

# PE CURRICULUM

## THE PRIMARY YEARS

(Years 1-6)

## Table of contents

|                              | Page |
|------------------------------|------|
| Introduction                 | 2    |
| Time allocation per area     | 3    |
| Athletic Activities          | 4    |
| Educational Dance            | 5    |
| Educational Gymnastics       | 7    |
| Fundamentals                 | 9    |
| Game Activities              | 14   |
| Outdoor Education Activities | 16   |
| Swimming                     | 17   |

## Introduction

In using this PE curriculum, the following need to be considered:

- Enhancing each student to acquire the required physical literacy with particular reference to the main characteristics within each window of opportunity
- Engaging all students in lifelong participation in physical activity
- Enabling them to realise how their performance can be improved

Each of the areas in the PE curriculum needs to enrich the experience of each student as a multilateral education is presented. The student has much to gain from practising different activities and sports. The teacher should consider engaging the student in each unit for a minimum of 4 weeks to ensure progression and move towards deeper knowledge, skills and attitudes rather than having superficial exposure.

In the first years (year 1 to year 3) students need to engage in physical education, by **experiencing** games and fun activities as the basic tools of learning. The game and / or activities are the teacher and the students learn to be active as they have fun engaging in activities that are age and level appropriate. They should not be presented in the form of repetitive drills, whereby students need to replicate predetermined solutions, rather they need to learn through experimentation and self-discovery. The teacher is there to assist without going in detail on and bore the students with too many corrections. The teaching of proper technique is not a priority at this stage; instead students are given a variety of pre-planned structured enjoyable tasks that guarantee the children a taste of all the various basic areas.

In the later years (year 4 to year 6) games need to be supplemented with an emphasis on technique, i.e. on **learning** how to perform certain movement skills. Detail should be a priority here since the students are ready to learn. At this age the acquisition of skill is the main window of opportunity to consider.

Each of the areas in the PE curriculum needs to enrich the experience of each student as a multilateral education is presented. The student has much to gain from practising different activities and sports. The teacher should consider engaging the student in each unit for the suggested minimum number of weeks to ensure progression and move towards deeper knowledge, skills and attitudes rather than having superficial exposure.

Ultimately this curriculum should be very doable as it has been compiled by the peripatetic teachers and contributions from the heads of department. Therefore this is the reflection of good practice.

### Guide to time allocation for each area in the Primary Years

| Key Stage / Component        | Stage 1<br>End Yr 2   | Stage 2<br>End Yr 4 | Stage 3<br>End Yr 6 |
|------------------------------|-----------------------|---------------------|---------------------|
| Athletic Activities          | Refer to Fundamentals | 4                   | 4                   |
| Educational Dance            | 4                     | 4                   | 4                   |
| Educational Gymnastics       | 7                     | 5                   | 4                   |
| FUNDamentals                 | 12                    | 8                   | 6                   |
| Game Activities *            | Refer to Fundamentals | 3                   | 5                   |
| Outdoor Education Activities | 2                     | 2                   | 2                   |
| Swimming                     | 2                     | 2                   | 2                   |
| <b>Total (weeks/year)</b>    | <b>27</b>             | <b>27</b>           | <b>27</b>           |

Teachers are encouraged to dedicate the recommended number of weeks to each area. Numbers refer to weeks per scholastic year. A year is considered to have 27 weeks. So a total of 24 weeks need to be dedicated in years 1 & 2 to FUNDamentals.

The number of weeks in each stage may not total to 27 as this depends on the activities chosen for the scholastic year.

Game Activities\* include both invasion and net.

