



CURRICULUM PLAN FOR PHYSICAL EDUCATION

I have come so that they may have life and have it to the full

John 10: Chapter 10. V 10.

Inspired by the Gospel values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential.

All children will have access to a rich, ambitious curriculum which fosters curiosity, creativity and a love of life-long learning. It will prepare them well for the next stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

Physical Education at St Edmund's Catholic School will motivate all pupils to enjoy, succeed and excel in a range of sports which will help to build character and embed values such as teamwork, respect, resilience and much more. Pupils will develop competence in a wide range of activities and opportunities, be physically active for sustained periods of time, and engage in competitive sports and activities to enable them to lead healthy active lifestyles. Pupils will develop the skills of underpinning sport and movement so that they can be transferred into a range of sports and exercise later in life. Pupils will also be encouraged to work co-operatively, competitively and independently in order to fulfil their potential and contribute positively to the extra-curricular programme here at St Edmund's.

The National Curriculum

Develop competence to excel in a broad range of physical activities.
Are physically active for sustained periods of time.
Engage in competitive sports and activities.
Lead healthy, active lives.

This links into our 4 main areas that we focus on within PE at St Edmund's:

Physical Competence – movement skills and performance.

Healthy Participation – fitness and active lifestyles.

Personal Development – confidence, resilience and leadership.

Social Skills – teamwork, communication and respect.



Catholic Social Teaching within PE at St Edmund's

Human Dignity	PE and games relies on a rules-based system, fair play, respect and the courage, cohesion, support and goodwill of society in all its facets, including pupils, coaches and teachers. The foundational principles of PE speak to universal humanitarian values, harmony among nations (e.g. Olympics, World Champs), solidarity and fair play, the preservation of human dignity, and commitment to non-discrimination. These values have much in common with international human rights instruments, principles and standards. All our teaching units especially, sports Education in PE units of work promote all of these important attributes.
The Common Good	Every human being has a fundamental right to physical education, physical activity and sport without discrimination based on ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis. At St Edmund's all students are given the freedom to develop physical, psychological and social well-being and capabilities through these activities, with the school always supporting the student.

Solidarity	Teamwork and team spirit should be promoted so that we work together in a cooperative and collaborative way. Sports teams, sports clubs and inter house sports promotes this mantra and is supported by Holy Cross. We celebrate traditional and indigenous games, dances and sports, also in their modern and emerging forms, express the world's rich cultural heritage and must be protected and promoted.
Subsidiarity	In Physical Education, subsidiarity teaches us that everyone within a sporting setting should be held accountable and hold responsibility for team moral and encouraging feedback. It shows us and links in with the parable of the the Shepard and the sheep by ensuring students can not only take personal responsibility for their own actions within a sports setting, but also how these actions can affect those around them.
Stewardship	We promote caring for God's creation . Our faith is not complete if we do not believe in helping others. When we work to help others in PE whether it is in academic classes using collaborative learning in groups OR in a practical setting with KS3 and 4 classes, we are working to protect our peers and pupils. This can take the form of being kind to those who feel left out or not part of the team, being inclusive or caring for pupils who have sustained injuries in PE or sports matches.
Promoting Peace	Disputes are a reality in life and friendship conflicts often arise when our young people are growing up and developing maturity. At St Edmunds, we ingrate and teach conflict resolution within PE. This can take the shape of the discussion of following the rules, treating others with respect and ensuring our pupils are inclusive and treat each other with kindness. This promotes students' understanding for one another particularly for those who might need additional support and consideration. Without promoting peace and reconciliation there can not be justice. Group work which is task orientated and competitive games in PE allows pupils to apply this foundation of Catholic Social teaching.
Participation	Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis. At St Edmund's we give all students, the freedom to develop physical, psychological and social well-being and capabilities through these activities must be supported by the school. The diversity of physical education, physical activity and sport is a basic feature of their value and appeal. Traditional and indigenous games, dances and sports, also in their modern and emerging forms, express the world's rich cultural heritage and must be protected and promoted. Extra-curricular clubs and fixtures after school play an integral role in the daily routine of our pupils with maximum opportunity to participate. At St Edmund's we ensure that this is accessible to all students.

Distributive Justice	In Physical Education, distributive justice is undertaken and taught in a number of ways which allows cultural capital to develop in several ways. This starts with all students in lessons being equal and having equal opportunities regardless of sporting ability. From embedding this inclusive culture throughout PE at St Edmund's, it allows students to take on a range of leadership roles, it allows the students to critically reflect upon what the impact of our actions can have amongst a group. Lastly, students are able to take on the role of coach and referee, which allows the students to understand the difference between 'right' and 'wrong' and how justice can be used effectively within Physical Education.
Preferential Option for The Poor	Every human being must have the opportunity to attain a level of achievement through physical education, physical activity and sport which corresponds to their capabilities and interest. PE and extra curricular clubs are organised, taught and resourced at Holy Cross so ALL pupils can participate without financial burden to their families. This includes providing kit, transport and removal of fees at all year group levels. PE can make distinct contributions towards a wide range of benefits to individuals, families, communities and society at large so it is important that we continue to offer equal opportunities to our families in lower socio-economic circumstances.

