Physical Education

Essential Characteristics of Physically Active Students

* The ability to acquire new knowledge and skills exceptionally well and develop an in-depth knowledge of PE.
* The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
* High levels of physical fitness.
* A healthy lifestyle achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
* The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
* The ability to take the initiative and become excellent young leaders, organising and officiating and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitude in others.
* Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others performance and the ability to work independently for extended periods of time without the need for guidance or support.
* A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
* The ability to swim at least 25 metres by the end of year 6 and knowledge of how to remain safe in and around the water.

Key Concepts:

* Develop practical skills in order to participate, compete and lead a healthy lifestyle.

PE Coverage Y3/4/5 (milestone 3)

|  |  |  |  |  |  |  |  |  |  |
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|  | **CYCLE A** | | | **CYCLE B** | | | **CYCLE C** | | |
| **To develop practical skills in order to participate, compete and lead a healthy lifestyle** | **AUT**  **19** | **SPR**  **20** | **SUM**  **20** | **AUT**  **20** | **SPR**  **21** | **SUM**  **21** | **AUT**  **21** | **SPR**  **22** | **SUM**  **22** |
| **Games** |  |  |  |  |  |  |  |  |  |
| Throw and catch with control and accuracy. | ✓ |  |  |  | ✓ |  |  | ✓ |  |
| Strike a ball and field with control. |  |  |  |  | ✓ |  |  | ✓ |  |
| Choose appropriate tactics to cause problems for the opposition. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Follow the rules of the game and play fairly. | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  |
| Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Pass to team mates at appropriate times. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Lead others and act as a respectful team member. | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  |
| Use a forehand and backhand stroke in tennis. |  | ✓ |  |  |  |  |  |  |  |
| Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  |
| **Dance** |  |  |  |  |  |  |  |  |  |
| Plan, perform and repeat sequences. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Move in a clear, fluent and expressive manner. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Refine movements into sequences. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Create dances and movements that convey a definite idea. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Change speed and levels within a performance. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Develop physical strength and suppleness by practising moves and stretching. | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| Perform dances using a range of movement patterns | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| **Gymnastics** |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Plan, perform and repeat sequences. |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Move in a clear, fluent and expressive manner |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Refine movements into sequences. |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Show changes of direction, speed and level during a performance. |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Travel in a variety of ways, including flight, by transferring weight to generate power in movements. |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Swing and hang from equipment safely (using hands) |  | ✓ |  |  | ✓ |  |  | ✓ |  |
| Develop flexibility, strength, technique, control and balance |  |  |  |  |  |  |  |  |  |
| **Swimming** |  |  |  |  |  |  |  |  |  |
| Swim between 25 and 50 metres unaided. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Use more than one stroke and coordinate breathing as appropriate for the stroke being used. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Coordinate leg and arm movements |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Swim at the surface and below the water. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Perform safe self-rescue in different water-based situations. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| **Athletics** |  |  |  |  |  |  |  |  |  |
| Sprint over a short distance up to 60 metres. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Run over a longer distance, conserving energy in order to sustain performance. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Use a range of throwing techniques (such as under arm, over arm). |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Throw with accuracy to hit a target or cover a distance. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Jump in a number of ways, using a run up where appropriate |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Compete with others and aim to improve personal best performances. |  |  | ✓ |  |  | ✓ |  |  | ✓ |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |  |  | ✓ |  |  | ✓ |  |  | ✓ |