

The Cayman Islands

National Curriculum 2008

Physical education and health Programme of study and attainment targets for Key Stages 1, 2 and 3

Acknowledgements

The overview document sets out the guiding philosophy and principles of the new Cayman Islands curriculum. It guides all the subject documents and approaches to teaching and learning in the revised curriculum.

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The work of the curriculum review team was overseen by the Curriculum Steering Committee, whose members comprise:

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Aims

Learning physical education and health contributes to the achievement of the curriculum aims for all young people (the 'educated Caymanian') to become:

- Enthusiastic and motivated about learning, and willing to continue to extend knowledge and skills after leaving school
- Well-rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- Literate, numerate and adept at using information and communication technology

Overview

A student equipped for the challenging world of the 21st century must be capable of taking responsibility for their own physical wellbeing, learning, relationships with others and their role in the local, national and global community. Physical education and health provide students with knowledge, skills and behaviours that enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This area of study focuses on the importance of building and sustaining a healthy lifestyle and lifelong physical activity in the lives of individuals and groups in Caymanian society.

Engaging in physical activity, games, sport and outdoor recreation also contributes to a sense of community and social connectedness. These are vital components of improved an individual and the nation's wellbeing.

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activities through to competitive team games and sport. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games, sport, dance, movement and gymnastics. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to fitness and physical performance.

Students progress from learning simple rules and procedures that enable them to participate in physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sport, such as umpire, coach, player and administrator. They learn to assume responsibility for the organisation of aspects of a sporting competition. Students develop an understanding of the right to be safe, and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.

How teachers should use the programme of study and attainment targets

The programme of study identifies the experiences and opportunities that students must be given to enable them to achieve the knowledge, skills and understanding specified in the attainment targets.

The strands

The programme for physical education and health is divided into three strands:

- i. Performance, competence and creativity
- ii. Measuring, observing, evaluating and improving
- iii. Being safe and healthy

This division into strands is a convenient way of emphasising the outcomes for physical education and health in schools. It does not mean that learning in each strand has to be developed independently.

Students need to be given the opportunity to study these strands in the following **contexts**:

- Athletics
- Dance
- Games and sport
- Swimming
- Movement

Performance, competence and creativity are concerned with:

- Carrying out actions, roles and responsibilities to bring about successful outcomes
- Developing awareness of other participants and audiences that affect performers, including developing social and teamwork skills (assessed in the

Personal, Social and Moral learning attainment targets).

- Understanding how to be successful in different types of activity
- Developing control in whole-body and fine manipulation skills
- Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity
- Responding with body and mind to the demands of an activity
- Being adaptable to a widening range of familiar and unfamiliar contexts
- Using imaginative ways to solve problems and overcome challenges
- Exploring and experimenting with techniques, tactics and compositional ideas

Measuring, observing, evaluating and improving are concerned with:

- Analysing performances and identifying strengths and weaknesses
- Making decisions about how to improve the performance
- Acting on their decisions in future performances

Being safe and healthy is concerned with:

- Maintaining good health and living a healthy lifestyle
- Understanding the role of physical activity in ensuring good health
- Engaging in safe physical activity by:
 - Identifying the types of activity they are best suited to
 - Identifying the types of role they would like to take on

-Making choices about their involvement in healthy physical activity

Suggested activities

The curriculum could include opportunities for students to:

- *Get involved in a range of activities that develop the whole body*
- *Experience a range of roles within a physical activity*
- *Specialise in specific activities and roles*
- *Follow pathways to other activities in and beyond school*
- *Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class*
- *Use ICT as an aid to improving performance and tracking progress*
- *Make links between PE and Health and other subjects and areas of the curriculum*

Progression in this subject requires students to develop their skills in performance, competence and creativity, measuring, observing, evaluating and improving and being safe and healthy. They should start with activities linked to themselves and their immediate environment and move on to less familiar situations and contexts.

The attainment targets specify the knowledge, understanding and skills that students should acquire through the key stages. More detail is given about how to interpret them in appendix 1

Physical education and health programme of study for Key Stage 1

Introduction

The years in Key Stage 1 are crucial in laying the foundations of physical competency and positive attitudes to physical activity. Students in this Key Stage should experience a variety of activities that develop a wide range of skills. A sense of fun, enjoyment and achievement should pervade all activities.

At the beginning of Key Stage 1, most activity will be exploratory play in which students, individually, with a partner, or in a small group, respond to suggestions of the teacher, or to the stimuli and challenges provided by music, space or apparatus. With guidance, the play will become more structured and lead to the development of skills.

