

Skills and learning

Physical education
in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for physical education that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



Developing thinking

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

In physical education, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.

Key Stage 2

Skills

Creative activities

Pupils should be given opportunities, as their work develops, to:

4. determine success criteria relating to the development of their performance using key words related to their activity.

Adventurous activities

Pupils should be given opportunities, as their work develops, to:

7. use what they find out to plan how to improve their next attempts.

Competitive activities

Pupils should be given opportunities, as their work develops, to:

4. determine success criteria for the development of their activity using key words related to their activity
5. plan how to improve performance through setting targets, e.g. a time, distance, goals, points
6. evaluate their own and others' performances and ask relevant questions in order to improve and make progress.

Key Stage 3

Skills

Health, fitness and well-being activities

Pupils should be given opportunities to:

2. investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles.

Creative activities

Pupils should be given opportunities to:

3. describe, analyse and interpret performance, recognising different qualities that contribute to successful performance.

Adventurous activities

Pupils should be given opportunities to:

2. plan, undertake and evaluate activities, using what they find out to plan how to improve their next attempts
5. listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.

Competitive activities

Pupils should be given opportunities to:

3. analyse and evaluate the effectiveness of increasingly complex strategies and tactics against a background of changing situations
4. use the information to modify, develop and try out their plans and identify other strategies and tactics that might have been effective.

Key Stage 4

Skills

Health, fitness and well-being activities

Pupils should be given opportunities to:

4. plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals
5. revise the plan effectively when necessary and be able to explain why amendments were made.

Adventurous activities

Pupils should be given opportunities to:

2. prepare for, undertake and review a challenging activity safely, where possible in an unfamiliar environment
5. analyse the different options available in the challenge activity
6. analyse the strategies used and alternative strategies that might be available
7. revise the plan effectively when necessary.

Competitive activities

Pupils should be given opportunities to:

2. explain why chosen skills, strategies and tactics have been selected and identify possible problems
3. determine a range of success criteria for the skills, strategies and tactics.



Developing communication

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In physical education, learners communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.

Key Stage 2

Skills

Creative activities

Pupils should be given opportunities, as their work develops, to:

5. represent and respond to information in different forms including pictures, sounds, symbols showing some awareness of the audience and purpose
6. evaluate their own and others' performances, using ICT when appropriate, and ask relevant questions in order to improve and make progress
8. communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning.

Adventurous activities

Pupils should be given opportunities, as their work develops, to:

6. plan and evaluate their individual or group responses to challenges using key words related to their activity.

Key Stage 3

Skills

Creative activities

Pupils should be given opportunities to:

4. develop and communicate a variety of imaginative ideas and information
5. listen carefully to others' contributions, considering their ideas and responding aptly.

Adventurous activities

Pupils should be given opportunities to:

5. listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.

Key Stage 4

Skills

Creative activities

Pupils should be given opportunities to:

2. communicate ideas through more complex and elaborate work
5. communicate ideas and information coherently and consistently
6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

Adventurous activities

Pupils should be given opportunities to:

4. describe gaps in skills, knowledge and understanding.



Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In physical education, learners develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

Key Stage 2

Skills

Creative activities

Pupils should be given opportunities, as their work develops, to:

6. evaluate their own and others' performances, using ICT when appropriate, and ask relevant questions in order to improve and make progress.

Key Stage 3

Skills

Creative activities

Pupils should be given opportunities to:

6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

Key Stage 4

Skills

Creative activities

Pupils should be given opportunities to:

6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

Competitive activities

Pupils should be given opportunities to:

5. prepare for taking part in a competitive sports event through training, practice and helping to plan its organisation using appropriate ICT to improve the impact of their work.



Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In physical education, learners develop their number skills by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in athletic and adventurous activities. They use scale in plans and maps. They measure and record performances, e.g. time, distance and height, and use the data to set targets and improve their performance.

