



PSPE Scope and Sequence

PE Department

Pre-K/KG1 PSPE (Phase 1)

Conceptual understandings	<ul style="list-style-type: none"> • As people grow and change they develop new skills, understandings and abilities. • Emotions, attitudes and beliefs influence the way we act. • Positive thoughts help us to develop a positive attitude. • Knowing how we are similar to and different from others helps shape our understanding of self. • Reflecting on our experiences helps us to understand ourselves better. • Developing independence builds self-worth¹ and personal responsibility. 	
Learning outcomes	<p>Pre-K</p> <ul style="list-style-type: none"> • Engage in a variety of different physical activities <ul style="list-style-type: none"> ○ Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ○ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ○ Can stand momentarily on one foot when shown. ○ Can catch a large ball. • Demonstrate an awareness of how being active contributes to good health • Demonstrates an awareness of basic hygiene in their daily routines • Identify some of the effects of different physical activity on the body <ul style="list-style-type: none"> ○ Observe the effects of activity on their bodies. • Explore and reflect on the changing capabilities of the human body • Develop a range of fine and gross motor skills <ul style="list-style-type: none"> ○ Mount stairs, steps or climbing equipment using alternate feet. ○ Walk downstairs, two feet to each step while carrying a small object. • Explore creative movements in response to different stimuli • Recognise that acting upon instructions and being aware of others helps to ensure safety <ul style="list-style-type: none"> ○ Understand that equipment and tools have to be used safely. 	<p>KG1</p> <ul style="list-style-type: none"> • Engage in a variety of different physical activities <ul style="list-style-type: none"> ○ Experiment with different ways of moving. ○ Jump off an object and lands appropriately. ○ Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ○ Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Demonstrate an awareness of how being active contributes to good health <ul style="list-style-type: none"> ○ Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Demonstrates an awareness of basic hygiene in their daily routines • Identify some of the effects of different physical activity on the body • Explore and reflect on the changing capabilities of the human body • Develop a range of fine and gross motor skills <ul style="list-style-type: none"> ○ Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Explore creative movements in response to different stimuli • Recognise that acting upon instructions and being aware of others helps to ensure safety <ul style="list-style-type: none"> ○ Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.

KG2/Grade 1 (Phase 2)

Conceptual understandings	<ul style="list-style-type: none"> • Regular exercise is part of a healthy lifestyle • Food choices can affect our health • Growth can be measured through changes in capability as well as through physical changes • We can apply a range of fundamental movement skills to a variety of activities • Movements can be used to convey feelings, attitudes, ideas or emotions • The use of responsible practices in physical environments can contribute to our personal safety and the safety of others 	
Learning outcomes	<p>KG2</p> <ul style="list-style-type: none"> • Recognise the importance of regular exercise in the development of well-being • Identify healthy food choices • Communicate their understanding of the need for good hygiene practices • Reflect on the interaction between body systems during exercise • Explain how the body’s capacity for movement develops as it grows • Use and adapt basic movement skills (gross and fine motor) in a variety of activities <ul style="list-style-type: none"> ○ 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 ○ Participate in team games, developing simple tactics defending • Explore different movements that can be linked to create sequences <ul style="list-style-type: none"> ○ Perform dances using simple movement patterns. • Display creative movements in response to stimuli and express different feelings, emotions and ideas • Reflect upon the aesthetic value of movement sequences • Understand the need to act responsibly to help ensure the safety of themselves and others. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> ○ Swim competently, confidently and proficiently over a distance of at least 25 metres ○ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ○ Perform safe self-rescue in different water-based situations 	<p>Grade 1</p> <ul style="list-style-type: none"> • Recognise the importance of regular exercise in the development of well-being • Identify healthy food choices • Communicate their understanding of the need for good hygiene practices • Reflect on the interaction between body systems during exercise • Explain how the body’s capacity for movement develops as it grows • Use and adapt basic movement skills (gross and fine motor) in a variety of activities <ul style="list-style-type: none"> ○ 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 ○ Participate in team games, developing simple tactics defending • Explore different movements that can be linked to create sequences <ul style="list-style-type: none"> ○ Perform dances using simple movement patterns. • Display creative movements in response to stimuli and express different feelings, emotions and ideas • Reflect upon the aesthetic value of movement sequences • Understand the need to act responsibly to help ensure the safety of themselves and others. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> ○ Swim competently, confidently and proficiently over a distance of at least 25 metres ○ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ○ Perform safe self-rescue in different water-based situations