By the End of Key Stage 2

Pupils have studied a broader range of skills and have learnt how to use them in different ways and link them to make actions and sequences of movement. Pupils have learnt to enjoy communicating, collaborating and competing with each other. They have also developed an understanding of how to improve in different physical activities and sports and learnt how to evaluate and recognise their own success. Pupils should be able to run, jump, throw and catch in isolation and in combination whilst playing competitive games, which are modified where appropriate.

For example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis.

Pupils should also be able to apply the basic principles suitable for attacking and defending. Pupils should have developed their flexibility, strength, technique, control and balance through athletics and gymnastics. They should have also had opportunities where they have taken part in outdoor and adventurous activities where they have overcome challenges as an individual and a team. Pupils should lastly be able to compare their performances with previous ones and demonstrate improvements to achieve their personal best.

SUBJECT KEY CONCEPTS / COMPOSITES FOR PHYSICAL EDUCATION

Key Stage 3	Components of Fitness, Training Methods, Heart Rate, Warm Up, Cool Down, Tactics, Strategies, Team Building, Curricular Activities, Community Links, Striking and Fielding, Invasion Games, Gymnastics, Athletics, Track and Field Events, Cognitive Skills, Physical Skills, Balances, Shapes, Travel, Rolls, Outdoor and Adventurous Activities, Strategies, Analysing Performances, Confidence, Competence.

Key Stage 4 (Core)	Components of Fitness, Training Methods, Complex and Demanding Physical Activities, Personal Fitness, Variety of Tactics and Strategies, Outdoor and Adventurous Activities in a Range of Environments, Social Skills, Personal Skills, Cognitive Skills, Physical Skills, Evaluating Performances, Competitive Sports, Active and Healthy, Lifestyles, Tactics, Skills, Team Building, Confidence, Competence, Competitiveness, Extra Curricular Activities, Community Links, Field Events, Track Events, Heart Rate, Techniques, Cognitive Skills, Physical Skills, Team Games, Individual Games, Personal Fitness, Balances, Shapes, Travel, Rolls, Vaulting.
Key Stage 4 (Cambridge National – Sport Studies)	 Unit R184 – Contemporary Issues in Sport • User groups: gender, disability, ethnic groups, retired people, teenagers, families, carers, economically disadvantaged • Barriers to participation: cost, time, access, stereotypes, confidence, awareness • Solutions to barriers: campaigns, initiatives, adapted facilities, role models • Values promoted through sport: teamwork, respect, tolerance, inclusion, citizenship • Major sporting events: Olympics, World Cup, Commonwealth Games • National Governing Bodies (NGBs): roles, funding, development, rules • Technology in sport: VAR, Hawk-Eye, wearable tech, performance analysis

	 Unit R185 – Performance and Leadership in Sports Activities • Components of performance: skills, techniques, tactics, strategies • Practice methods: drills, conditioned games, whole-part-whole, progressive practices • Leadership roles: coach, official, captain, organiser • Planning a session: aims, objectives, warm-up, main activity, cool-down • Reviewing performance: strengths, weaknesses, feedback, improvement • Types of activities: individual, team, competitive, recreational • Assessment terms: fluency, consistency, creativity, decision-making  Unit R186 – Sport and the Media • Types of media: TV, radio, newspapers, magazines, social media, podcasts, blogs, streaming • Positive effects: increased participation, revenue, education, accessibility • Negative effects: pressure, bias, commercialisation, privacy invasion • Media roles: commentator, journalist, influencer, analyst • Media influence: shaping opinions, promoting events, athlete branding • Revenue sources: advertising, sponsorship, subscriptions, merchandising
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CURRICULUM PLAN: KEY STAGE 3 PHYSICAL EDUCATION			
	Year 7	Year 8	Year 9