## Athletic Activities

### Learning Outcomes

| Stage 1: End of Year 2                   | Stage 2: End of Year 4   | Stage 3: End of Year 6                        |
|--|--|---|
| Discovery of Running Jumping & Throwing. | Discovery of Running, Jumping and Throwing<br>Acquisition of basic skills. | Optimization of Running Jumping and Throwing. |

Stage 1: end of year 2 – this is covered in FUNdamentals

### Stage 2: End of Year 4

| Running  | Jumping   | Throwing   |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Short sprint games<br/>Different kinds of starts.</li> <li>● Relay<br/>Relay games.</li> <li>● Hurdling<br/>Clear low obstacles.</li> </ul> | <ul style="list-style-type: none"> <li>● Hopping for distance<br/>(consecutive jumps).</li> <li>● cross hopping (all basic jumps in different directions).</li> <li>● For height<br/>2 feet to 2 feet.</li> </ul> | <ul style="list-style-type: none"> <li>● Vary level of throws<br/>(sitting, kneeling, standing)<br/>Transfer of weight.<br/>Follow through</li> <li>● Throwing for height / distance, target throwing<br/>Throwing overhead with 1 hand / 2 hands using throwing substitutes.</li> </ul> |

### Stage 3: End of Year 6

| Running   | Jumping   | Throwing   |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Sprint/Hurdles/Slalom<br/>Shuttle Relay<br/>Distance Running:<br/>5 minute endurance race.<br/>Games which promote endurance.</li> <li>● Relay<br/>Baton change.</li> <li>● Hurdling<br/>Leading with alternate leg to clear various low hurdles while maintaining speed.</li> </ul> | <ul style="list-style-type: none"> <li>● Long jump / High jump<br/>(scissors) with short approach.</li> <li>● Cross hopping (all directions), speed ladder.<br/>Jumping relay games.</li> </ul> | <ul style="list-style-type: none"> <li>● Variation of throws:<br/>javelin style throw,<br/>overhead with 1 hand / 2 hands, from chest.<br/>Forward and backward two handed throws for distance.</li> <li>● Variation of objects thrown.</li> </ul> |

## Educational Dance

### Learning Outcomes

| Stage 1: End of Year 2  | Stage 2: End of Year 4  | Stage 3: End of Year 6   |
|---|---|--|
| <ul style="list-style-type: none"><li>• Show that dance is a way to express an idea or a feeling.</li><li>• Follow and perform a simple movement pattern including non-locomotor and locomotor movements.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate dance movement as the primary tool to express and communicate an idea or feeling.</li><li>• Perform a basic routine. Include a starting and a finishing position.</li></ul> | <ul style="list-style-type: none"><li>• Describe why dance is essential for general fitness, health and well-being</li><li>• Perform a dance routine with greater awareness of body movements with a partner or in small groups.</li></ul> |

### Stage 1: End of Year 2

- Develop good posture.
- Develop a range of non-locomotor movements (bend, stretch, twist, turn, jump on the spot, rise/sink, fall).
- Develop a range of locomotor movements (walk, run, jump, hop, skip, gallop, leap).
- Develop or imitate different movements and actions in response to a variety of ideas, moods and feelings.
- Use different senses (touch, taste, hear, sight and smell) as different stimuli.
- Discover and explore basic movements or ideas to a variety of accompaniment (sound, voice, music and percussion).
- Move safely in space as an individual but in a group atmosphere using different directions (forward, backward, and sideways).
- Follow a rhythm in a regular tempo (fast, slow, stop) using different genres of music (e.g. classical)
- Practice following and leading.
- Describe simple movements (This is a gallop, he is rising-sinking).
- Practice simple dance terminology (positions of the feet and arms).
- Show that there is a beginning, middle, and end to a sequence of movements.
- Discover fun and enjoyment through movement.

