



Cambridge Assessment
International Education

Curriculum Framework

Cambridge Primary

Physical Education 0069

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Changes to this curriculum framework

For information about changes to this curriculum framework, go to page 19.

The latest curriculum framework is version 3.0, published August 2021.

1 Why choose this curriculum framework?

Key benefits

Physical education is a vital part of a balanced school curriculum. Regular exercise improves both physical and mental health and there is growing evidence that it also improves academic performance across the curriculum. Establishing good patterns of exercise in primary schools also provides learners with the foundation of an active and healthy lifestyle for life.

Cambridge Physical Education is about **learning to move** and also about **moving to learn**.

Learners start **learning to move** by practising the basic movement skills which are the foundation of all physical activities. These include balancing, running, jumping, landing, climbing, hopping and ball skills. There is evidence that children who are competent and confident in these skills are more likely to continue with physical activities throughout their lives.

In Cambridge Primary Physical Education learners develop and combine these skills through a wide variety of age- appropriate physical activities, including games, team sports, gymnastics and dance. Through these activities they develop their coordination, flexibility, speed, stamina and strength. Learners also develop their creative thinking in different physical activities by applying their existing skills to less familiar contexts.

As well as being able to move well, learners develop their understanding of movement. They identify and describe different ways of moving and use this to begin to analyse their own and others' movements. In addition, they learn the parts of their bodies that are involved in different movements and understand the importance of movement for health.

Physical activities also provide many opportunities for **moving to learn**.

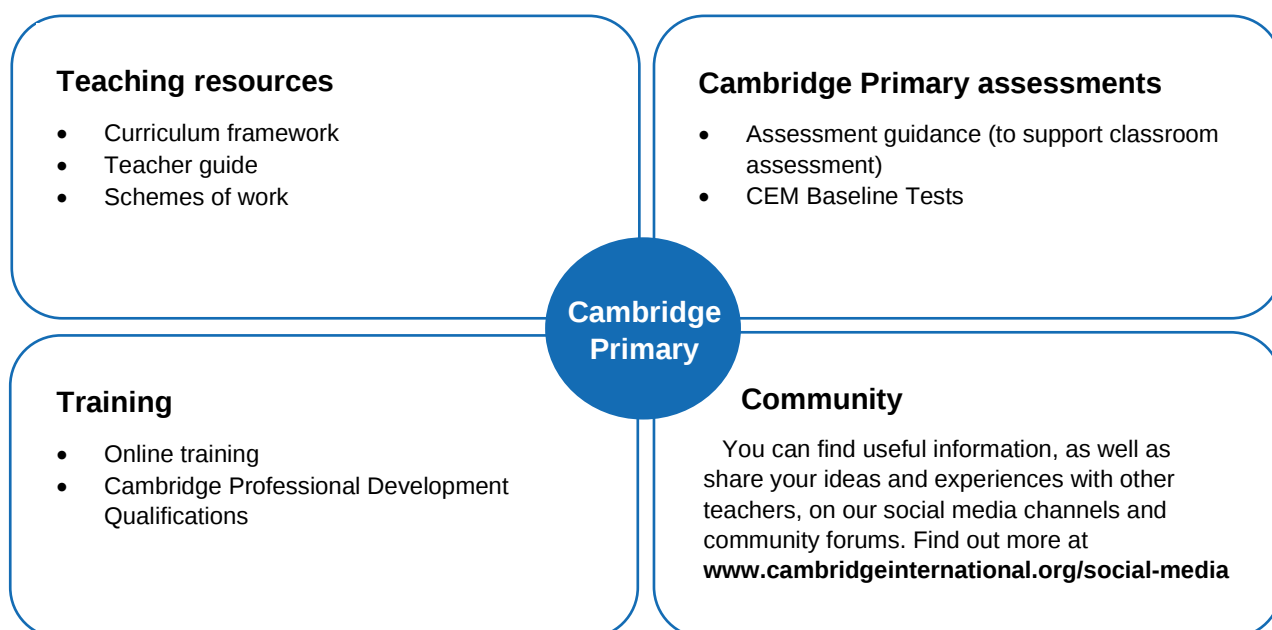
Learners practise important social skills such as taking turns, sharing space and equipment and cooperating with others. Learners develop their individual responsibility for moving and using equipment and space safely. They learn how to ask for help and become more active in making decisions.

