

## PROGRAMME PLANNING

1. School-wide programmes will take into consideration the needs and experiences of students.
2. The school Physical Education Curriculum Delivery Plan covers topics for Levels 1-3. All activities are covered each year and topics are repeated at each level as learning follows a spiral cycle.
3. The strands to be covered are:
  - A. Personal Health and Physical Development
  - B. Movement and Motor Skills
4. The four underlying concepts that support these strands are:
  - Hauora, well-being
  - attitudes & values that promote hauora
  - the socio-ecological perspective
  - health promotion
5. The key areas of learning applicable to Physical Education are Mental Health, Body Care and Physical Safety, Physical Activity, Sport Studies, and Outdoor Education.
6. A daily Fitness Programme and regular Physical Education lessons are timetabled. Brain Gym activities may also be used. During Terms 2 & 3 PMP will be the Physical Education programme for Level 1.
7. The Key Competencies that will be emphasised are: Managing Self; Relating to Others; and Participating and Contributing
8. Strands and relevant achievement objectives, specific learning outcomes, key competencies, contexts, learning activities, assessment and integrated areas will form the basis of teaching and learning programmes.
9. As many of the units are published ones, lesson break-downs will be all that is required when these units are used.
10. Use of complementary programmes and/or specialists may be used eg Sport Southland.

## TAPANUI SCHOOL PHYSICAL EDUCATION CURRICULUM PLAN

### AIMS OF PHYSICAL EDUCATION

- A. to develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal well-being and physical development
- B. to develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity

'The New Zealand Curriculum' and 'Health and Physical Education in the NZ Curriculum' are the basis for this plan.

### SCHOOL AND COMMUNITY GOALS

#### Students will:

- develop skills, knowledge and understanding about movement;
- show positive attitudes towards physical activity;
- participate in a range of physical activities in a variety of environments;
- learn about healthy eating, healthy life styles, physical development and well-being;
- recognise the benefits of living in a rural community, whilst having an awareness of the risks and hazards that may exist.

## RESOURCES

Physical Education equipment is stored in the P.E. Shed beside the Shade House. Other resources are stored in R7 Resource Room.

PMP [Perceptual Motor Programming] equipment is stored in R3 and in the R1 resource room.

Some gymnastic equipment is stored under the tiered seating in the West Otago Community Centre. We have the use of this facility for \$10 / hour.

New resources are constantly being added so that new units can be developed. Outdated material is replaced and known gaps are filled.

We have a wide variety of resources so that a teacher can follow interests, select to class/ individual needs or develop an objective from another starting point.

Information Communication Technology will be used where appropriate e.g. digital cameras.

### ASSESSMENT AND EVALUATION

1. Assessment will be an integral part of unit planning.
2. Work samples will be collected/pasted into Sample Books to show some Physical Education activities covered by students.
3. A variety of assessment methods will be used to give feedback and feedforward to students and report to parents and the BOT. This information will also be used to identify any barriers to learning.