## Stage 2: End of Year 4

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- Follow a warm-up and cool down.
  - Explore further different movements and actions in response to a variety of ideas, moods and feelings.
  - Explore further movement and actions using a range of stimuli (picture, character, animal).
  - Travel in space using a variety of different pathways (curved, spiral, straight).
  - Move in space at different speeds, recognising the contrasting and irregular tempos (fast, medium, slow) and using pauses and accents.
  - Explore different body movement both symmetrical and asymmetrical by using different levels (low, medium, high) and different body shapes (small, big, wide, narrow).
  - Perform movement in relation to a partner's reaction (copying-mirroring) adopting different positions (side by side, behind each other etc.).
  - Improvise freely on their own and with a partner.
  - Experience different genres of music.
  - Develop body awareness, building positive self-image and confidence through movement.
  - Describe own movement and that of others by noting several basic ideas of dance. (I am making a big shape that is at a high level, she turned on one foot, then skipped backwards and froze in a curved shape).
  - Explore, repeat and link a range of actions with coordination.
  - Distinguish how different cultures make and perform dances for different reasons.
  - Explore basic folk or social dances and formations.
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## Stage 3: End of Year 6

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- Identify the importance of a proper warm-up and cool-down.
  - Move confidently and safely in their own personal space, as well in the general space.
  - Experience different movements varying weight or force (strong, heavy, firm and light, fine, gentle).
  - Improvise and combine movement ideas fluently and effectively.
  - Dance with rhythm and control making use of facial expressions.
  - Gain knowledge of appropriate vocabulary specific to dance.
  - Describe and apply the movement factors of Time, Weight, Space and Flow.
  - Further explore relationships with a partner; meeting and parting, unison and canon.
  - Identify strengths and weaknesses in own work and others at a basic level
  - Use dance as a way to cooperate with others
  - Develop a sense of responsibility towards others
  - Watch performances and gain more knowledge about the various disciplines of dance
  - Use and explore music of different eras and genres (hip hop, tribal, modern) to perform individual/group routines in class.
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## Educational Gymnastics

### Learning Outcomes

| Stage 1: End of Year 2  | Stage 2: End of Year 4   | Stage 3: End of Year 6   |
|---|--|--|
| Link basic gymnastics actions, rolls and balances in a short simple sequence with a start and finishing position. | Perform a short sequence which has a clear beginning, middle and end using gymnastics actions as linking movements.<br>Adapt the sequence to include apparatus or a partner. | Combine actions to make sequences including changes of speed, levels, directions and clarity of body shape.<br>Combine skills using the floor, mats and apparatus showing control and fluency. |

### Movement Concepts

| Relationships                | Spatial Awareness                                       | Effort                 |
|------------------------------|---|------------------------|
| With objects and / or people | Space<br>Directions<br>Levels<br>Pathways (Floor / Air) | Weight<br>Time<br>Flow |

### Fundamental Skills

| Locomotor   | Non-locomotor   |
|---|---|
| Walking<br>Running<br>Hopping<br>Skipping<br>Gallop<br>Leaping<br>Sliding | Turning<br>Twisting<br>Rolling<br>Balancing<br>Weight transference<br>Stretching<br>Rocking |

### Stage 1: End of Year 2

- Explore balancing on different body parts.
- Experience different movements using:
  - body shape (extended, flat, wide, long, twisted, curled, narrow).
  - levels (high/medium/low).
  - directions (forwards, backwards, sideways, diagonally, up and down).
  - pathways (curved, zigzag).
- Experience changes in speed (fast, slow, strong, stillness, powerful).
- Explore jumping using floor work and raised surfaces.
- Experience basic rolling on the floor and on different raised surfaces.
- Copy a partners' sequence of movements.
- Recognize the difference between tension and relaxation.
- Manage the space safely, showing awareness of others and equipment.
- Be able to carry equipment safely.
- Watch and describe, using basic terminology, a short sequence of gymnastic

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actions (e.g. she is doing a log roll).

