamental Movement Skills for Physical Fluency**

Travel skills and travelling	Jumping skills & flight	Turning skills & rotating	Balance skills Static & dynamic	Sending & receiving skills	Fluency Skills
<ul style="list-style-type: none"> <input type="checkbox"/> Crawl <input type="checkbox"/> Walk <input type="checkbox"/> Travel on different body parts <input type="checkbox"/> Climb <input type="checkbox"/> Stop <input type="checkbox"/> Run <input type="checkbox"/> Bounce <input type="checkbox"/> Hop <input type="checkbox"/> Skip <input type="checkbox"/> Jog <input type="checkbox"/> Gallop <input type="checkbox"/> Foot patterns <input type="checkbox"/> Travel onto, off or over equipment <input type="checkbox"/> Dodging/swerving/turning <input type="checkbox"/> Travel with equipment – Carry / dribble / dribble with an implement <input type="checkbox"/> Travel with changes of direction or front travel <input type="checkbox"/> Travel with changes of speed or level <input type="checkbox"/> Travel with combinations of traveling skills <input type="checkbox"/> Travel with combinations of movement skills <input type="checkbox"/> Travel as an individual or with others, or as part of a team 	<ul style="list-style-type: none"> <input type="checkbox"/> Five basics jumps 1-2, 2-2, 2-1, 1 to the same, 1 to the other <input type="checkbox"/> Jumps from the floor <input type="checkbox"/> Flight through the air <input type="checkbox"/> Landing from jumps <input type="checkbox"/> Jumps in different combinations <input type="checkbox"/> Jumps/flight onto apparatus <input type="checkbox"/> Jumps/flight from apparatus <input type="checkbox"/> Jump to receive equipment <input type="checkbox"/> Jumps as a part of a sequence / motif <input type="checkbox"/> Assisted jump/flight in 2's or small groups (e.g. Gym, dance and rugby) <input type="checkbox"/> Jump to score points (as in basketball/volleyball) <input type="checkbox"/> Jump long and high for maximal performance <input type="checkbox"/> Jumping with refined technique e.g. hurdling <input type="checkbox"/> Bouncing patterns (as in aerobics and fitness) bound together by rhythm <input type="checkbox"/> Flight from hands (gym) <input type="checkbox"/> Flight from different body parts (e.g. trampolining) 	<ul style="list-style-type: none"> <input type="checkbox"/> Turning/rotating on the spot/on the move/in the air <input type="checkbox"/> On feet-turn / spin / dodge / swerve / twist <input type="checkbox"/> Turning to avoid the opposition / shield or defend the ball <input type="checkbox"/> Turning to change front or direction <input type="checkbox"/> Turning around different axes (the three basic axes) <input type="checkbox"/> Twist and resolve <input type="checkbox"/> Twist and recoil <input type="checkbox"/> Spin on feet/different body parts/in the air <input type="checkbox"/> Roll showing different shapes/directions/levels <input type="checkbox"/> On the floor/on the apparatus/on different levels <input type="checkbox"/> Turning/spinning/twisting/rotating to create momentum to project an object through the air <input type="checkbox"/> Turn or twist to send/receive/intercept/goal <input type="checkbox"/> keep/wicket keep <input type="checkbox"/> Turn and move as an individual as a team to create attacking/defensive formations <input type="checkbox"/> Turn/twist/spin/rotate as part as of a sequence/motif/routine/game plan <input type="checkbox"/> Turn/twist/rotate whilst using equipment <input type="checkbox"/> Assisted turning in pairs/groups 	<ul style="list-style-type: none"> <input type="checkbox"/> Stop <input type="checkbox"/> Static balance on feet / hands / different body parts and in different combinations <input type="checkbox"/> Different shapes <input type="checkbox"/> On the floor / in the air / against or on apparatus <input type="checkbox"/> Balance with, against or on other people (pairs, threes small groups) <input type="checkbox"/> All movements require dynamic balance / body tension <input type="checkbox"/> Strong, stable core for balance maintenance <input type="checkbox"/> Balance through the air <input type="checkbox"/> Over balance with purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Sending or striking with hands <input type="checkbox"/> Receiving or blocking with hands <input type="checkbox"/> Sending, receiving, striking