Students should be allowed time to develop confidence, both as individuals and members of a group. They should learn to listen and respond to guidance from the teacher, and to talk about their experiences in physical education lessons.

Although presented in discrete activity areas, the programme of study should be mainly taught through an integrated approach, using various movement themes in different contexts. Lessons can develop into more focused work on specific skills.

In Key Stage 1, physical education and health should be taught in the **contexts** of:

- Athletics
- Dance
- Games and sport
- Movement
- Swimming

Athletics

Athletics in Key Stage 1 incorporates activities that may also be developed in dance, games, sport and movement.

Students should be given opportunities to:

- **Experience** running activities, *for example, running into spaces using different speeds and directions; running round hoops on the floor; running in pairs in formation or shadowing partner; chasing games*
- **Experience** jumping activities, *for example, jumping with both feet off the ground from standing or running positions; jumping to land inside hoops placed on the floor, jumping out of hoops to show a shape in the air; jumping onto or off low benches; performing jumping patterns with a partner; jumping along a mat from a standing position*
- **Experience** throwing activities, *for example, throwing bean bags to land in hoops or to strike targets; throwing using different hands; throwing from under legs or over shoulder; throwing for partner to catch*
- **Measure** performance in simple athletic activities, towards the end of the key stage (*for example, how far they can jump, how many bean bags they can throw through a hoop*)

Dance

In Key Stage 1, dance should encourage students to use simple movements and gestures as a means of expression and communication.

Students should be given opportunities to:

- Use different parts of the body to explore the space around them and to move using simple actions, *for example, walking, running, hopping and creeping*
- Listen to and move in response to different stimuli and accompaniment, *for example, voice, music, percussion, nursery rhymes, action songs, poems, stories, and art work*
- Move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light)
- Perform simple steps and movements to given rhythms and musical phrases
- Create and remember a simple movement sequence using a variety of stimuli

Games and sport

In Key Stage 1, games and sport should provide opportunities for students to work with a variety of equipment and to develop individual skills leading to co-operative play.

Students should be given opportunities to:

- Learn skills relevant to games and sport, including running, stopping, jumping, chasing, dodging and skipping
- Learn handling, hitting and kicking skills using a variety of equipment, *such as balls of different sizes and shapes, rackets and bats*
- Take part in simple games involving individual and co-operative play
- Make use of space to outwit an opponent while playing simple games

Movement

In Key Stage 1, movement should be concerned primarily with the introduction and development of basic skills and abilities. Students should explore these, firstly on the floor, and then progress to using apparatus.

Students should be given opportunities to:

- Explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing
- Develop body awareness through movement variations, *for example, stretched/curled, wide/narrow, on/off, over/under, fast/slow, up/down, forwards/backwards/sideways*
- Form simple sequences by linking movements

Swimming

Students should become safe in water by developing basic swimming and personal survival skills through enjoyable activities that help to build up their confidence.

Students should be given opportunities to:

- Learn how to safely enter and leave the water
- Learn to become confident in the water and to play simple games with and without buoyancy aids
- Learn to swim on the front and on the back, leading towards recognised strokes
- Learn water safety skills, including floating and treading water

Physical education and health programme of study for Key Stage 2

Introduction

Building on the experiences gained during Key Stage 1, students should be given opportunities to develop their skills and apply them in more complex situations. They should be given sufficient guidance to cope with more challenging expectations. They should continue to experience success in order to reinforce a positive attitude to physical activity.

An exploratory approach should prevail, but with frequent guidance to help students achieve good quality performance in each of the areas of the programme of study. Students should be encouraged to discuss the physical education activities and to develop an understanding of them and their relationship to health and exercise in everyday life.

In Key Stage 2 physical education and health are taught in the **contexts** of:

- Athletics
- Games and sport
- Movement
- Dance
- Swimming

Athletics

Students should become involved in personal challenges and, through them, improve performances.

Students should be given opportunities to:

- Practise and develop basic actions in:
 - running over short and longer distances and in relays
 - jumping for height or length

- throwing for accuracy or distance using a variety of equipment

- Measure, compare and improve their own performances

Games and sport

Students should develop co-operation and team-work through involvement in a variety of small-sided, adapted and mini-games.

Students should be given opportunities to:

- Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment
- Improve their skills of handling, hitting and kicking
- Explore and understand common skills and principles, including attack and defence, in invasion, net/wall, and field/run-scoring games
- Make up, play and refine their own games and explain the rules and scoring
- Develop an understanding of and play small-sided, adapted and mini-games

Movement

Students should extend their skills and abilities to improve the variety and quality of movement through practice on floor and apparatus.