Learners develop their skills and understanding of leadership, collaboration and fair play through a range of team and group activities. They use these skills to help others to participate and achieve, sometimes leading and sometimes following others. In addition, they practise offering constructive and specific feedback to others, identifying strengths and suggesting future movement goals.

Supporting teachers

We provide a wide range of practical resources, detailed guidance, innovative training and professional development so that you can give your learners the best possible experience of Cambridge Primary Physical Education.

You will find most of these resources on the Cambridge Primary support site (primary.cambridgeinternational.org). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



Progression through the Cambridge Pathway

Our primary programme is part of the Cambridge Pathway. This pathway leads seamlessly from primary to secondary and pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This curriculum framework is typically for learners aged 5 to 11, but it may be appropriate to use it for slightly different ages to suit your context.

You can download more information on progression from the Cambridge Primary support site.

Teaching time

For guidance, this curriculum framework is based on learners having between 2 and 3 hours of physical education per week (or between 60 and 90 hours per stage). Your actual number of teaching hours may vary according to your context.

2 Curriculum overview

Aims

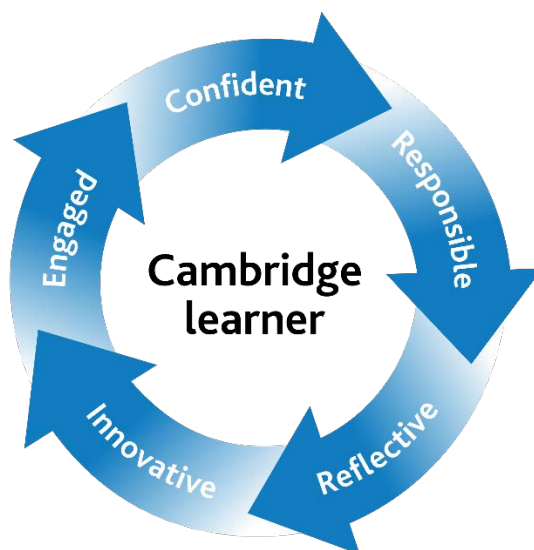
Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Physical Education, learners:

- develop their movement competence and confidence, linking movement skills together with increasing control, fluency and variety
- progress their knowledge and understanding of movement through the learning of movement concepts, rules, tactics/strategies and compositional ideas
- enhance their creativity and innovation in addressing movement challenges by varying elements to help build and extend their movement vocabulary
- participate and perform as individuals and group members in respectful and responsible ways, engaging appropriately and safely in team/group work and fulfilling associated expectations and roles
- develop their knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development, becoming independent, critical and reflective movers and thinkers.

The Cambridge approach encourages learners to be:



Cambridge Primary Physical Education supports learners to become:

Responsible – They work skilfully and safely alongside others. They take turns and cooperate, sharing equipment and facilities. They contribute to group problem solving and are responsible for completing specific tasks allocated to them.

Innovative – They plan, investigate, select and create a variety of movement possibilities with different equipment or resources. They enhance their creative work by applying their understanding of movement concepts such as actions, dynamics, space and relationships.

Confident – They develop leadership skills in movement challenges, which nurtures their personal confidence in social contexts and supports them as they positively influence others' participation and achievement..