Knowledge	Pupils will know: • How to use cognitive, personal, physical and social skills within a competitive environment. • How to catch, pass, shoot and throw in isolation, modified games and match situations. • How to compete in field and track events in isolation and competitive situations. • The importance of correct technique. • Basic rules for a wide range of sports. • How to map read and solve problems individual and in a team within the outdoor environment. • How to exercise safely. • Transfer their movements in gymnastics with or without a partner into basic sequences. We have chosen to teach the above as these principles will help develop the pupils' physical competence, enabling to participate in extracurricular activities and attend community links helping pupils to develop essential skills in preparation for year 8. In addition, this knowledge will promote the cognitive, personal, physical and social values that such a broad physical education curriculum will provide.	Pupils will know: • How to use cognitive, personal, physical and social skills within a challenging competitive environments. • How to catch, pass, shoot and throw using correct technique in modified games and games whilst incorporating attacking and defending principles to outwit opponents. • How to perform basic techniques in field and track events in isolation and competitive situations. • Rules and regulations for a wide range of sports. • How to independently map read and solve problems individual and in a team within the outdoor environment. • Training methods within fitness, heart rates and training zones. • Transfer their movements in gymnastics with or without a partner into sequences whilst using different apparatus. We have chosen to teach this knowledge because it develops the pupils' physical competence in order for them to take part in challenging situations which will develop their cognitive, personal, physical and social skills. Pupils will start to independently take responsibility for their health and fitness lifestyle choices.	Pupils will know: • How to use complex cognitive, personal, physical and social skills within a challenging competitive environments. • How to catch, pass, shoot and throw using correct technique in modified games and games whilst incorporating tactics and strategies to outwit opponents. • How to perform correct techniques in field and track events in isolation and competitive situations. • Rules and regulations for a wide range of sports and use their knowledge on rules and regulations to outwit opponents. • How to independently map read and solve challenging problems individual and in a team within the outdoor environment. • Training methods within fitness and how to apply the basic and additional principles of training. • Create sequences which incorporate complex movements and different apparatus. We have chosen to teach this knowledge because it is a gateway for those students who wish to go onto study Cambridge National in Sport for a GCSE option but also allows individuals who do not wish to study Sport for a GCSE the competence to engage with an active healthy lifestyle.
Skills	Pupils will be able to: ☐ Catch, pass, shoot and	Pupils will be able to: ☐ Use cognitive, personal, physical and social skills within a challenging competitive environments.	Pupils will be able to: ☐ Use complex cognitive, personal, physical and social skills within a challenging competitive environments.

	throw in isolation, modified games and games. • Basic striking and fielding skills in isolation, modified games and games. • Use cognitive, personal, physical and social skills within a competitive environment. • Field and track events in isolation and competitive situations. • Use cognitive, personal, physical and social skills within a competitive environment. • Correct technique within a range of sports. • Movements into basic sequences. • Take part in map reading, individual and team problem solving tasks within an outdoor and adventurous environment. • How to exercise safely.	• Catch, pass, shoot and throw using correct techniques in modified games and competitive games whilst incorporating attacking and defending principles to outwit opponents. • Perform basic techniques in field and track events in isolation and competitive situations. • Apply rules and regulations for a wide range of sports. • Independently map read and solve problems individually and in a team within the outdoor environment. • Use different training methods within fitness, and identify their heart rates and training zones. • Transfer their movements in gymnastics with or without a partner into sequences whilst using different apparatus.	• Catch, pass, shoot and throw using correct technique in modified games and games whilst incorporating tactics and strategies to outwit opponents. • Perform correct techniques in field and track events in isolation and competitive situations. • Apply rules and regulations for a wide range of sports and use their knowledge on rules and regulations to outwit opponents. • Independently map read and solve challenging problems individual and in a team within the outdoor environment. • Use different training methods within fitness and apply the basic and additional principles of training. • Create sequences which incorporate complex movements and different apparatus.
Cultural Capital	Pupils will all have been exposed to: • Importance of team work. • Importance basic skills and techniques. • Importance of organisation (having kit or offer of spare kit so all pupils can access PE). • Importance of cognitive, physical, personal and social skills in and out of sporting environments. • Importance of extra curricular activities. • Opportunities with extra curricular and fixtures (free travel to fixture and back so all can access). • Importance of confidence.	Pupils will all have been exposed to: • Dealing with challenging situations especially within competitive environments. • Importance of attacking and defending principles. • Correct techniques which could lead to extra curricular opportunities. • Different roles within sport. • Opportunities with extra curricular and fixtures (free travel to fixture and back so all can access). • Importance of organisation (having kit or offer of spare kit so all pupils can access PE). • Importance of developing confidence.	Pupils will all have been exposed to: • Deal with challenging and complex situations especially within competitive environments which encourage confidence, determination, team work and resilience from pupils. • Importance of tactics and strategies to outwit opponents which could lead to extra curricular opportunities. • Correct techniques which could lead to extra curricular opportunities. • Opportunities with extra curricular and fixtures (free travel to fixture and back so all can access). • Different roles within sport at a higher understanding. • Importance of organisation (having kit or offer of spare kit so all pupils can access PE). • Importance of using confidence to take responsibility of leading a healthy active lifestyle.

