

# THE STEPS TO ACHIEVING AN OUTSTANDING PE CURRICULUM

## PREFACE

---

### To Achieve Outstanding Physical Education It Is Necessary To Have....

- 1. ...an Outstanding Physical Education Curriculum. Well-planned and detailed material that is inclusive, progressive and developmental and is followed by all members of staff.
- 2. ...inspirational and knowledgeable teachers with excellent subject knowledge and high expectations. They know their pupils and inspire and motivate them.
- 3. ...pupils who are challenged, and motivated both physically and mentally and demonstrate a high level of learning.

This publication is about providing an outstanding PE curriculum and developing subject knowledge as an integral part of it.

To plan and achieve appropriate and challenging material, there needs to be a stepped plan in place-one which begins with knowledge of the PE National Curriculum.

It must then be built to provide teachers of varying confidence and expertise with the material that includes all the subject knowledge and variety of teaching strategies necessary to motivate and challenge their pupils.

## CONTENTS

---

Introduction .....	4
Physical Education National Curriculum 2014.....	5
Core Skill Links Across The Physical Education Curriculum .....	7
Travel, Jump-Flight, Turn, Balance .....	8-11
The Steps To Achieving Outstanding Physical Education .....	13
Minimum Expected Standards ( <i>at 7, 9, 11 and 14 yrs</i> ) .....	15
Athletic Activities .....	17
Dance Activities .....	27
Games Activities .....	37
Gymnastics Activities .....	59
Outdoor And Adventurous Activities .....	73
Swimming Activities And Water Safety .....	83
Assessing Against The End Of Key Stage Assignment Target .....	91
Physical Education Assessment - Key Stage 1 .....	92
Physical Education Assessment - Key Stage 2 .....	93 -94
Physical Education Assessment - Key Stage 3 .....	95

## 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.

# JUMPING & FLIGHT IN THE CURRICULUM

## 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.

# DANCE YEARS 3 & 4 - MINIMUM EXPECTED STANDARDS

## 1. FOCUS ON:- ACQUIRING AND DEVELOPING SKILLS

**Most children should be able to:-**

- a.** Respond to a range of stimuli-understand that the ideas initiated by the stimulus can be translated into movement (*symbolic*); discuss those ideas initiated by the stimulus and suggest appropriate movement for exploration; display confidence in improving and exploring those initial ideas.
- b.** Perform the basic dance actions with greater control, fluency and co-ordination-demonstrate combinations of movement using whole body and body parts; display a clarity within the movement with attention to clear body shape, extension, balance and footwork.
- c.** Perform with expression-show the ability to perform with a sense of phrasing, rhythmically and musically; display the appropriate dynamics to colour the movement phrases to ensure mood and feeling.
- d.** Copy and perform movements/rhythmic patterns-demonstrate the ability to perform simple dances which have a clear beginning, middle and end; show a range of different rhythmic/movement patters from different times, places and cultures; show ways of performing these patters in different group formations; understand the value of different formations-social/historical/cultural context.

## 3. FOCUS ON:- EVALUATE AND IMPROVE

**Most children should be able to:-**

- a.** Observe each other and themselves dancing in order to-understand how dance communicates moods, ideas and feelings.
- b.** Demonstrate a range of descriptive language when talking about dance in order to identify and describe.
- c.** Display the confidence to include personal responses.

## 2. FOCUS ON:- SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS.

**Most children should be able to:-**

- a.** Know how to begin to develop movement.
- b.** Demonstrate the ability to choose the movements which reflect the dance idea.
- c.** Demonstrate how to develop a movement using repetition and variation using space, time and weight changes.
- d.** Display how to link movements together in a logical sequence (*transitional movement.*)
- e.** Show the ability to use simple compositional devices, unison, canon, repetition, variation; shape the movement into phrases/sections or a whole dance with a simple structure.

## 4. FOCUS ON:- FITNESS AND HEALTH

**Most children should be able to:-**

- a.** Recognise that dance is a good activity for health and well-being.
- b.** Explain that their dance lessons will help them to improve their health and support them feeling good about themselves.
- c.** Understand that dance will help to mobilise their joints, increase their muscle flexibility and strength.
- d.** Know that dance will help to develop their stamina.
- e.** Demonstrate some “getting ready” and “ending” activities for a dance lesson.

Programme Of Study. Perform dances using a range of movement patterns.

# GYMNASTICS

(These expectations relate to the appropriate attainment target)

**By the age of 14 years (end of year 9) most pupils will be able to:-**

**1 Adapt, refine and perform a range of skills, actions and agilities in a specific gymnastic style showing precision, control and fluency.**

- Perform a range of skills, agilities and movement phrases with precision, tension and extension in the chosen style; Olympic, rhythmic, sports acrobatics, formal, informal etc.
- Perform with confidence individually, in twos, threes or groups and show good control of their bodies.
- Co-operate in groups, develop timing and the ability to be reliable supporters.
- Thoroughly understand principles and safe practice involved in carrying, sitting and using apparatus and design and erect their own apparatus.
- Use a range of apparatus and equipment in a variety of ways.

**2 Use their knowledge of compositional principles to create more complex sequences.**

- Work imaginatively to move into and from more complex movement combinations involving twos, threes and small groups.
- Combine group and individual skills to produce and perform fluent sequences both on the floor and on the apparatus taking into account both their own and their partners' strengths and weaknesses.
- Refine, adapt and modify more complex small group skills and transfer them to apparatus retaining effective use of space and imaginative use of dynamics.
- Understand how to use compositional principles to create a well-balanced sequence and adjust any imbalance.

**3 Develop physical and mental capacity.**

- Develop the physical strength, stamina, speed and flexibility to match the demands of the activity.
- Demonstrate the mental determination to succeed.

**4 Know the intentions and outcomes of planned sequences. Take the initiative to analyse their own and others' work and make decisions to improve it.**

- Understand the task that has been set and devise and use criteria and check lists to analyse performance effectively.
- Focus on the task and practise to improve, working collaboratively and sensitively to develop precision and quality.
- Show an awareness of progression and know how to improve.
- Identify strengths and weaknesses and take decisions about what to do to improve their own and others' work.
- Give effective, sensitive and quality feedback to a partner or small group in order to improve performance.

**5 Know how to prepare for and recover from gymnastics activities, understand the benefits of regular participation and develop positive attitudes towards exercise.**

- Understand that warm-up activities will provide more oxygen to working muscles and that gentle, static stretching (*no bouncing*) will reduce the risk of injury.
- Know the major groups of muscles and how to stretch them in preparation for gymnastic activity and be aware of the varying levels of fitness required for different gymnastic activities.
- Devise their own warm-up and cool-down routines specific to their needs.

# PHYSICAL EDUCATION ASSESSMENT - KEY STAGE 2

Name:-	Year 3 / Year 4				
	D	W	A	B	E
KNOWLEDGE, SKILLS AND UNDERSTANDING					
1. Continues to develop co-ordination and control in a range of skills and knows how to use them.					
2. Understands how to link and develop skills in different ways to form actions and sequences of movement.					
3. Communicates, collaborates and competes with others.					
4. Develops an understanding of how to improve and what is necessary to succeed.					
5. Understands how to evaluate their performance.					
6. Say why physical activity is good for them.					

## KEY

D = Experiencing difficulty

W = Working towards

A = Achieving

B = Beyond expectation

E = Exceptional performance

**Medical conditions:-**

**Clubs Attended/Team Representation/Awards etc:-**

**Additional Comments:-**