or blocking with different body parts <input type="checkbox"/> Sending, receiving, striking or blocking with equipment <input type="checkbox"/> Moving into position to receive / strike / send / block <input type="checkbox"/> Sending / striking / receiving / block on the move <input type="checkbox"/> Sending / striking / receiving / block in the air <input type="checkbox"/> Sending / striking / receiving / blocking as part of a team tactic / strategy <input type="checkbox"/> Developing eye strength <input type="checkbox"/> Eye tracking <input type="checkbox"/> Eye fixing <input type="checkbox"/> Binocular vision 	<ul style="list-style-type: none"> <input type="checkbox"/> Spatial awareness <input type="checkbox"/> Rhythm <input type="checkbox"/> Mental focus and concentration <input type="checkbox"/> Balance and control <input type="checkbox"/> Coordination <input type="checkbox"/> Core strength and posture <input type="checkbox"/> Eye fixing <input type="checkbox"/> Ear tuning <input type="checkbox"/> Eye tracking <input type="checkbox"/> Binocular vision <input type="checkbox"/> Reading and interpreting body language <input type="checkbox"/> Automaticity <input type="checkbox"/> Ambidexterity <input type="checkbox"/> Physical fitness
<p>Making decisions about:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> choice of skill to suit the situation; <input type="checkbox"/> choice of equipment; <input type="checkbox"/> speed; <input type="checkbox"/> direction; <input type="checkbox"/> levels; <input type="checkbox"/> patterns; <input type="checkbox"/> linking travel artistically individually or with others; <input type="checkbox"/> creating individual patterns of travel to link with another player; <input type="checkbox"/> adapting individual patterns of travel to link strategically with others. 	<p>Making decisions about:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> the type of take off; <input type="checkbox"/> the type of shape through the air <input type="checkbox"/> the type of landing to suit the environment; <input type="checkbox"/> the choice of speed, direction, height, distance and where to land for safety; <input type="checkbox"/> timing to coordinate a jump to receive equipment; <input type="checkbox"/> timing to coordinate a sequence of actions as an individual, in a group or as a team member. 	<p>Making decisions about:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> body shape for efficiency, stability, or artistic performance; <input type="checkbox"/> how to move into and from an action; <input type="checkbox"/> choosing the appropriate action for the situation; <input type="checkbox"/> speed/level/directions; <input type="checkbox"/> relationships to the floor, apparatus or others. 	<p>Making decisions about:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> body shape; <input type="checkbox"/> method of moving into and from a static balance; <input type="checkbox"/> the size and shape; <input type="checkbox"/> joining together dynamic movements to retain balance and fluency; <input type="checkbox"/> speed / direction / level / shapes of balances in sequences / motifs / athletics and games; <input type="checkbox"/> relationships with others artistically <input type="checkbox"/> relationships with others in team situations; <input type="checkbox"/> relationships with equipment and apparatus. 	<p>Making decisions about:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> speed; <input type="checkbox"/> direction; <input type="checkbox"/> trajectory/level; <input type="checkbox"/> distance; <input type="checkbox"/> how, when and where to send and send/receive and strike equipment; <input type="checkbox"/> which equipment to use, send and receive; <input type="checkbox"/> where to send to or strike to; <input type="checkbox"/> the equipment; <input type="checkbox"/> which communication style to use and which one to respond to; <input type="checkbox"/> when to use deception. 	<p>—Making decisions about:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> frequency of repetition; <input type="checkbox"/> degree of adjustment; <input type="checkbox"/> degree of persistence and perseverance required to refine and master a movement; <input type="checkbox"/> knowing when to stop when fatigue prevents improvement.