	This will enhance cultural capital because pupils will learn about key skills that are required within sports for successful participation. Additionally, these skills can be transferred into everyday life which will help teach pupils how to make friends and deal with situations within new environments which is vital, especially within Year 7.	This will enhance cultural capital because pupils will learn how to deal with challenging situations in sport and can apply these skills outside of sport when they feel under pressure. Pupils will also be exposed to adopting different roles which can help different skills which can be applied within everyday situations.	☐ Duke of Edinburgh award which is available from Years 9 – 11. This will enhance cultural capital because pupils will learn how to develop their confidence, determination, teamwork and resilience to succeed in challenging and complex situations in sport and can apply these interpersonal and personal skills outside of the sporting context.
Assessment: Formative – classwork and homework. Summative – end of cycle assessments and end of year examination.	Pupils will have been assessed on: • Catching, passing, shooting and throwing in isolation, modified games and games. • Basic striking and fielding skills in isolation, modified games and games. • Field and track events in isolation and competitive situations. • Correct technique within a range of spots. • Movements into basic sequences. • Map reading, individual and team problem solving tasks within an outdoor and adventurous environment. • How to exercise safely.	Pupils will have been assessed on: • Cognitive, personal, physical and social skills within a challenging competitive environment. • Catching, dribbling, passing and shooting using correct technique in modified games and games whilst incorporating attacking and defending principles to outwit opponents. • Performing basic techniques in field and track events in isolation and competitive situations. • Applying rules and regulations for a wide range of sports. • Independently map reading and solving problems individual and in a team within the outdoor environment. • Using different training methods within fitness, and identify their heart rates and training zones. • Transferring their movements in gymnastics with or without a partner into sequences whilst using different apparatus. er and peer feedback, suggesting ways to improve was to grade at the end of Year 11 along with an Attitude to Lear	Pupils will have been assessed on: • Complex cognitive, personal, physical and social skills within a challenging competitive environment. • Catching, dribbling, passing, shooting and throwing using correct technique in modified games and games whilst incorporating tactics and strategies to outwit opponents. • Performing correct techniques in field and track events in isolation and competitive situations. • Applying rules and regulations for a wide range of sports and use their knowledge on rules and regulations to outwit opponents. • Independently map reading and solve challenging problems individual and in a team within the outdoor environment. • Using different training methods within fitness and apply the basic and additional principles of training. • Creating sequences which incorporate complex movements and different apparatus.

	CURRICULUM PLAN: KEY STAGE 4 PHYSICAL EDUCATION
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	Year 10	Year 11
Knowledge	Pupils will know: - Patterns of play and game plans to outwit opponents using strategies and tactics to also gain advantages. - Develop their techniques in a range of complex physical activities and improve on their performance. - How to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges. - How to work as team building on trust and developing skills to solve problems, either individually or as a group. - How to continue to take part in regularly in competitive sports and activities outside of school through community links or sports clubs. By incorporating this knowledge into our teaching it will build pupil's knowledge on competing in competitive sports within complex physical activities. Pupils will get involved in a range of activities that allow them to have fun whilst learning. This should encourage them to stay engaged with sport and leading a healthy active lifestyle. Years 10 and 11 are crucial for building their responsibility and allowing the pupils to make decisions within their learning which will promote them to lead such lifestyles.	Pupils will know: - Patterns of play and game plans to outwit opponents using strategies and tactics to also gain advantages whilst evaluating performances and improving on them. - Develop their techniques in a range of complex physical activities and improve on their performance. - Build on responsibility to feel confident to lead a healthy active lifestyle after leaving St Edmund's. - How to continue to take part in regularly in competitive sports and activities outside of school through community links or sports clubs. We have chosen to teach this knowledge because it ensures pupils have tackled complex and demanding physical activities and have been involved in a range of activities that has developed their personal fitness and promotes them to leave St Edmund's with a healthy active lifestyle.
Skills	Pupils will be able to: - Perform patterns of play and game plans to outwit opponents using strategies and tactics to also gain advantages. - Develop their techniques in a range of complex physical activities and improve on their performance. - Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges.	Pupils will be able to: - Perform patterns of play and game plans to outwit opponents using strategies and tactics to also gain advantages whilst evaluating performances and improving on them. - Develop their techniques in a range of complex physical activities and improve on their performance. - Build on responsibility to feel confident to lead a healthy active lifestyle after leaving St Edmund's.