Key Stage 2

Skills

Competitive activities

Pupils should be given opportunities to:

1. develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities including sending (throwing, tossing, bowling); receiving (catching, fielding); striking (hitting, batting, volleying, serving); travelling (with a ball or other equipment); running (different speeds); jumping (for height or length); and throwing (for distance).

Key Stage 3

Skills

Competitive activities

Pupils should be given opportunities to:

1. develop their techniques, skills, strategies and tactics applicable to a variety of competitive activities including sending (throwing, tossing, bowling); receiving (catching, fielding); striking (hitting, batting, volleying, serving); travelling (with a ball or other equipment); application of spin; attacking and defending (possession, progression, scoring and change of possession); running (different speeds); jumping (for height or length); and throwing (for distance).



Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

Physical education contributes to the Curriculum Cymreig by applying learners' knowledge and understanding of the cultural characteristics of Wales through creative activities such as dance, and the use of different musical and literary stimuli to develop dance ideas. Outdoor and adventurous activities, initiative challenges and journeys promote a knowledge and understanding of the rich and varied environmental characteristics of Wales.

Key Stage 2

Skills

Creative activities

Pupils should be given opportunities, as their work develops, to:

7. perform and develop an appreciation of movement from different traditions, times and places, including some traditional dances from Wales.



Personal and social education

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Physical education contributes to learners' personal and social education by prioritising activities that contribute to health, fitness and well-being throughout life. The adoption of different roles in activities such as performer, leader and official, contributes significantly to the challenges of active citizenship and moral development. Working closely with others in cooperative and competitive activities develops effective relationships and self-assurance, while coping with the increasing influence of peer pressure.

Key Stage 2

Skills

1. Health, fitness and well-being activities

Pupils should be given opportunities to:

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. plan daily physical activity through opportunities in school, at home and in the community
3. identify how to eat and drink healthily in order to meet the energy requirements of different activities
4. find out how exercise affects the body
5. sustain activity over appropriate periods of time in a range of different activities, e.g. a short walk, a longer run, cycle ride or swim, a short dance, etc.

and as their work develops:

6. follow relevant rules and safety procedures when exercising, and begin to understand risk and how to take responsibility for actions
7. describe how they feel when doing different activities
8. find out about opportunities in the community to try different activities.

3. Adventurous activities

Pupils should be given opportunities to:

1. overcome challenges of a physical and problem-solving nature with a partner or in a small group
3. identify why they should be mindful of their own and others' safety and how to respect the environment.

4. Competitive activities

Pupils should be given opportunities, as their work develops, to:

8. cooperate with others and observe the conventions of fair play, equality and appropriate conduct in individual and team activities.

Key Stage 3

Skills

1. Health, fitness and well-being activities

Pupils should be given opportunities to:

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles
3. try different activities that affect their fitness and find out how appropriate training can improve fitness and performance
4. identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance.

3. Adventurous activities

Pupils should be given opportunities to:

3. take some responsibility for themselves, others and the learning environment.

4. Competitive activities

Pupils should be given opportunities:

5. adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship.

Key Stage 4

Skills

1. Health, fitness and well-being activities

Pupils should be given opportunities to:

1. select, plan and engage in a variety of appropriate frequent and regular physical activities and explain how these affect their own health, fitness and well-being
2. refine and apply more complex techniques in their chosen activities

3. conduct safe, activity-specific warm-up and cool-down routines as appropriate, taking responsibility for their planning and execution
4. plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals
5. revise the plan effectively when necessary and be able to explain why amendments were made.

2. Creative activities

Pupils should be given opportunities to:

4. adopt different roles in their chosen activity.

3. Adventurous activities

Pupils should be given opportunities to:

3. take responsibility for themselves, others and the learning environment
8. adopt different roles in their chosen activity.

4. Competitive activities

Pupils should be given opportunities:

6. adopt different roles in their chosen activity.



Careers and the world of work

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

In physical education, there are no explicit references to careers and the world of work.