Students should be given opportunities to:

- Explore, practise and refine a range of movement skills, including travelling,

- flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching

- Explore, select, develop, practise, refine and repeat sequences of movement in response to set tasks

- Emphasise changes of speed, direction and shape

Dance

Students should develop previously learned movements as a means of communication and expression.

Students should be given opportunities to:

- Develop more effective use of space levels, *for example, high, medium, low*, directions, speed, and strength, *for example, heavy/light*
- Move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings
- Create, practise and perform movement sequences, using a variety of stimuli, *for example, voice, music, percussion, traditional street rhymes, poems, stories and art work*
- Structure dances with clear beginnings, middles and ends
- Perform simple folk dances

Swimming

Students should acquire knowledge and practical proficiency in a range of swimming and water safety techniques.

Students should be given opportunities to:

- Practise entering and leaving the water safely
- Develop and refine major recognised strokes
- Develop further confidence in water
- Develop competence in, and an understanding of, water safety and personal survival skills, including floating and treading water
- Monitor personal performances

Physical education and health programme of study for Key Stage 3

Introduction

Building on the experiences gained during Key Stage 2, students should be given opportunities to develop their skills and apply them in more complex personal challenges. They should be given sufficient guidance to cope with these challenges and so continue to experience success in the full range of activities.

During Key Stage 3, students will progress gradually towards more adult forms of activity and cope with increased physical demands. Their continued achievement and progress should help to maintain a positive attitude towards participation. There should be a strong emphasis on improving performance in all activities. Students should begin to identify personal preferences and areas where higher levels of performance may be achieved. The wider spread of ability and attainment at this Key Stage should be reflected in teacher expectations for individual students.

Students should learn to review objectively and appraise their own performance and that of others. They should reach a clear understanding of the place of regular exercise in everyday life and opportunities should be provided for them to reflect on and discuss their involvement in physical education activities.

In Key Stage 3, physical education and health are taught in the **contexts** of:

- Athletics
- Dance
- Games and sport
- Movement
- Swimming

Athletics

Students should extend their knowledge, understanding and skills in athletic events and strive for improvement.

Students should be given opportunities to:

- Practise and perform a range of track and field events
- Understand and apply the rules governing the events
- Know and understand the effects of body type on performance in athletic events
- Monitor personal performance

Dance

Students should have progressive experiences in a range of dance forms.

Students should be given opportunities to:

- Perform dance steps and creative movements with increased control, co-ordination, poise and accuracy of response
- Perform folk and popular dances of different countries and traditions

- Interpret stimuli, through movement, in a way that demonstrates skill and creativity, forming longer and more varied sequences

Games and sport

Students should develop further their skills in a range of different types of Games and sport, including invasion, net/wall and field/run scoring games. They should progress from mini or adapted games to playing full games.

Students should be given opportunities to:

- Use a variety of recognised passing techniques
- Receive and control a ball when under pressure
- Serve, bowl or strike a ball or shuttle into a specific area
- Move with a ball at pace and in different directions
- Use attacking and defensive techniques in the range of games
- Display positional and spatial awareness in the range of games
- Perform different roles while participating in games
- Apply the rules and keep the score
- Employ simple tactics in the range of Games and sport

Movement

Students should extend the variety and quality of their work through the exploration of more complex movement themes. Recognised skills and abilities should, as far as possible, be incorporated into personal individual patterns and sequences.

Students should be given opportunities to:

- Select and combine a range of gymnastic actions to travel on the floor and on apparatus showing changes of speed and direction
- Move into, maintain, and move out of balance, which may be performed in inverted positions and when travelling
- Twist and turn the whole body
- Display flight, with an emphasis on springing and assisted springing
- Perform some preliminary vaults

- Produce and perform sequences of movement with appropriate variations of time, weight, space and flow on the floor and on apparatus of varying heights and differing arrangements
- Balance and counter-balance with a partner
- Perform progressive skill practices leading to recognised agilities and vaults

Swimming

Students should extend their skills in pool-based activities.