	• Work as team building on trust and developing skills to solve problems, either individually or as a group. • Continue to take part in regularly in competitive sports and activities outside of school through community links or sports clubs.	☐ Continue to take part in regularly in competitive sports and activities outside of school through community links or sports clubs.
Cultural Capital	Pupils will have all been exposed to: • Complex and demanding physical activities where they should use their initiative to help solve problems. They should also use their experiences to develop their performance for the future in order to demonstrate improvement. • Duke of Edinburgh award which is available from Years 9 – 11. • Regular fixtures emphasising community links. This will enhance cultural capital by students having to use their initiative and work as a team to improve on their physical skills, especially with complex situations. It will also allow for pupils to develop skills such as resilience and trust within complex environments.	Pupils will all have been exposed to: ☐ Complex and demanding physical activities where they should use their initiative to help solve problems. They should also use their experiences to develop their performance for the future in order to demonstrate improvement. This will enhance cultural capital by students having to use their knowledge to build on their responsibility to lead a healthy active lifestyle for when they leave St Edmund's.
Assessment: Formative – classwork and homework. Summative – end of cycle assessments and end of year examination	Pupils will be assessed on: • Performing patterns of play and game plans to outwit opponents using strategies and tactics to also gain advantages. • Developing their techniques in a range of complex physical activities and improve on their performance. • Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges. • Working as team building on trust and developing skills to solve problems, either individually or as a group.	Pupils will be assessed on: • Performing patterns of play and game plans to outwit opponents using strategies and tactics to also gain advantages whilst evaluating performances and improving on them. • Developing their techniques in a range of complex physical activities and improve on their performance. • Building on responsibility to feel confident to lead a healthy active lifestyle after leaving St Edmund's.
	Pupils are consistently assessed in PE through teacher and peer feedback, suggesting ways to improve was to improve with verbal and visual feedback. Pupils in Years 10 and 11 are graded on their Attitude to Learning at the end of each cycle.	

YEAR 7 GROUP PLANS					
Sports stated are covered throughout the year. However, which cycle/term is dependent on space availability and timetable structure.					
Term 1 – Invasion Games	Term 2 – Invasion Games	Term 3 – Multisports/Dance/Fitness	Term 4 - Multisports/Dance/Fitness	Term 5 - Athletics & Striking and Fielding	Term 6 – Athletics & Striking and Fielding
Pupils will know what a good performance of passing, receiving, shooting skills look like in modified game play. They will also know the basic rules of the sport. Pupils will also know the basic rules for many invasion games, including football, rugby, basketball and netball. Pupils will be able to perform passing, receiving, shooting skills like in modified game play. They will be able to apply the basic rules of the sport.	Pupils will know what a good performance of passing, receiving, shooting skills look like in modified game play. They will also know the basic rules of the sport. Pupils will also know the basic rules for many invasion games, including football, rugby, basketball and netball. Pupils will be able to perform passing, receiving, shooting skills like in modified game play. They will be able to apply the basic rules of the sport.	Pupils will know how to perform floor work and transfer the floor work into sequences individually and in groups. Pupils will also know the basic safety considerations for dance and gymnastics. Pupils will be able to identify correct techniques for floor work by reviewing their own and others performances suggesting improvements. Also dance through the movies. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will all have been exposed to determination, confidence, and working together to achieve a good outcome.	Pupils will know how to perform floor work and transfer the floor work into sequences individually and in groups. Pupils will also know the basic safety considerations for dance and gymnastics. Pupils will be able to identify correct techniques for floor work by reviewing their own and others performances suggesting recommendations for improvements. Also dance through the movies. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will all have been exposed to determination, confidence, and working together to achieve a good outcome. Pupils will know how to exercise.	Pupils will know the basic way to perform in track and fielding events in Athletics. Pupils will be able to perform in track and field events, review their performance and suggest basic ways to improve it. They will also be able to name equipment using correct terminology. Pupils will all have been exposed to different field and track events that they may not have experienced before at KS2 and experience innovative pedagogical methods. Pupils will know how to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games and apply the basic rules.	Pupils will know the basic way to perform in track and fielding events in Athletics. Pupils will be able to perform in track and field events, review their performance and suggest basic ways to improve it. They will also be able to name equipment using correct terminology. Pupils will all have been exposed to different field and track events that they may not have experienced before at KS2 and experience innovative pedagogical methods. Pupils will know how to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games and apply the basic rules.