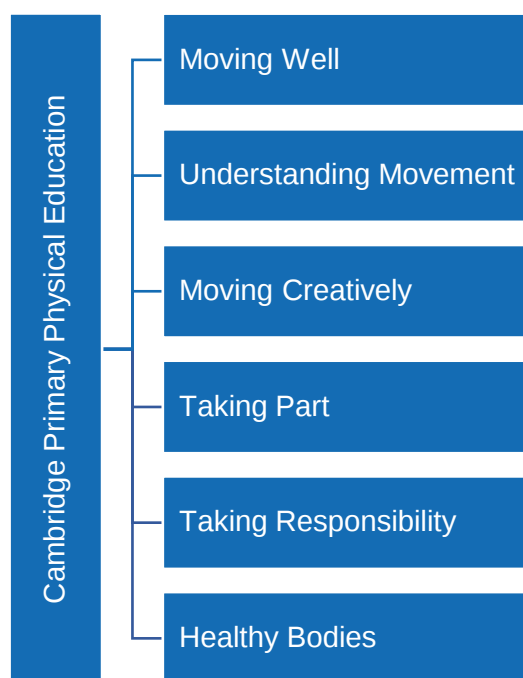
Engaged – They engage holistically: physically, cognitively and socially. Physically, they remain motivated and committed during tasks, always performing to the best of their abilities. Cognitively, they are keen to improve their knowledge, understanding and skills. Socially, they are fully involved in group situations, working effectively and constructively with others.

Reflective – They reflect on their own movement learning and progress, as well as that of their peers. They reflect on the tactics and ideas they have used as well as their performance. They consider how their learning in physical education establishes the patterns that will help them to have a healthy life.

Overview of the strands

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Physical Education. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into six main areas called 'strands' which run through every primary stage. Although each strand is discrete, it is intimately connected to the five other strands due to the holistic focus in Cambridge Primary Physical Education on the physical, cognitive and social development of the learner.



Below is a brief description of each strand:

Moving Well

Learners become increasingly proficient and independent in their movement skills and are able to link them together in different ways. They learn to move with increasing control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.

Understanding Movement

Learners develop their understanding of how to describe movement and movement patterns. They observe, discuss and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.

Moving Creatively

Learners creatively respond to movement tasks in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.

Taking Part

Learners participate positively in a variety of individual, pair and group activities and develop concepts of team and group work. They develop their collaborative, leadership and social skills, recognise that people have different movement strengths and give supportive feedback.

Taking Responsibility

Learners perform tasks that require them to make decisions and solve problems when sharing space and equipment, working safely and responsibly, and seeking help at appropriate times. They take part in a wide range of movement activities that promote fair play and respect others' efforts to improve.

Healthy Bodies

Learners understand the importance of physical activity and diet for a healthy lifestyle. They learn about body parts and muscles that enable movement and bodily changes that occur during and immediately after physical activity. They manage risks through warm ups, cool downs and safety rules.

Learning objectives are provided for Stages 1 to 3 and Stages 4 to 6. These lead to learning objectives for Stages 7 to 9 in Cambridge Lower Secondary Physical Education. The learning objectives span three stages to accommodate the physical, cognitive and social differences between learners in lower primary, upper primary and lower secondary. Learners develop their knowledge, skills and understanding through a wide range of physical activities that have appropriate support and challenge built into them.

Overview of teaching approaches

Cambridge Primary Physical Education is taught through a broad range of movement tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous, expressive/artistic and health-based contexts that are appropriate for each learning stage.

Physical education activities should enable learners to move for as much of each lesson as possible while being enjoyable. Activities that are learner-centred and inclusive will promote learners' confidence, self-esteem, cognitive abilities and social skills.

You can find more information and ideas for teaching and learning activities in the *Cambridge Primary Physical Education Teacher Guide* and schemes of work available on the Primary support site (primary.cambridgeinternational.org).

The teacher guide will support you to plan and deliver lessons using effective teaching and learning approaches.

The scheme of work for each stage of Cambridge Primary Physical Education contains:

- suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
- at least one suggested teaching activity for each learning objective
- a list of subject-specific language that will be useful for your learners
- sample lesson plans.