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### Stage 2: End of Year 4

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- Explore taking weight on hands (inversion activities in which the body weight is supported by the upper body).
  - Explore hanging/swinging/climbing (activities where the body weight is suspended by the upper body).
  - Explore combinations of floor mats and various pieces of equipment to perform different actions.
  - Develop further basic gymnastics actions with particular attention to rolling, travelling, body shape, speed and balance.
  - Jumping and leaping using large equipment to gain height.
  - Principles of take off / landing.
  - Perform a range of gymnastics actions emphasising control and coordination
  - Perform a variety of controlled rolls.
  - Move smoothly from a still position to a travelling movement and from a position of stillness to another.
  - Repeat sequences of actions accurately.
  - Use equipment safely.
  - Recognise and avoid dangers in handling equipment.
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### Stage 3: End of Year 6

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- Develop different ways of balancing in pairs, with support and counterbalancing.
  - Perform different actions including body shapes, balances, rolls and travelling movements fluently and showing good extension and body tension.
  - Optimization of rolling skills – explore shapes in and out of rolls (straddle, piked, etc.).
  - Demonstrate at least one inverted balance.
  - Demonstrate a correct starting and finishing position in a sequence.
  - Perform similar or contrasting shapes on the floor and on apparatus with a partner.
  - Choose one aspect of the sequence which needs improvement and specify how it can be improved.
  - Understand the importance of warming up, cooling down and stretching exercises.
  - Understand that strength and suppleness are both important in a gymnastics performance.
  - Carry, lift, set up and dismantle equipment safely
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## FUNdamentals

### Learning Outcomes

| Stage 1: End of Year 2   | Stage 2: End of Year 4  | Stage 3: End of Year 6   |
|--|---|--|
| Perform and familiarise with the basic aspects of agility, balance, coordination and speed | Refine and increase the complexity of ABCs and experience coordinative capacities in meaningful situations. | Consolidate all the coordinative capacities and perform the required movements in selected activities. |

### 1<sup>st</sup> Phase: FUNdamentals Stage (YR1 to YR3)

| <i>Agility</i>   | <i>Balance</i>   | <i>Coordination</i>   | <i>Speed</i>   |
|--|--|---|--|
| <p>Travelling in various locomotor movements in different directions; at different speeds; and at different levels.</p> <p>Basic work on the coordinative capacity of Rhythm should start; thus students are performing various locomotor skills with good rhythm and with good arm-feet coordination. This should serve as a base upon which work on agility ladder and similar equipment is built.</p> | <p>Balance activities should be performed on various body parts. Laterality should be considered in all the balance activities performed.</p> <p><i>The following 2 sequential stages should be followed:</i></p> <p><b><u>1<sup>st</sup> Phase: Static exercises on stable surfaces</u></b></p> <p>Examples:</p> <p>Balance on 1 leg; 2 hands + 2 legs; 1 hand + 1 leg...and similar variations</p> <p>Balance on 1 leg with bent knees; without use of arms...</p> <p>Balance variations with closed eyes (reducing visual</p> | <p>Children are given the opportunity to explore, copy and repeat various actions and fundamental basic skills with control and consistency.</p> <p>The fundamentals should include different ways how to perform the following actions:</p> <ul style="list-style-type: none"> <li>- Walking</li> <li>- Hopping</li> <li>- Skipping</li> <li>- Throwing</li> <li>- Catching</li> <li>- Kicking</li> <li>- Dribbling</li> <li>- Jumping</li> <li>- Climbing</li> <li>- Hitting</li> </ul> | <p>Through fun games and activities, students are exploring ways how:</p> <ul style="list-style-type: none"> <li>- To run at fast, medium and slow speeds.</li> <li>- To change speed.</li> <li>- Show the difference between running at speed and jogging.</li> <li>- To react with speed to different stimuli; (thus working on the coordinative capacity of <b>reaction</b>).</li> </ul> <p>Different reaction to stimuli should be experienced by students. These involve:</p> <ul style="list-style-type: none"> <li>- <i>Acoustic stimulus</i></li> <li>- <i>Visual stimulus</i></li> <li>- <i>Touch stimulus</i></li> </ul> |

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system).

- Bouncing

Balance variations after turning (reducing the vestibular system).

Children are exploring ways how to perform the above actions in different ways and patterns, using various implements such as balls of different sizes and weight (to start working on the coordinative

Run/walk and stay in balance on 1 leg & other balance variations (static balance performed after a dynamic movement).

capacity of **differentiation**), bean bags, hoops, reaction balls and other useful implements.