		Pupils will know how to exercise. Pupils will be able to demonstrate a warm up and cool down, different training methods and apply them to other sports showing connections and links. They will also be able to exercise safely using appropriate equipment. Pupils will all have been exposed to building on their confidence to lead a healthy active lifestyle.	Pupils will be able to demonstrate a warm up and cool down, different training methods and apply them to other sports showing connections and links. They will also be able to exercise safely using appropriate equipment. Pupils will all have been exposed to building on their confidence to lead a healthy active lifestyle.	Pupils will be able to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games using basic rules. Pupils will all have been exposed to idea of teamwork in order to win competitions.	Pupils will be able to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games using basic rules. Pupils will all have been exposed to idea of teamwork in order to win competitions.
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Assessment in PE

Pupils are consistently assessed in PE through teacher and peer feedback, suggesting ways to improve was to improve with verbal and visual feedback. Pupils are also graded at the end of each cycle with a prediction of their working at grade based on GCSE PE Practical Specification, which relates to our Cambridge National Specification along with an Attitude to Learning grade.

<u>Literacy – Key Terms</u>					
Teamwork, trust, successful, batting, working together, events, and fielding, out, in, ball. shapes, tuck, pencil,	Balances, sequences, body social skills. tension, body foul balances, basic rolls, travel, straddle, rate. events. pike,	Passing, shooting, Warm extension, counter attacking and defending. choreography, canon,	up, cool down, Running dribbling, receiving, goal, of training, training zones, unison, shapes, levels and	styles, pacing, track components of fitness, heart throwing events, sequencing.	Throwing, catching, methods events, field running ball, good ball, no
<u>Reading Opportunities</u>					
Reading objectives and keywords on the board. Flash cards with key terms on them for use of assessment sheets or teaching points. Read up on the rules of the specific sport in order to take on different roles.					
Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Geography Y7,8,9,11 C1 – Outdoors, orienteering, map skills. MFL Y11 C2 – Active & Healthy Lifestyles Maths Y11 C2 – Speed, distance, times. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7 C3, Y8 C2&3, Y9 C4 - Reproducing simple movement patters, choreographing own sequences. Drama Y11 C2&3 – Creating movement pieces. Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Art Y7 C3 – Movement of figures. MFL Y11 C2 – Active & Healthy Lifestyles PSHE Y7,8,9,10,11 C4 – Healthy lifestyles.	<u>Identified Connections v</u> Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Maths Y11 C2 – Speed, distance, times. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.

	Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.				
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Learning at Home

Consolidation of learning will take place at home by joining extra-curricular activities whether this be at school or within the community where pupils will have the opportunity to take part in local fixtures.

Sequencing

The above sequence develops pupils competence in a wide range of activities and opportunities, be physically active for sustained periods of time, and engage in competitive sports and activities to enable them to lead healthy active lifestyles. The sequence builds on previous knowledge and skills learnt in Key Stage 2 and leads to the work that will be done in year 8 by developing the pupil's physical competence in order for them to take part in challenging situations which will develop their cognitive, personal, physical and social skills. Emphasising independence which encourages the pupils into developing their responsibility for their lifestyle. Due to facilities, terms 2 and 3 may be swapped depending on timetable restrictions.

YEAR 8 GROUP PLANS					
Sports stated are covered throughout the year. However, which cycle/term is dependent on space availability and timetable structure.					
Term 1 – Invasion Games	Term 2 – Invasion Games	Term 3 – Multisports/Dance/Fitness	Term 4 – Multisports/Dance/Fitness	Term 5 - Athletics & Striking and Fielding	Term 6 - Athletics & Striking and Fielding
Pupils will know what a good performance of passing, receiving, shooting skills look like in modified game play. They will also know the basic rules of the sport. Pupils will also know the basic rules for many invasion games, including football, rugby, basketball and netball. Pupils will be able to perform passing, receiving, shooting skills like in modified game play. They will be able to apply the basic rules of the sport.	Pupils will know what a good performance of passing, receiving, shooting skills look like in modified game play. They will also know the basic rules of the sport. Pupils will also know the basic rules for many invasion games, including football, rugby, basketball and netball. Pupils will be able to perform passing, receiving, shooting skills like in modified game play. They will be able to apply the basic rules of the sport.	Pupils will know how to perform floor work and transfer the floor work into sequences individually and in groups. Pupils will also know the basic safety considerations for dance and gymnastics. Pupils will be able to identify correct techniques for floor work by reviewing their own and others performances suggesting recommendations for improvements. Also dance through the movies. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will all have been exposed to determination, confidence, and working together to achieve a good outcome.	Pupils will know how to perform floor work and transfer the floor work into sequences individually and in groups. Pupils will also know the basic safety considerations for dance and gymnastics. Pupils will be able to identify correct techniques for floor work by reviewing their own and others performances suggesting recommendations for improvements. Also dance through the movies. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will all have been exposed to determination, confidence, and working together to achieve a good outcome.	Pupils will know the basic way to perform in track and fielding events in Athletics. Pupils will be able to perform in track and field events, review their performance and suggest basic ways to improve it. They will also be able to name equipment using correct terminology. Pupils will all have been exposed to different field and track events that they may not have experienced before at KS2 and experience innovative pedagogical methods. Pupils will know how to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games and apply the basic rules.	Pupils will know the basic way to perform in track and fielding events in Athletics. Pupils will be able to perform in track and field events, review their performance and suggest basic ways to improve it. They will also be able to name equipment using correct terminology. Pupils will all have been exposed to different field and track events that they may not have experienced before at KS2 and experience innovative pedagogical methods. Pupils will know how to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games and apply the basic rules.