Grade 2/Grade 3 (Phase 3)

Conceptual understandings	<ul style="list-style-type: none"> • Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle • We can develop and maintain physical fitness by applying basic training principles • People go through different life stages, developing at different rates from one another • Attention to technique and regular practice can improve the effectiveness of our movements • A dynamic cycle of plan, perform and reflect can influence a creative movement composition • There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximise enjoyment and promote safety. 	
Learning outcomes	<ul style="list-style-type: none"> • Identify ways to live a healthier lifestyle • Understand how daily practices influence short- and long-term health • Understand that there are substances that can cause harm to health • Demonstrate an understanding of the principles of training in developing and maintaining fitness <ul style="list-style-type: none"> ○ Use running, jumping, throwing and catching in isolation and in combination ○ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ○ Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Identify different stages of life and how these can affect physical performance • Develop plans to improve performance through technique refinement and practice <ul style="list-style-type: none"> ○ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Demonstrate greater body control when performing movements <ul style="list-style-type: none"> ○ Perform dances using a range of movement patterns • Self-assess performance and respond to feedback on performance from others • Plan, perform and reflect on movement sequences in order to improve • Identify potential personal and group outcomes for risk-taking behaviours <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> ○ Swim competently, confidently and proficiently over a distance of at least 25 metres ○ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ○ Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> • Identify ways to live a healthier lifestyle • Understand how daily practices influence short- and long-term health • Understand that there are substances that can cause harm to health • Demonstrate an understanding of the principles of training in developing and maintaining fitness <ul style="list-style-type: none"> ○ Use running, jumping, throwing and catching in isolation and in combination ○ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ○ Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Identify different stages of life and how these can affect physical performance • Develop plans to improve performance through technique refinement and practice <ul style="list-style-type: none"> ○ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Demonstrate greater body control when performing movements <ul style="list-style-type: none"> ○ Perform dances using a range of movement patterns • Self-assess performance and respond to feedback on performance from others • Plan, perform and reflect on movement sequences in order to improve • Identify potential personal and group outcomes for risk-taking behaviours <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> ○ Swim competently, confidently and proficiently over a distance of at least 25 metres ○ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ○ Perform safe self-rescue in different water-based situations

Grade 4/Grade 5 (Phase 4)

Conceptual understandings	<ul style="list-style-type: none"> • Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle • There is a connection between exercise, nutrition and physical well-being • Setting personal goals and developing plans to achieve these goals can enhance performance • There are physical, social and emotional changes associated with puberty • Appropriate application of skills is vital to effective performance • Complexity and style adds aesthetic value to a performance • Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle 	
Learning outcomes	<ul style="list-style-type: none"> • Reflect and act upon their preferences for physical activities in leisure time • Understand the interdependence of factors that can affect health and well-being • Identify realistic goals and strategies to improve personal fitness • Identify and discuss the changes that occur during puberty and their impact on well-being • Exhibit effective decision-making processes in the application of skills during physical activity • Introduce greater complexity and refine movements to improve the quality of a movement sequence • Recognise the importance of moderation in relation to safe personal behaviour <ul style="list-style-type: none"> ○ Use running, jumping, throwing and catching in isolation and in combination ○ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ○ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ○ Perform dances using a range of movement patterns ○ Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> ○ Swim competently, confidently and proficiently over a distance of at least 25 metres ○ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ○ Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> • Reflect and act upon their preferences for physical activities in leisure time • Understand the interdependence of factors that can affect health and well-being • Identify realistic goals and strategies to improve personal fitness • Identify and discuss the changes that occur during puberty and their impact on well-being • Exhibit effective decision-making processes in the application of skills during physical activity • Introduce greater complexity and refine movements to improve the quality of a movement sequence • Recognise the importance of moderation in relation to safe personal behaviour <ul style="list-style-type: none"> ○ Use running, jumping, throwing and catching in isolation and in combination ○ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ○ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ○ Perform dances using a range of movement patterns ○ Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming & Water Safety</p> <ul style="list-style-type: none"> ○ Swim competently, confidently and proficiently over a distance of at least 25 metres ○ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ○ Perform safe self-rescue in different water-based situations