2<sup>nd</sup> Phase: Dynamic exercises on stable surfaces.

Examples:

Progression from simple to complex tasks is vital at this stage, and students should ideally first perform most the above activities, starting from a static position before performing them in a dynamic way.

Balance on 1 leg inside a diamond formed by cones & touch cones with feet, arms etc.

Same but do not use hands; throw ball to each other.

Walking on a straight line/balance beam/rope.

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## 2<sup>nd</sup> Phase: Coordinative Stage (YR4 to YR6)

The coordinative capacities are the following:

1. Equilibrium
2. Rhythm
3. Reaction

These 3 capacities will be covered in the balance, agility and speed sections of ABCs respectively, as outlined below

4. Orientation
5. Differentiation
6. Transformation
7. Segmentation
8. Combination

These 5 coordinative capacities will be dealt with in the coordination section of ABCs, as outlined below, building on the basic coordination work done in the previous phase

| Agility  | Balance  | Coordination   | Speed  |
|--|--|--|--|
| <p>Work done during the previous phase should be reinforced, in order to serve as a base to start work on the teaching and learning of the 4 phases of change of direction:</p> <p>1<sup>st</sup> Phase: <b>Acceleration phase</b></p> <p>2<sup>nd</sup> Phase: <b>Deceleration phase</b></p> <p>3<sup>rd</sup> Phase: <b>Phase of loading</b></p> <p>4<sup>th</sup> Phase: <b>Re-</b></p> | <p>Work on the 2 phases outlined in the previous stage should be reinforced. Work on the following 2 phases should be followed:</p> <p><b>3<sup>rd</sup> Phase: Static balance on unstable surfaces</b></p> <p>Examples:</p> <p>Static Balance variations on stability cushions/ other balance implements</p> <p>Same but bent</p> | <p>The basic coordination work done in the previous stage is reinforced by giving the opportunity to the children to develop the following coordinative capacities (those of rhythm, equilibrium and reaction are dealt with in the other sections of ABCs) :</p> <ul style="list-style-type: none"> <li>- <b>Orientation:</b> Students are exploring ways how to use their personal and surrounding space in the right way, in relation to</li> </ul> | <p>The speed work done in the previous stage, should be reinforced. Now, the work on speed is more focused on enabling students to learn:</p> <p><b>Proper starts (emphasis on proper stepping technique):</b></p> <ul style="list-style-type: none"> <li>- Basic starts (staggered feet, lateral step, back drop, side step) from a static position.</li> <li>- Performing the above basic</li> </ul> |

|  |  |   |   |
|--|--|---|---|
| <p><b>acceleration phase</b></p> <p>The above 4 phases should be experienced in the sequence presented, by following the principles of progression and differentiation. A student should not start work on the 3<sup>rd</sup> phase if he has not learnt well the 2<sup>nd</sup> phase. At the end, one should target 'automation' of movement, thus the student is performing well the stages of change of direction without thinking 'how', ideally in a game situation.</p> | <p>knees, closing your eyes(reducing visual system), after turn (reducing vestibular system)</p> <p><b>4<sup>th</sup> Phase: Dynamic balance on unstable surfaces.</b></p> <p>Examples:</p> <p>Squat/walk/move on stability implements.</p> <p>Same but holding stick on shoulders; thus not using hands.</p> <p>Same but closed eyes, after turn etc.</p> | <p>their schoolmates and their surroundings.</p> <p>- <b>Differentiation:</b> Students are exploring ways how to differentiate the same skill at hand (for example passing/rolling/kicking a ball near/far; bouncing balls of different sizes/weight; jumping for height/distance).</p> <p>- <b>Transformation:</b> Students are exploring ways how to transform a motor action into a similar/completely different action (such as passing the ball to partner, immediately followed by a forward roll and get up to receive the return pass).</p> <p>- <b>Combination:</b> Students are exploring ways how to combine motor actions (such as moving on the agility ladder and passing the ball;</p> | <p>starts from a dynamic starting position</p> <p><b>Proper acceleration:</b></p> <ul style="list-style-type: none"> <li>- Short explosive steps in the initial metres, using the balls of the feet.</li> <li>- Increase in stride length as distance increases.</li> <li>- Proper body lean.</li> <li>- Proper use of arms.</li> <li>- Proper high knee action.</li> </ul> |
| <p>During this stage, students should be also working on agility by using equipment, such as agility ladder/hoops/sticks/hurdles etc..., and emphasis here should be on proper technique. The principle of progression and differentiation should be followed strictly in these activities, to allow all students to work at their own level.</p>  |  |   | <p>Speed work on short distances (from 5m to maximum 30m distances) should be preferred and emphasis should first be placed on good technique.</p> <p>Students should be periodically assessed during a game situation, to see if they have automated the above movements (proper start and acceleration).</p> <p>The work on the</p>                                       |