		Pupils will know how to exercise. Pupils will be able to demonstrate a warm up and cool down, different training methods and apply them to other sports showing connections and links. They will also be able to exercise safely using appropriate equipment. Pupils will all have been exposed to building on their confidence to lead a healthy active lifestyle.	Pupils will know how to exercise. Pupils will be able to demonstrate a warm up and cool down, different training methods and apply them to other sports showing connections and links. They will also be able to exercise safely using appropriate equipment. Pupils will all have been exposed to building on their confidence to lead a healthy active lifestyle.	Pupils will be able to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games using basic rules. Pupils will all have been exposed to idea of teamwork in order to win competitions.	Pupils will be able to bowl, catch, throw and hit in different striking and fielding sports within isolation, modified games and games using basic rules. Pupils will all have been exposed to idea of teamwork in order to win competitions.
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	Pupils will all have been exposed to idea of teamwork and challenging situations in order to develop confidence in invasion games.	Pupils will all have been exposed to the idea of building theirs and others determination and confidence in order to succeed at tasks.			
<u>Assessment in PE</u> Pupils are consistently assessed in PE through teacher and peer feedback, suggesting ways to improve was to improve with verbal and visual feedback. Pupils are also graded at the end of each cycle with a prediction of their working at grade based on GCSE PE Practical Specification along with an Attitude to Learning grade.					
Orienteering, Maps, Keys, Codes, Map Reading, Compass, North, South, East, West, probing questions.	Passing, dribbling. shooting, receiving, goal keeper, attacking and defending.	<u>Literacy</u> <u>Key Terms</u>	Balances, sequences, body tension, body extension, counter balances, basic rolls, travel, shapes, tuck, pencil, straddle, pike, through vault, straddle vault, spring boards, crash mats, stimulus, interpretation, movement memory and technique.	Warm up, cool down, heart rate, basic fitness components, HIIT training, circuits, fartlek, continuous, interval.	Running styles, pacing, 1500m, 800m, 400m, 200m, 100m, relay, baton, shotput, discuss, javelin, jumping, long jump, throwing, high jump, competition.
					Rounders, cricket, softball, bowling, throwing, catching, batting box, bowling box, 1 st , 2 nd , 3 rd , 4 th base, tactics, no ball, good ball, ball, home, batter, striker, fielder, fielding.
<u>Reading Opportunities</u> Reading objectives and keywords on the board. Flash cards with key terms on them for use of assessment sheets or teaching points. Read up on the rules of the specific sport in order to take on different roles.					
		<u>Identified Connections</u> <u>with Other Subject Areas</u>			
Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words.	Drama Y7 C3, Y8 C2&3, Y9 C4 - Reproducing simple movement patterns, choreographing own sequences.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words.

Geography Y7,8,9,11 C1 – Outdoors, orienteering, map skills. MFL Y11 C2 – Active & Healthy Lifestyles. Maths Y11 C2 – Speed, distance, times. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y11 C2&3 – Creating movement pieces. Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles Art Y7 C3 – Movement of figures. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	MFL Y11 C2 – Active & Healthy Lifestyles MFL Y11 C1 – Gyms. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Maths Y11 C2 – Speed, distance, times. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.
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Learning at Home

Consolidation of learning will take place at home by joining extra-curricular activities whether this be at school or within the community where pupils will have the opportunity to take part in local fixtures.

Sequencing

We have chosen to teach this knowledge because it develops the pupils physical competence in order for them to take part in challenging situations which will develop their cognitive, personal, physical and social skills. Emphasising independently which leads the pupils into developing their responsibility for their lifestyle. The sequence builds on previous knowledge and skills learnt in Year 7 and leads to the work that will be done in year 9 where we start to apply more tactics within game time and look at activities in more depth to prepare pupils to take responsibility for their own healthy active lifestyles.

YEAR 9 GROUP PLANS

Sports stated are covered throughout the year. However, which cycle/term is dependent on space availability and timetable structure.