You do not need to use the ideas in the schemes of work to teach Cambridge Primary Physical Education. They are designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each primary stage.

Swimming

Cambridge Primary Physical Education does not specifically include swimming. However, we recommend that all primary learners are taught to swim at least 25 metres by a suitably qualified swimming teacher in a safe environment.

Health and safety

Learners may be placed in physically demanding situations when taking part in physical activities. It is the responsibility of the school to ensure that:

- learners are capable of taking part in physical activities
- the health and safety of learners is paramount and is maintained at all times when learners are engaged in physical activities
- the necessary facilities and equipment are available and safe for each activity that learners take part in.

Learners with disabilities

You should not prevent any learner from participating in physical activities on the grounds of disability. Within the range of physical activities offered, learners with disabilities will be capable of achieving learning objectives with or without adaptation to the activity.

3 Learning objectives by stage

To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. The progression of learning objectives across Stages 1 to 6 is available on the Primary support site (primary.cambridgeinternational.org).

Learning objective codes

Each learning objective has a unique code, e.g. **123MW.01**. These codes appear in the schemes of work and teacher guide. Each learning objective code includes:

- the stage number, e.g. **123** (Stages 1, 2 and 3)
- a reporting code that reflects the strand titles, e.g. **MW** (Moving Well)
- a number reflecting the order of the learning objectives in the strand for the stage, e.g. **01** is the first learning objective.

Stages 1 to 3

Moving Well

- **123MW.01** Practise and refine basic movement skills.
- **123MW.02** Perform movement skills with increasing proficiency and use them sequentially.
- **123MW.03** Move with control and coordination, using space in different ways and moving with different speeds and dynamics.
- **123MW.04** Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control.

Understanding Movement

- **123UM.01** Describe own and others' movements using simple activity-specific vocabulary.
- **123UM.02** Describe actions, dynamics, space and relationships when observing and engaging in movement.
- **123UM.03** Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges.
- **123UM.04** Understand and follow simple rules, and understand and use tactics and compositional ideas.

Moving Creatively

- **123MC.01** Explore a variety of movements and movement patterns that begin to demonstrate creativity.
- **123MC.02** Explore and discover ways of interacting in movement with different situations and contexts, including a range of apparatus and equipment.
- **123MC.03** Respond to given and selected tasks and challenges in a range of movement contexts.
- **123MC.04** Discover and use a range of compositional ideas to express themes, moods and emotions.

Taking Part

- **123TP.01** Show involvement when working alone, when sharing space, in whole group physical activity and when playing with others.
- **123TP.02** Know their roles and start to recognise others' roles in a range of simple individual and small team/group contexts.
- **123TP.03** Know how to work independently towards the achievement of agreed movement goals.
- **123TP.04** Begin to take and share the lead in team/group work.
- **123TP.05** Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement.
- **123TP.06** Listen to others and respond appropriately in a range of movement tasks and challenges.

Taking Responsibility

- **123TR.01** Show increasing ability to share space and equipment, to take turns and to cooperate with others.
- **123TR.02** Understand individual responsibility for moving and using equipment and space safely, following associated rules and regulations.
- **123TR.03** Demonstrate collaboration and begin to understand what fair play is in team/group physical activities.
- **123TR.04** Understand when and how to engage the help of others during group movement tasks.
- **123TR.05** Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve.

Healthy Bodies

- **123HB.01** Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing.
- **123HB.02** Identify and name which body parts are being used during physical activity and why these are important.
- **123HB.03** Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this.
- **123HB.04** Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities.
- **123HB.05** Understand the importance of warming up and cooling down the body when participating in physical activity.
- **123HB.06** Understand some components of a healthy diet.

Stages 4 to 6

Moving Well

- **456MW.01** Practise, refine and consolidate a broad range of movement skills.
- **456MW.02** Perform and be able to link together a wider variety of movement skills in short sequences.
- **456MW.03** Display movement skills that demonstrate increasing control, fluency and variety.
- **456MW.04** Apply movement competence with confidence in a variety of self-selected and more structured physical activities, showing the ability to respond and adapt to changing contexts and to others' movements, responses and roles.

