



St. Mark's CE Primary School



Physical Education CURRICULUM INFORMATION

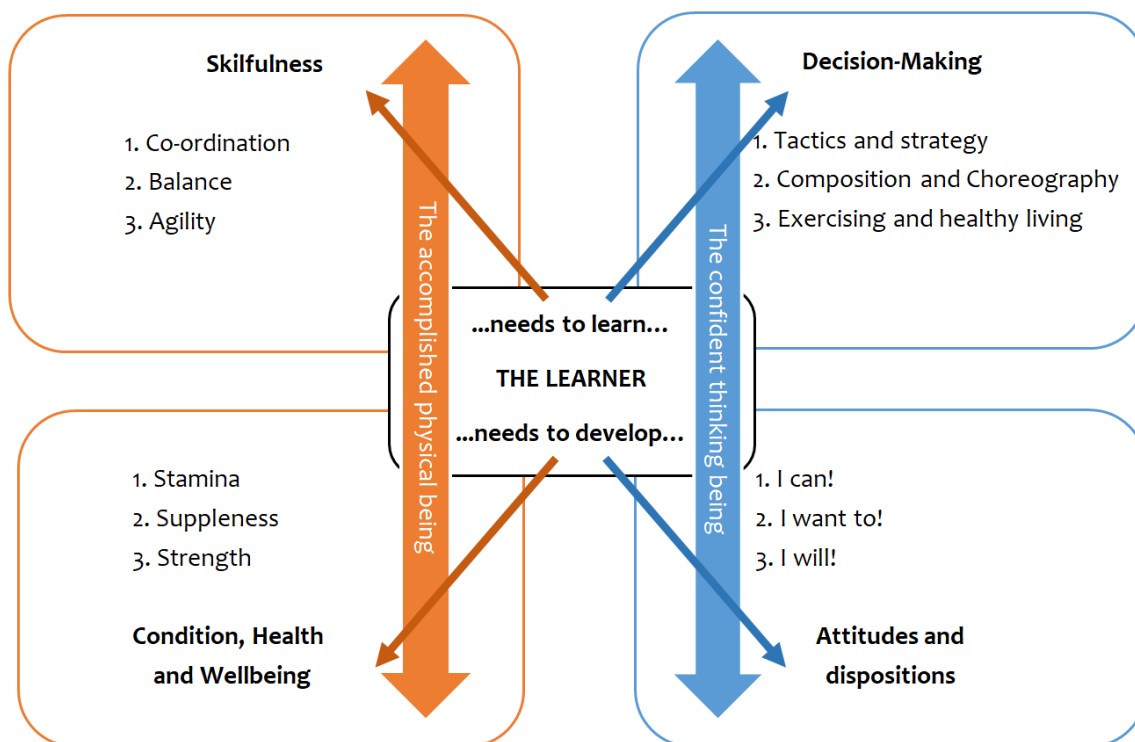
What do we want our children to learn in P.E.?

The one aspect of the physical curriculum that is statutory is Physical Education. Within the programme of study for P.E. there are aims, content and processes outlined. The content of this programme is outlined in the school curriculum map, and supports teachers in recognising key developmental skills for their year group.

Physical Education focuses on developing two distinct aspects:

- 1 - The development of the accomplished physical being (skilfulness and wellbeing), and
- 2 - The development of the confident thinking being (engagement and decision making).

Below is the central intentions for Physical Education - the key and unique content of the subject. This is what all children are entitled to learn.



So, what does this mean for the children of St. Mark's?

It is our intention to develop to 'Intelligent and Skilful' participants and performers in all types of physical activity.

The three different parts of physical skilfulness, co-ordination, balance and agility, underpin our key intentions to promote accomplished physical beings. It is our focus in these fundamental skills where the children develop into confident thinkers. This enables them apply themselves in the broad range of physical activities made available, irrespective of their previous experience or physical capability. This way of thinking drives the decisions the teachers make within the curriculum as we promote lifelong success for all children at St. Mark's.

<p>We intend that all our children become increasingly accomplished physical beings with excellent:</p>	<p>We intend that all our children become increasingly excellent decision-makers in their application of:</p>
<ul style="list-style-type: none"> • Coordination • Balance • Agility 	<ul style="list-style-type: none"> • Tactics and Strategies • Compositions and Choreographies • Exercise programming for health and wellbeing

What do you mean by 'physical skilfulness' and 'decision making' in P.E.?

We intend to develop good Physical Skilfulness and Decision-Making in all our learners. The table below defines what each of element of these two aspects are.

