

## St Joseph's Catholic Primary School- Physical Education Programme of Study

The PE curriculum is about developing key physical skills, cognitive development for decision making and developing a child's social and emotional wellbeing. To ensure our pupils have high quality physical education we follow a programme of study which encompasses Doing, Thinking and Feeling.

Doing	Thinking	Feeling
<ul style="list-style-type: none"> <li>➤ Becoming physically competent by gaining and building upon fundamental motor skills</li> <li>➤ Growth and development</li> <li>➤ Being physically active</li> <li>➤ Being able to compete</li> </ul>	<ul style="list-style-type: none"> <li>➤ Making decision</li> <li>➤ Devising strategies and tactics</li> <li>➤ Gaining a deeper understanding</li> <li>➤ Gaining knowledge of how exercise and balanced diet positively affect our body</li> </ul>	<ul style="list-style-type: none"> <li>➤ Positive involvement and engagement</li> <li>➤ Learning behaviours and attitudes</li> <li>➤ Seeking extra-curricular activities</li> <li>➤ Building character and developing values</li> <li>➤ Leading a healthy and active lifestyle</li> </ul>

Our programme of study combines these 3 areas  
(see colour coding above)

KEY STAGE ONE
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p style="text-align: center;"><b>(Department of Education, 2014)</b></p>
Programme of Study for Years 1 and Year 2
Year One
Start to experiment with running, changing speed and jumping (Multiskills)
Start to experiment with throwing and catching and developing aim (Tennis/ Multiskills)
Start to experiment with a range of movements to gain balance and co-ordination in dance
Begin to use their bodies in a co-ordinated manner to perform basic gymnastic movements
Begin to link a range of movements to develop a short routine
Begin to play team games and think about making decisions during the game
Start to work as part of team
Talk about what happens to their bodies during exercise and explore what 'healthy' means
Year Two
Continue to develop throwing and catching skills develop accuracy (Tennis/ Multiskills)
Demonstrate balance and control through a range of movements in dance
Demonstrate using their bodies in a co-ordinated manner to perform basic gymnastic movements
Understand when to use different speeds and changing direction for running and jumping (Multiskills)
Create a sequence or routine to perform

Think of ways to improve and develop their own and others performances
Play team games and think about tactics they could use for defence and attack
Start to explore the School Games Values
Talk about what happens to their bodies during exercise in depth and articulate what 'healthy' means

**KEY STAGE TWO**

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively for example front crawl, backstroke and breaststroke</li> <li>• perform safe self-rescue in different water based situation</li> </ul>
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**(Department of Education, 2014)**

Programme of Study of Year 3 – Year 6

**Year 3 and Year 4**

Develop jumping, throwing and catching skills as individual skills (Athletics)
Develop an idea of how to use jumping, throwing and catching skills in combination (Kwik Cricket/ Rounders/ Netball)
Start to develop flexibility, strength, technique, control and balance (Gymnastics, Netball, Football)
Begin to use tactics when attacking and defending in a range of sports
Combine their gymnastics skills to create a routine and think of ways to make theirs and others routines even better
Start to combine a range of movement patterns for a performance and use peer discussion to evaluate and improve their sequences
Begin to challenge themselves in outdoor activity
Start to develop an understanding of fitness and the importance of staying healthy
Begin to evaluate their physical activity performance and think about how they can improve to achieve their personal best
Willingly participant in physical exercise & seek other fitness and PE opportunities
Start to recognise School Games values within their PE lessons
Year 4 – Develop swimming skills and confidence and begin to use a range of strokes effectively to aim to swim at least 25m. Begin to perform safe self-rescue in different water based situations.

**Year 5 and 6**

Demonstrate flexibility, strength, technique, control and balance (Gymnastics, Netball, Football)
Utilise their jumping, throwing and catching skills as individual skills (Athletics)
Utilise their jumping, throwing and catching skills in combination (Kwik Cricket/ Rounders/ Netball)
Use tactics effectively when attacking and defending in a range of sports

Use their gymnastics skills to create a routine and evaluate their performances
Demonstrate using a range of movement patterns for a performance and use peer discussion to evaluate and improve their sequences
Challenge themselves and monitor their own risk in outdoor activity
Demonstrate an understanding of fitness and the importance of staying healthy and discuss how being active makes them feel
Effectively evaluate their physical activity performance and think about how they can improve to achieve their personal best
The School Games values are embedded and evident in their PE lesson and in the wider context of school life
Willingly participant in physical exercise & seek other fitness and PE opportunities both inside and outside of school.