Understanding Movement

- **456UM.01** Describe own and others' movements using some activity-specific vocabulary and be able to identify more and less effective movement.
- **456UM.02** Demonstrate (through movement) and discuss understanding of language and concepts related to actions, dynamics, space and relationships.
- **456UM.03** Apply success criteria to own and others' movement performances, and discuss ideas and plans for improvement with others.
- **456UM.04** Follow and understand the need for rules, apply tactics/strategies and develop variety in compositional ideas.

Moving Creatively

- **456MC.01** Show creativity and innovation in a range of individual, group, expressive, competitive and cooperative contexts.
- **456MC.02** Investigate, select and design alternative courses of action in response to given movement and environmental challenges.
- **456MC.03** Address given and self-directed tasks and challenges, finding solutions through innovative use of movement in individual and group tasks.
- **456MC.04** Identify and demonstrate a range of compositional ideas in order to express a selected theme, mood or emotion.

Taking Part

- **456TP.01** Show involvement in individual work, sharing space, playing together, working in pairs, and working in small groups across a range of physical activities.
- **456TP.02** Understand the concepts of team/group work and expectations and roles of individual team/ group members.
- **456TP.03** Demonstrate independence and collaboration in evaluating own and others' work, setting short- term personal goals and areas for development.
- **456TP.04** Take responsibility in leading and following the lead of others, contributing positively to the group's tasks and activities.
- **456TP.05** Understand own and others' movement strengths, areas for improvement and potential, applying this knowledge to improve movement proficiency and refine movement patterns and sequences.
- **456TP.06** Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges.

Taking Responsibility

- **456TR.01** Show ability to share space and equipment skilfully and safely, communicating and collaborating with others during this process.
- **456TR.02** Show personal responsibility in physical activities, negotiating successfully and appropriately with other learners in respect of shared equipment, space and movement ideas.
- **456TR.03** Understand and appreciate the need for rules and regulations to foster fair play, following these in a variety of collaborative and competitive physical activities in small teams/groups.
- **456TR.04** Employ a range of appropriate help-seeking strategies at appropriate moments when undertaking group physical activities.
- **456TR.05** Offer constructive and specific feedback to others on strengths and goals. Demonstrate respect for others when they are working to improve individual/group performances.

Healthy Bodies

- **456HB.01** Demonstrate understanding of the importance of physical activity in relation to health, fitness and wellbeing.
- **456HB.02** Identify which body parts, including joints and muscles, are being used during a physical activity and discuss how working these can contribute to physical fitness. Describe the different components of fitness.
- **456HB.03** Engage in and plan for a range of physical activities, evaluating and comparing the required level of intensity within each of these.
- **456HB.04** Undertake physical activities responsibly and safely through assessing and managing risk and appropriate preparation and learning.
- **456HB.05** Identify the key components of warm-up and cool-down routines in preparation for physical activity, understanding their importance.
- **456HB.06** Demonstrate understanding that a varied balanced diet contributes to a healthy and active lifestyle.

4 Glossary

This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

Action – a movement with a purpose, e.g. dance and gymnastic actions can be categorised as follows: travel, turn, jump, gesture (small movement) and pause (stillness).

Basic movement skills (also known as fundamental movement skills) – movement patterns which involve different body parts, including skills such as balancing, running, jumping, catching, throwing, hopping, galloping, skipping, leaping and kicking. They are the foundational skills which develop into more complex, specialised skills, needed for participation in physical activities such as games, gymnastics, dance and athletics. Basic movement skills are often organised into three categories: body management skills (e.g. forward roll, balance), locomotor skills (e.g. running, skipping) and object control skills (e.g. catching, throwing).

Cool down – a process that helps the body to recover from physical activity safely and comfortably. An effective cool down includes pulse lowering activities and static stretches.

