

SPARK Alignment with the National Physical Education Standards for England

Key Stage 2

(SPARK 3-6 Version 2008)

| Standard | Suggested Assessments | Sample SPARK Activities | Corresponding SPARK Unit |
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| Knowledge, Skills and Understanding | | | |
| Students should be able to: | | | |
| Acquiring and developing skills: <ul style="list-style-type: none"> • Consolidate existing skills and gain new ones • Perform actions and skills with more consistent control and quality | <ul style="list-style-type: none"> • Basketball Performance Rubric • Flying Disc Performance Rubric • Football Performance Rubric | <ul style="list-style-type: none"> • Grid Passing • Corner to Corner • Give and Go • Air It Out | <ul style="list-style-type: none"> • Basketball • Flying Disc • Football |
| Selecting and applying skills, tactics and compositional ideas: <ul style="list-style-type: none"> • Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities | <ul style="list-style-type: none"> • Hockey Self-Check • Soccer Skills Performance Rubric • Softball Create a Game Score Sheet | <ul style="list-style-type: none"> • Defense! • Soccer Golf • Create a Game | <ul style="list-style-type: none"> • Hockey • Soccer • Softball |

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| <ul style="list-style-type: none"> • Develop and use knowledge of the principles behind the strategies • Apply rules and conventions for different activities • Develop and use tactics and ideas to improve their effectiveness | | | |
| <p>Evaluating and improving performance:</p> <ul style="list-style-type: none"> • Identify what makes a performance effective • Suggest improvements based on this information | <ul style="list-style-type: none"> • Create a Dance Performance Rubric • Create a Routine Performance Rubric | <ul style="list-style-type: none"> • Create a Dance • Create a Routine • Create a Routine | <ul style="list-style-type: none"> • Dance • Stunts and Tumbling • Movement Bands |
| <p>Knowledge and understanding of fitness and health:</p> <ul style="list-style-type: none"> • Explain how exercise affects the body in the short term • Explain to warm up and prepare appropriately for different activities • Explain why physical activity | <ul style="list-style-type: none"> • Fitness Circuits Think About... • Fitness Challenges Performance Rubric • Balance Your Fitness (Fitness Circuit Home | <ul style="list-style-type: none"> • Body Composition BINGO • Aerobic Dance Academic Integration • Mixed Fitness Circuit | <ul style="list-style-type: none"> • Fitness Challenges • Group Fitness • Fitness Circuits |

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| <p>is good for their health and well-being</p> <ul style="list-style-type: none"> • Explain why wearing appropriate clothing and being hygienic is good for their health and safety | <p>Play)</p> | | |

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| Breadth of Study | | | |
| Students should be able to: | | | |
| <p>Dance activities:</p> <ul style="list-style-type: none"> • Create and perform dances using a range of movement patterns, including those from different times, places and cultures • Respond to a range of stimuli and accompaniment. | <ul style="list-style-type: none"> • Dance Self-Check • Create a Dance Performance Rubric • Movement Bands Performance Rubric • Group Fitness Create a Routine | <ul style="list-style-type: none"> • Alunelul • Create a Dance • Create a Routine • Bench Step Aerobics | <ul style="list-style-type: none"> • Dance • Dance • Movement Bands • Group Fitness |
| <p>Games activities:</p> <ul style="list-style-type: none"> • Play and make up small-sided and modified competitive net, striking/fielding and invasion | <ul style="list-style-type: none"> • Aerobic Games Performance Rubric • Softball Performance | <ul style="list-style-type: none"> • Raiders of the Ark • Create a Game • Mini-Volleyball • Parachute Play | <ul style="list-style-type: none"> • Aerobic Games • Softball • Volleyball • Cooperatives |

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| games <ul style="list-style-type: none"> • Use skills and tactics and apply basic principles suitable for attacking and defending • Work with others to organize and keep the games going. | Rubric <ul style="list-style-type: none"> • Volleyball Self-Check • Cooperative Skills Performance Rubric | | |
| Gymnastic activities: <ul style="list-style-type: none"> • Create and perform fluent sequences on the floor and using apparatus • Include variations in level, speed and direction in their sequences. | Stunts and Tumbling: <ul style="list-style-type: none"> • Skill Cards Performance Rubric • Self-Check • Create a Routine Performance Rubric | <ul style="list-style-type: none"> • Look, Learn and Leave • Stunt Stories and Tumbling Tales • Create a Routine | <ul style="list-style-type: none"> • Stunts and Tumbling • Stunts and Tumbling • Stunts and Tumbling |
| Swimming activities and water safety: <ul style="list-style-type: none"> • Pace themselves in floating and swimming challenges related to speed, distance and personal survival • Swim unaided for a | Aquatics not addressed in SPARK curriculum | | |

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| <p>sustained period of time over a distance of at least 25m</p> <ul style="list-style-type: none"> • Use recognized arm and leg actions, lying on their front and back • Use a range of recognized strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]. | | | |
| <p>Athletic activities:</p> <ul style="list-style-type: none"> • Take part in and design challenges and competitions that call for precision, speed, power or stamina • Use running, jumping and throwing skills both singly and in combination • Pace themselves in these challenges and competitions. | <ul style="list-style-type: none"> • Personal Best Day • Aerobic Games Performance Rubric • Fitness Challenges Performance Rubric | <ul style="list-style-type: none"> • Create a Game • Quidditch • Survivor Challenge | <ul style="list-style-type: none"> • Aerobic Games • Aerobic Games • Fitness Challenges |
| <p>Outdoor and adventurous activities:</p> | <ul style="list-style-type: none"> • Walk/Jog/Run Think About... | <ul style="list-style-type: none"> • Moving for Time • Outdoor | <ul style="list-style-type: none"> • Map Challenges • Walk/Jog/Run |

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| <ul style="list-style-type: none"> • Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments • Use a range of orienteering and problem-solving skills • Work with others to meet the challenges. | <ul style="list-style-type: none"> • Walk/Jog/Run Performance Rubric | Scavenger Hunt <ul style="list-style-type: none"> • Tag Team Traveling Challenge | <ul style="list-style-type: none"> • Walk/Jog/Run |