

# Programme of Study for Physical Education at Key Stage 2

# 2

KEY STAGE

## Introduction

Building on the experiences gained during Key Stage 1, pupils should be given opportunities to develop their skills and apply them in more complex personal challenges. They should be given sufficient guidance to cope with these challenges. They should continue to experience success in order to reinforce a positive attitude to physical activity.

The exploratory approach should be continued but interspersed, more frequently, with guidance in order to achieve good quality performance in each of the areas of the programme of study. Pupils should be encouraged to discuss the physical education activities and to develop an understanding of them and their relationship to health and exercise in everyday life.

## 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 perform movement to stimuli, *for example, music, traditional street rhymes, poems and stories*, and to perform simple folk dances. 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 continue to experience a sense of fun, success and enjoyment in all activities;
- b develop increased 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 select appropriate movements to fulfil set tasks;
- b observe and comment on their own movements and those of others and suggest ways of improving performance;
- c explore, with increasing guidance, a range of skills in athletics, dance, games, gymnastics and swimming;
- d recognise improvements in the quality of performance in set tasks;
- e extend 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 and understand the need for warm-up and cool-down exercises;
- c develop an understanding of the relationship between physical activity and good health;
- d be aware of the effects of exercise on the body;
- e know that opportunities to participate in physical activities exist in the local community.

## 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 why particular clothing and footwear are worn for different activities;
- d understand the safety risks of wearing inappropriate clothing, footwear and jewellery;
- e lift, carry, place, use and store equipment safely.

## Athletics

Pupils should become involved in personal challenges and, through them, improve performances.

Pupils should have opportunities to:

- a practise and develop basic actions in:
  - running over short and longer distances and in relays;
  - jumping for height or length;
  - throwing for accuracy or distance using a variety of equipment;
- b measure, compare and improve their own performances.

## Dance

Pupils should develop previously learned movements as a means of communication and expression.

Pupils should have opportunities to:

- a develop more effective use of space levels, *for example, high, medium, low*, directions, speed, and strength, *for example, heavy/light*;
- b move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;
- c create, practise and perform movement sequences, using a variety of stimuli, *for example, voice, music, percussion, traditional street rhymes, poems, stories and art work*;
- d structure dances with clear beginnings, middles and ends;
- e perform any simple folk dances.

## Games

Pupils should develop co-operation and team-work through involvement in a variety of small-sided, adapted and mini-games.

Pupils should have opportunities to:

- a develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;
- b improve their skills of handling, hitting and kicking;
- c explore and understand common skills and principles, including attack and defence, in invasion, net/wall, and field/run-scoring games;
- d make up, play and refine their own games and explain the rules and scoring;
- e develop an understanding of, and play, small-sided, adapted and mini-games.

## Gymnastics

Pupils should extend their body management skills and improve the variety and quality of movement through practice on floor and apparatus.

Pupils should have opportunities to:

- a explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching;
- b explore, select, develop, practise, refine and repeat sequences of movement in response to set tasks;
- c emphasise changes of speed, direction and shape.

## Swimming

Pupils should become safe in water by developing basic swimming and personal survival skills through enjoyable activities which help to build up their confidence.

Pupils should have opportunities to:

- a learn safe practice when entering and leaving the water;
- b learn a range of water confidence practices and play simple games with and without buoyancy aids;
- c learn to swim on the front and on the back, leading towards recognised strokes;
- d learn water safety skills, including floating and treading water.