Students should be given opportunities to:

- Improve their performance in a range of aquatic activities, including recognised strokes and techniques, including entering the water and turning
- Monitor personal performances

Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3

Strand i

Performance, competence and creativity

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students are confident in exploring different ways of moving. •They are aware of reasons for changing clothes for physical activity. •They begin to show control in ways of moving such as travelling, jumping, balancing, climbing and dodging. •They respond to stimuli and instructions. 	<ul style="list-style-type: none"> •Students run and jump with confidence and with control. They begin to control apparatus by handling, striking, kicking and throwing. •They show increasing body awareness using movement themes such as shape and direction. •They perform simple patterns to rhythmic accompaniment. 	<ul style="list-style-type: none"> •Students show poise, control and co-ordination in the performance of movement. •They create and remember simple sequences and perform them in response to various stimuli. •They begin to use simple tactics to outwit an opponent in simple games. •They co-operate in small groups and begin to display a sense of fair play. •They are confident and safe in water and begin to use recognised swimming strokes. 	<ul style="list-style-type: none"> •Students co-operate in groups in the solving of movement problems, displaying a sense of fair play. •They use efficient techniques in running, jumping and throwing. •They move with poise, control and coordination in response to a variety of stimuli, both individually and in groups. •They are competent in the movements, techniques and strategies of small-sided games and sport. 	<ul style="list-style-type: none"> •Students participate confidently in all activities, individually and in groups. •They understand the basic principles of performance such as good techniques and tactics. •They structure and perform dances, showing the use of space, shape and speed. •They demonstrate skilful performance in cooperative and competitive activities. •They plan and perform gymnastic sequences which use contrasts of speed, shape and levels. 	<ul style="list-style-type: none"> •Students perform effectively a range of track and field events. •They create movement sequences and perform dance steps with poise and control. •They demonstrate controlled skills in different categories of games and sport. •Using a range of body movements, they perform complex gymnastic sequences on floor or apparatus. •They swim with confidence, using the major recognised swimming strokes. 	<ul style="list-style-type: none"> •Students perform dance steps and creative movements with increased control, co-ordination, poise and accuracy of response. •They know the effects of body type on physical performance. •They take different roles and use simple strategies and tactics in playing a range of games and sport. •They perform preliminary vaults and agilities. 	<ul style="list-style-type: none"> •Students display sporting behaviour and respect for others. •They appreciate both technical and aesthetic qualities of performance. •They know the skills and fitness requirements for different activities. •They perform skilful and creative dance sequences in response to a variety of stimuli. •They are competent in a range of games and sport, exploiting space, using skills and tactics. •Using floor or apparatus, they perform skilfully gymnastic sequences incorporating many movement elements.

Strand ii

Measuring, observing, evaluating and improving

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students describe and comment on their own and others' actions. •They talk about how their bodies feel during an activity. 	<ul style="list-style-type: none"> •Students talk about differences between their own and others' performance and suggest improvements. •They describe how their bodies feel during different activities. 	<ul style="list-style-type: none"> •Students begin to measure performances in running, jumping and throwing activities. •They observe and answer questions about the movements of themselves and others. •They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. 	<ul style="list-style-type: none"> •Students observe and comment of themselves and others and begin to recognise good performance. •They show an awareness of the effects of exercise on the body. 	<ul style="list-style-type: none"> •Students recognise improvements in running, jumping and throwing, and verify by measurement. •They suggest ways to improve the movements of themselves and others. •They modify and refine skills and techniques to improve their performance. 	<ul style="list-style-type: none"> •Students make informed judgements about their own and others' performances and suggest improvements. •When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. 	<ul style="list-style-type: none"> •Students begin to identify personal preferences and strengths. •They analyse and comment on their own and others' work as individuals and team members. •They show that they understand how skills, tactics or composition and fitness relate to the quality of the performance. •They plan ways to improve their own and others' performance. 	<ul style="list-style-type: none"> •Students evaluate their own and others' work, showing that they understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance. •They plan ways in which their own and others' performance could be improved. •They create action plans and ways of monitoring improvement. •They use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme.

Strand iii**Being safe and healthy**

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students understand instructions and perform simple movements safely. •They talk about how to exercise safely. 	<ul style="list-style-type: none"> •Students begin to share equipment and space and to follow safety procedures. •They handle and store apparatus safely. •They show understanding of how to exercise safely. 	<ul style="list-style-type: none"> •Students carry, place and use equipment with care and safety. •They show an awareness of the relationship between exercise and physical well-being. 	<ul style="list-style-type: none"> •Students know about the relationship between physical exercise and good health and the need for warm-up and cool-down activities. •They select, transport, use and store equipment safely. 	<ul style="list-style-type: none"> •Students have acquired some water survival skills. 	<ul style="list-style-type: none"> •Students show an understanding of the benefits of exercise to health and understand the need for personal hygiene after exercise. 	<ul style="list-style-type: none"> •Students understand the role of activity in maintaining good health. •They take some responsibility for handling and securing apparatus and show a responsible approach to the safety of themselves and others. 	<ul style="list-style-type: none"> •Students are competent in water safety and personal survival skills.