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Complex movements and combination of movements (such as quick feet '2 in variation' through ladder and passing the ball) should be introduced when the student has automated the skill of 2 in through the ladder.

jumping and coordinative capacity catching the ball; of **reaction** should be dribbling and increased in shooting). complexity, to further continue to develop this capacity.

- **Segmentation:**  
Students are exploring ways how to perform a task using different body segments at the same time (such as skipping a rope; doing an agility ladder drill and rotating hands backwards; rotating hands in different directions; jogging and rotating hands backwards with good rhythm).

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## Game Activities

### Learning Outcomes

| Stage 1: End of Year 2 | Stage 2: End of Year 4   | Stage 3: End of Year 6                                  |
|------------------------|--|---|
| -                      | Perform various game skills in isolated and basic game situations. | Play games and solve basic game situations such as 4v1. |

Stage 1: end of year 2 – this is covered in FUNdamentals

Stage 2 / 3: End of Year 6

| Invasion Games           | Net Games                      |
|--------------------------|--------------------------------|
| Basketball               | Badminton                      |
| Football                 | Tennis                         |
| Handball                 | Volleyball                     |
| Hockey                   |                                |
| Netball                  |                                |
| Rugby                    |                                |
| Ultimate Frisbee         |                                |
| <b>Tactical Concepts</b> | <b>Tactical Concepts</b>       |
| Keeping possession       | Maintaining a rally            |
| Scoring                  | Winning a point                |
| Defending                | Defending                      |
| <b>Skills</b>            | <b>Skills</b>                  |
| Passing                  | Service                        |
| Receiving                | Strokes (forehand, backhand)   |
| Running with the ball    | Strokes (offensive, defensive) |
| Dribbling                | Footwork                       |
| Shooting                 | Volleying                      |
| Faking                   | Setting                        |
| Off the ball running     | Receiving                      |
| Marking                  |                                |
| Intercepting             |                                |
| Tackling                 |                                |

Game contexts should not exceed the 3v3 / 4v4 situations so that students are playing basic games. Students are encouraged to play 1v1 and 2v2 and to deal with numerical advantage to be able to deal with more basic situations. Students are expected to have performed at least 2 invasion games and 1 net game by the end of Year 6.

### End of Year 4

Games should allow students to develop their skills with the game being the teacher. Such activities as relays, handicap situations, attack vs defence, circuit training and cooperative games should be at the heart of the lesson.

Students work in simple isolated skill situations only for limited time. They should resort to the activity as soon as they can perform the skill.