SECTION 5



MINIMUM EXPECTED STANDARDS OF PERFORMANCE IN PHYSICAL EDUCATION

By 7 Years
(end of Key Stage 1)
By 9 Years
By 11 Years
(end of Key Stage 2)
By 14 Years
(end of Key Stage 3)

This section will encourage the planning of excellent educational experiences and enhance teachers' knowledge of the subject.

Having worked through "Planning the Curriculum", "The Rule of 5" model of analysis of skill development and having access to the "Building Blocks" quick reference guide showing everything that needs to be covered, we now arrive at the questions of **what** do we teach **when** and what should children to be **able to do** at different ages and stages of development from 5-14 year?

NB. Year 6 in Primary Schools have the Key Stage 3 standards to refer to, so teachers and children can see how their work fits into the whole developmental picture.

Key Stage 3 teachers will have Key Stage 2 standards identified to use as a benchmark or baseline for further development.

GAMES

(These expectations reflect the Attainment appropriate for this age group)

By the age of 7 years (end of year 2) most children will be able to:-

1 Perform in a co-ordinated and controlled manner a range of “sending”, “receiving” and “travelling with...” skills.

- Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking, striking and heading.
- Gather a ball or piece of equipment with hands, feet, other body parts or an implement.
- Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing, or by dribbling with hands, feet or an implement.
- Sustain concentration and practise to improve and perform with more confidence.
- Repeat and use the skills with co-ordination and control in a variety of co-operative and competitive games.
- Show a good awareness of others' in running, chasing and avoiding games, making simple decisions about when and where to run.

2 Apply the skills in a variety of simple games; make choices about appropriate targets, space and equipment; use simple tactics.

- Create games as an individual or in pairs.
- Understand the importance of rules and play within them and know how to score.
- Change the rules of the game to make it better or more challenging.
- Combine skills e.g. dribble and kick.
- Develop simple tactics and use appropriate ones to suit different situations.

3 Observe, copy and play games, then alter rules and tasks to make the games better. Describe performances accurately and recognise what is successful.

- Watch and describe performances accurately.
- Observe, demonstrate and copy someone else's game or idea.
- Use what they have learnt to improve the quality and control of their work.
- Work well with a partner or small group to improve their skills.

4 Be actually involved and recognise how their body feels when playing games.

- Understand and describe changes to their heart rate when playing different games.
- Move safely and actively about the space and when using equipment.
- Know that after vigorous activity, breathing and heart rate increase and body temperature rises and see that faces become flushed.
- Feel that muscles and limbs are working hard and that they become tired after sustained activity.
- Know that regular exercise improves health and helps the body to work well.

GAMES YEAR 1 - MINIMUM EXPECTED STANDARDS

<p>1 FOCUS ON:- USING A BALL Most children should be able to:-</p> <ul style="list-style-type: none"> (a) demonstrate co-ordination when passing a ball around different parts of the body (b) bounce and pat-bounce a ball with a degree of control. (c) understand how to send, receive, kick and dribble a ball and practise to improve the skills. (d) show a degree of control when sending and receiving a range of equipment. (e) understand that they must “get in line with a ball to receive it”. (f) send a ball in various ways to play individual target games or target games with a partner. 	<p>2 FOCUS ON:- THROWING AND CATCHING AND AIMING GAMES Most children should be able to:-</p> <ul style="list-style-type: none"> (a) know and show, both individually and in pairs, how to throw and catch using a variety of apparatus. (b) send a ball, beanbag or quoit over-handed, using under arm throw, roll or “skim” and kick. (c) aim consistently between, into, at or over a variety of targets using a range of small equipment. (d) understand the concept of aiming games and how to make their games harder. (e) play an aiming game co-operatively with a partner and “keep the score”.
<p>3 FOCUS ON:- BAT AND BALL SKILLS, DEVELOPING PARTNER WORK Most children should be able to:-</p> <ul style="list-style-type: none"> (a) steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms. (b) balance a ball on a bat when standing still or walking. (c) hit a ball with a bat, upwards and downwards with some control. (d) send a ball along the ground and through the air for a partner to catch or receive. (e) understand and show skipping with a rope. (f) use steering, hitting along the ground and hitting through the air to play individual and co-operative target games. 	<p>4 FOCUS ON:- AND GAMES AND SKIPPING Most children should be able to:-</p> <ul style="list-style-type: none"> (a) play safely with a partner in running games and when using equipment. (b) throw and catch individually and in pairs using a variety of apparatus including hoops. (c) kick and dribble a ball with control and roll and retrieve a hoop. (d) practise and develop their sending and receiving skills in co-operative games with a partner. (e) demonstrate how to change the game to make it harder.
<p>APPROXIMATELY 8 - 12 HOURS OF ACTIVITY TIME WILL ENABLE MOST CHILDREN TO REACH THE MINIMUM STANDARDS</p>	

SECTION 6



ASSESSMENT, RECORDING & REPORTING

ASSESSMENT

- 1 Begins at the planning stage
- 2 Assessment is about making judgements
 - (a) Subjective - using professional judgement
 - (b) Objective - testing, measuring, timing etc.
- 3
 - (i) Can be criteria referenced
 - (a) Own criteria
 - (b) Agreed criteria for the school
 - (c) Nationally set criteria
 - (ii) Norm referenced
- 4 Methods of assessment can include
 - (a) teacher observation
 - (b) pupil observation
 - (c) questions and answers
 - (d) demonstrations
 - (e) measuring/timing etc