

Programme of Study for Physical Education at Key Stage 1

1

KEY STAGE

Introduction

The early years are crucial in laying the foundations of physical competency and positive attitudes to physical activity. Pupils at this key stage should experience a variety of activities which develop a wide range of skills. A sense of fun, enjoyment and achievement should pervade all activities.

At the beginning of Key Stage 1, much activity will be exploratory play in which pupils, individually, with a partner, or in a small group, respond to suggestions of the teacher, or to the stimuli and challenges provided by music, space or apparatus. With guidance, the play will become more structured and lead to the development of skills.

Pupils should be allowed time to develop confidence, both as individuals and members of a group. They should learn to listen and respond to guidance from the teacher, and to talk about their experiences in the physical education lesson.

Although presented in discrete activity areas, the programme of study in the early years should be taught frequently as integrated lessons, using various movement themes in different contexts. As pupils develop skills in the areas of physical education, lessons should focus on developing skills in these specific areas.

Contribution to Educational (Cross-curricular) Themes

The programme of study promotes the objectives of Education for Mutual Understanding (EMU), Cultural Heritage and Health Education. EMU can be promoted through the sections of the programme of study relating to 'Attitudes' and 'Understanding', as pupils will have opportunities to develop positive attitudes to physical activity and to learn to co-operate when working in pairs and groups. Cultural Heritage can be promoted through dance where pupils should have opportunities to listen to and move in response to different stimuli and accompaniment, *for example, music, traditional rhymes, songs, poems and stories*. Health Education can be promoted through the sections of the programme of study relating to 'Health-related Physical Education' and 'Safe Practice' where pupils should have opportunities to understand how physical activity can lead to a healthy lifestyle.

Attitudes

To develop positive attitudes, pupils should:

- a experience a sense of fun, success and enjoyment in all activities;
- b develop confidence in physical activity, both as individuals and as members of groups;
- c develop a sense of fair play, sharing and co-operation.

Understanding

To promote understanding of all activities, pupils should have opportunities to:

- a answer questions about how they move;
- b demonstrate their understanding of instructions through physical responses;
- c talk about their experiences and those of others in the physical education lessons;
- d develop skills and ideas by participating in whole class, group, partner and individual activities.

Health-related Physical Education

To promote physical activity and healthy lifestyles, pupils should:

- a understand the reasons for changing for physical activity;
- b experience warm-up and cool-down exercises;
- c recognise the effects of activity on the body, including sweating, faster heartbeat, and being out of breath;
- d understand the need for rest after exercise;
- e be aware of the relationship between exercise and physical well-being.

Safe Practice

To ensure safe practice, pupils should:

- a listen to and respond readily to instructions and signals within established routines;
- b recognise and follow relevant rules and safety procedures for different activities;
- c understand the safety risks of wearing inappropriate clothing, footwear and jewellery;
- d lift, carry, place, use and store equipment safely.

Athletics

Athletics at Key Stage 1 incorporates activities which may also be developed in dance, games and gymnastics.

Pupils should have opportunities to:

- a experience
 - **running activities**, for example, running into spaces using different speeds and directions; running round hoops on the floor; running in pairs in formation or shadowing partner; chasing games;
 - **jumping activities**, for example, jumping to have both feet off the ground from standing or running positions; jumping to land inside hoops placed on the floor, jumping out of hoops to show a shape in the air; jumping onto or off low benches; performing jumping patterns with a partner; jumping along a mat from a standing position;

- **throwing activities**, *for example, throwing bean bags to land in hoops or to strike targets; throwing using different hands; throwing from under legs or over shoulder; throwing for partner to catch;*

b measure performance in simple athletic activities, towards the end of the key stage.

Dance

At Key Stage 1 dance should encourage pupils to use simple movements and gestures as a means of expression and communication.

Pupils should have opportunities to:

- use different parts of the body to explore the space around them and to move using simple actions, *for example, walking, running, hopping and creeping;*
- listen to and move in response to different stimuli and accompaniment, *for example, voice, music, percussion, nursery rhymes, action songs, poems, stories, and art work;*
- move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light);
- perform simple steps and movements to given rhythms and musical phrases;
- create and remember a simple movement sequence using a variety of stimuli.

Games

At Key Stage 1, games should provide opportunities for pupils to work with a variety of equipment and to develop individual skills leading to co-operative play.

Pupils should have opportunities to:

- learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping;
- learn handling, hitting and kicking skills using a variety of equipment;
- take part in simple games involving individual and co-operative play;
- make use of space and outwit an opponent while playing simple games.

Gymnastics

At Key Stage 1, gymnastics should be concerned primarily with the introduction and development of body management skills. Pupils should explore these skills, firstly on the floor, and then progress to using apparatus.

Pupils should have opportunities to:

- explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;
- develop body awareness through movement variations, *for example, stretched/curled, wide/narrow, on/off, over/under, fast/slow, up/down, forwards/backwards/sideways;*
- form simple sequences by linking movements.