Demonstrate – give a practical performance and/or show how to do something.

Dynamics – the quality or energy with which a movement is performed, i.e. how the movement is performed, rather than what is performed.

Environment – the learner's surroundings (e.g. indoor/outdoor, sports pitches/courts, surfaces/terrain/water) and the physical conditions (e.g. climate, weather, natural/man-made hazards).

Fair play – to play a physical activity/sport by the rules and respect these, ensuring that they are followed throughout. To care about and be sympathetic towards others when playing with/against them.

Fluency – the fluidity with which a movement is performed; a movement with fluency (or flow) has no hesitations, gaps or illogical actions that break up the smoothness, coordination or rhythmicity.

Innovative – using or showing interesting methods and/or ideas. Innovation can be achieved by changing elements of a movement or activity, e.g. space, rhythm, timing and relationships to others.

Intensity – physical activities can involve different levels of intensity: low (e.g. walking, stretching), moderate (e.g. weight training, cycling, dancing) or high (e.g. circuit training, sprint running).

Learning objectives – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' attainment and skills development.

Movement competence – having the ability to apply knowledge, skills and/or judgement, as appropriate, to physical challenges and situations.

Movement patterns – a series of individual movement skills linked together logically. Movement patterns are often repeated, e.g. walking, running, skipping.

Movement skills – a general term used in Cambridge Primary Physical Education to mean basic and complex movement skills.

Movement vocabulary – the repertoire of movement skills and competences which provide the capacity to participate or perform in different physical activities.

Physical activity – bodily movement produced by the contraction of skeletal muscle that substantially increases energy expenditure. Regular physical activity is required for the development and maintenance of optimum health. In schools, physical activities can take place in a number of different forms, including games, gymnastics and dance.

Proficiency (often used in relation to basic movement skill acquisition) – when a basic movement skill is performed competently, i.e. it is smooth, rhythmical, well-coordinated and achieves its purpose.

Relationship – the way in which people and things are connected, e.g. between learners and their own body parts when moving or holding positions, between two or more learners and between learners and objects.

For relationships between a learner and their own body parts, examples are head to arm and hand to feet. For relationships between two or more learners, examples are side by side, back to back, meeting and parting, advancing and retreating, mirroring, matching, canon and unison. For relationships between a learner and an object, examples are contrasting body shape to object shape and complementing body shape to object shape.

Scheme of work – support materials for each stage of Cambridge Primary Physical Education. Each scheme of work contains a suggested long-term plan, a medium-term plan with suggested teaching and learning activities and sample short-term (lesson) plans.

Sharing space – the ability to collaborate with others to use the space effectively, according to the physical activity's spatial requirements (e.g. in a smaller space, all learners need to move in smaller ways to help ensure safety for the group).

Space – space is considered in terms of personal/general space, floor/air pathways, directions and levels (high, medium, low).

Sport – a structured form of physical activity that is usually of a competitive nature, normally associated with a governing body and associated rules.

Strand – a collection of learning objectives in the curriculum framework that forms an area of learning.

Strategy – action that a participant takes or a decision that they make in order to improve their performance levels in, for example, a game.

Tactic – the means used to gain an objective, i.e. a plan or procedure. Tactics are often used within the context of a game or challenging physical activity. In games, tactics are usually categorised as attacking and defensive.

Teacher guide – a document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

Warm up – a process of preparation for a physical activity, involving gentle exercise or practice. An effective warm up includes pulse raising activities and dynamic stretches.

5 Changes to this curriculum framework

This curriculum framework has been amended. The latest curriculum framework is version 3.0, published August 2021.

- We have made changes in order to make the curriculum framework digitally accessible. For example, we have increased the font size and spacing and added alternative text to images and tables.

There may be other minor changes from version 2.0 that do not affect teaching and learning.

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road,
Cambridge, CB2 8EA, United Kingdom

t: +44 (0)1223 553 554

www.cambridgeinternational.org

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