What is 'physical skilfulness'?	
Coordination	<p>Coordination the core ability to move purposefully, quickly and carefully. It is to conduct and control actions in order to complete an action as accurately and efficiently as possible.</p> <p>Motor coordination refers to the coordination of the body's different muscle groups depending on what our senses perceive.</p> <ul style="list-style-type: none"> - Hand-Eye Coordination refers to the ability to move your hands depending on what they eyes see, including: typing on a keyboard, shaking someone's hand, drawing or throwing or catching a ball. - Foot-Eye Coordination refers to the ability to move your feet in order to respond to what your eyes perceive. This includes: sitting down, running, cycling or kicking a ball into a net. <p>The better the coordination, the better a child's movements will be controlled and completed with minimum effort and maximum accuracy.</p>
Balance	<p>Skilful movements, and performance, require a control of the bodies muscles to hold static and fluid balance position – this includes: knowing where body parts are located throughout movement and static positions, distributing weight appropriately over the centre of balance and repositioning non-supporting body parts to prevent a fall and trip.</p> <p>Balance is both maintaining a physical equilibrium and being equally controlled in movement on both sides of the body.</p>
Agility	<p>Agility is a combination of both coordination and balance. Children react quickly and efficiently to a stimulus that frequently takes them out of balance and standard repetitive movements.</p> <p>It is also about having the coordination, balance and conditioning required to complete complex and challenging sets of dynamic skills and actions.</p>

What do you mean by 'decision-making'?	
Tactics and Strategies	<p>Tactics represent the fundamental decisions, approaches and actions that are taken to outwit and overcome an opponent or succeed in a challenge.</p> <ul style="list-style-type: none"> - A good tactic has a clear purpose, with a specific and measurable impact. <p>When employed in games or competition, strategies underpin the larger plans you make for yourself or a team, with the aim in outwitting and problem solving potential situations in the most effective and efficient manner to succeed. Strategies, in part, require a range of specific tactics to be deployed for each facet of the game or challenge.</p>
Composition and Choreography	<p>Composition focuses on the design and creation of a sequence of movements and actions that meet criteria provided. It requires the use of a number of design principles to develop something that is aesthetically pleasing and contains specific elements required.</p> <p>Choreography builds further on this by considering how to create relationships with the stimulus provided and with space, people and objects around. Its intention is communicating with an audience so that they are able to develop their own interpretations and responses to the dance.</p>
Exercise and Healthy Living	<p>This focuses on how to exercise and, later, train for specific outcomes and general wellbeing.</p> <p>It is both about designing an exercising routine and a planned pattern for being physically active. The successes of an exercise / physical activity programme can be improvement in body condition, personal wellbeing and social wellbeing. As children reach puberty, it is also about developing and maintaining physical fitness.</p>

What does this look like at each stage of development?

The table below establishes a simple framework for progression, recognising the differing levels of maturity and establishes a fundamental set of criteria we want our children to learn.

It is critical to view the criteria not as a checklist to be ticked but more as a set of learning intentions that are met, for example, quite well, well or very well.

- Note: a child moving from quite well to very well will have made good progress.

Development Stage	Aims -What do we want the children to learn and develop?
<p>This is the first stage of maturity in the primary years.</p> <p>Children are still learning and acquiring fundamental movements, developing confidence with these individually or alongside a friend. Rules and behaviours for sport or activities are being learned and children generally show great enthusiasm to play and explore new activities. Limited danger awareness may result in a lack of fear. At this stage, there is also limited awareness of space and that of others.</p> <p>This is most likely to be seen in children from EYFS to early Year 2.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To repeat and co-ordinate simple movement combinations so that they link together • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactics and compositional ideas with consistency • The activities and behaviours they need to stay healthy.
<p>Within the second stage of maturity many fundamental movements will have been learned and acquired, as children begin to develop these into more discrete, purposeful and applicable skills, though control and fluency of these may be inconsistent. Children like to play with one or more friends, though individuality must be noticed in order to explore self-awareness and personal achievement. Physical activity is generally enjoyed, and children recognise the want/need structure and rules within their gamesmanship. Children will often demonstrate an increased spatial and risk awareness.</p> <p>This is most likely to be seen in children from Year 2, progressing to Year 4.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing coordination and changes in direction and speed • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics and compositions • To be able to combine movements and actions with some flow and purpose • The importance of physical activity, diet and sleep.
<p>During the third stage of development, children show greater intent and co-ordination in their movements. Task/Sport-specific skills become more refined and applied with greater control and efficiency. Children begin to appreciate being part of a team, and start to gain fulfilment from being part of something bigger. However, some children tend to lose interest in physical activity as other activities start to take their time, and are therefore more discerning about their time. They understand and use rules and structures, and begin to think more creatively about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p> <p>This is most likely to be seen in children from the end of Year 4, through to Year 6/7.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and changes in speed and effort • To combine skills and actions with some fluency and consistency • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success • To respond to changes in situations and new challenges and conditions with some rationale • What a healthy lifestyle is and how they may live their lives more healthily. • What it means to have good mental health.