## End of Year 6

| Invasion Games  | Net Games  |
|---|--|
| Move and create space in a 4v1 situation<br>Receive with open body<br>Creating passing angles<br>Pass to a free team mate<br>Pass low and direct<br>Attack player in possession in defending<br>Marking opponent<br>Denying space<br>Play games up to 3v3 / 4v4 | Moving to and from base.<br>Rallying ball / shuttle in cooperative and competitive situations.<br>Attack and defence 1v1 (tennis & badminton) and up to 2v2 in volleyball. |

## Outdoor Education Activities

### Learning Outcomes

| Stage 1: End of Year 2            | Stage 2: End of Year 4               | Stage 3: End of Year 6   |
|-----------------------------------|--------------------------------------|--|
| Understand their immediate world. | Move to discover their surroundings. | Perform walks in the country side with respect to the country code. Use of simple bearings to follow directions. |

### Years 1 & 2

Follow simple paths under the supervision of an adult.  
Recognise obstacles and go around them with support. Start to be aware that they have to follow safe paths.  
Be familiar with some basic safety measures to avoid danger e.g. keep as a group when going from one place to another.  
They can move around in a familiar place such as a school with awareness of their surroundings.  
Recognize symbols and pictures on basic maps and associate them to the real landmarks in a familiar location by pointing at them or walking towards them e.g. cross symbol to denote church.

### Years 3 & 4

Identify very basic routes and orient themselves with a child-friendly map. They follow that route to go from a given point to another.  
Go for basic adventurous journeys and around obstacles. Students speak to each other to follow safe paths.  
Crossing a road.  
Describe the importance of adequate outdoor gear in preparation for a trekking / orienteering activity.  
Show how they can carry fewer loads in their backpack. They explain the essential items required for their adventurous journey.

### Years 5 & 6

Find directions on a map using a four or eight compass rose points. They travel to given checkpoints orienting themselves to the map compass points such as moving 'North East of the church'.  
Follow the basic rose points of a map to arrive at a required checkpoint. They climb various agility rope webs and other climbing structures.  
Show how injuries can be avoided. They explain how the road and the countryside can be respected.  
Analyse a particular skill e.g. the steps required to perform a basic knot to secure two sticks together. They understand what they need to do to improve and work as individuals and as a team to achieve the goals set e.g. building a towel rack and a tripod to hold a wash basin or a watering station.

## Swimming

### Learning Outcomes

| By the end of Year 2  | By the end of Year 4                                   | By the end of Year 6  |
|---|--|---|
| Acquire basic practical experience of using the facilities of a pool and practise of Core Aquatic Skills. | Demonstrate a good execution of basic swimming skills. | Demonstrate adequate fluency in Back Stroke Kick and Arm Action, Front Crawl Kick and Arm Action and Breast Stroke Kick and Arm action for distances of 15-20m. |

The following are common to all stages from end of year 2 to end of year 6

#### Pool and water safety

Walking on deck – supervised at all times- Awareness of depths of pool/s.

Use toilets provided – Responsibility towards class mates-Water entry and exit.

#### End of year 2

Emphasis on the Core Aquatic Skills including:

Aquatic Breathing.

Holding on to the pool edge or in shallow water.

Blowing bubbles - only mouth in water.

- use of plastic straws if needed.

- nose in water while blowing bubbles without holding nose.

Face in the water- facing the bottom of pool.

- eyes closed-eyes open.

- use of goggles.

Bobbing - holding edge in vertical position.

- short and long intervals under the water.

Balance and Buoyancy & Rotation and orientation.

Use of a variety of floating aids (arm bands, rings, noodles, boards).

Vertical floating using aids - rotating vertically and moving freely in deep water.

#### End of year 4

Horizontal Floating using aids

- on back.

- on tummy.

- face in water.

- star position with arms and feet open wide.

Streamlining

Lifting up legs to surface – parallel to surface.

Travel and coordination

Freestyle kick – using noodles – pointed toes- legs going up and down alternately- kick

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from the hips.

Backstroke kick – using noodles – pointed toes - legs going up and down alternately - kick from the hips.

Breaststroke kick – using noodles – frog kick

Sculling and treading the water.

Using arms and wrists.

Preparation and Planning

Changing from PE kits to swimming attire and vice-versa.

Responsibility of personal belongings.

### **End of year 6**

Swimming at least two of these 3 strokes for a minimum of 20m with and without aids showing basic coordination and timing between arms and legs.

Frontcrawl

Breaststroke

Backstroke

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