Term 1 and 2 – Invasion Games	Term 1 and 2 – Invasion Games	Term 3 – Multisport/Dance/ Fitness	Term 4 - Multisport/Dance/Fitness	Term 5 - Athletics & Striking and Fielding	Term 6 – Athletics & Striking and Fielding
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Pupils will know how to transfer their correct techniques of passing and shooting using correct techniques in modified games and games whilst incorporating a range of tactics to outwit opponents and the reasoning know the reasoning behind using the tactics. Pupils will know the rules and regulations for the sport and apply these to their tactics for their advantages. Pupils will be able to identify correct techniques and tactics used to outwit opponents and will be able to use within a challenging competitive environment. Pupils will all have been exposed to idea of teamwork to use tactics to outwit opponents and develop confidence	Pupils will know how to transfer their correct techniques of passing and shooting using correct techniques in modified games and games whilst incorporating a range of tactics to outwit opponents and the reasoning know the reasoning behind using the tactics. Pupils will know the rules and regulations for the sport and apply these to their tactics for their advantages. Pupils will be able to identify correct techniques and tactics used to outwit opponents and will be able to use within a challenging competitive environment. Pupils will all have been exposed to idea of teamwork to use tactics to outwit opponents and develop confidence.	Pupils will know how to create sequences which incorporate complex movements and different apparatus along with dance from around the world. Pupils will be able to analyse their performances and other to demonstrate improvement to achieve their personal best. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will all have been exposed to the idea of building confidence. They will also be exposed to good performance to identify what they are striving to achieve so that they can analyse theirs and others performances and learn how to give critical feedback. Pupils will know what components of fitness are and how to develop them.	Pupils will know how to create sequences which incorporate complex movements and different apparatus along with dance from around the world. Pupils will be able to analyse their performances and other to demonstrate improvement to achieve their personal best. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will all have been exposed to the idea of building confidence. They will also be exposed to good performance to identify what they are striving to achieve so that they can analyse theirs and others performances and learn how to give critical feedback. Pupils will know what components of fitness are	Pupils will know how to perform correct techniques in field and track events in isolation and competitive situations. Pupils will build on their analysis of their performance and improve it whilst applying the rules and regulations for athletics. Pupils will be able to identify correct techniques by analysing theirs and other performances in order to improve and link keywords with certain events within track and field. Pupils will all have been exposed to taking on personal goals and goals within the class and trying to beat their own and others scores using their analysis skills. Pupils will know how to use tactics to outwit their opponents by applying the rules and regulations for striking and fielding.	Pupils will know how to perform correct techniques in field and track events in isolation and competitive situations. Pupils will build on their analysis of their performance and improve it whilst applying the rules and regulations for athletics. Pupils will be able to identify correct techniques by analysing theirs and other performances in order to improve and link keywords with certain events within track and field. Pupils will all have been exposed to taking on personal goals and goals within the class and trying to beat their own and others scores using their analysis skills. Pupils will know how to use tactics to outwit their opponents by applying the rules and regulations for striking and fielding.
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		Focussing on basic and additional principles of training in order for pupils to develop their responsibility on leading a healthy active lifestyle. Pupils will be able to identify the importance of looking at specific components of fitness and how to improve them by applying the principles of training within a training programme. Pupils will all have been exposed to their own strengths and weaknesses and how to improve them to build confidence and lead a healthy active lifestyle.	and how to develop them. Focussing on basic and additional principles of training in order for pupils to develop their responsibility on leading a healthy active lifestyle. Pupils will be able to identify the importance of looking at specific components of fitness and how to improve them by applying the principles of training within a training programme. Pupils will all have been exposed to their own strengths and weaknesses and how to improve them to build confidence and lead a healthy active lifestyle.	Pupils will know the rules and regulations of striking and fielding to take on the role of an umpire. Pupils will be able to use tactics to outwit their opponents. Pupils will be able to take on different roles and analyse their own, team's and other performances to improve on this. Pupils will all have been exposed to ideas of teamwork in order to outwit opponents and will be able to analyse others and their own performances whilst taking on different roles.	Pupils will know the rules and regulations of striking and fielding to take on the role of an umpire. Pupils will be able to use tactics to outwit their opponents. Pupils will be able to take on different roles and analyse their own, team's and other performances to improve on this. Pupils will all have been exposed to ideas of teamwork in order to outwit opponents and will be able to analyse others and their own performances whilst taking on different roles.
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<u>Assessment in PE</u> Pupils are consistently assessed in PE through teacher and peer feedback, suggesting ways to improve was to improve with verbal and visual feedback. Pupils are also graded at the end of each cycle with a prediction of their working at grade based on GCSE PE Practical Specification along with an Attitude to Learning grade.					
			<u>Literacy Key Terms</u>		
Orienteering, Maps, Keys, Codes, Map Reading, Compass, North, South, East, West, probing questions, task cards, intellectual and physical challenges	Passing, dribbling. shooting, receiving, goal keeper, attacking and defending tactics, strategies, game plan, patterns of play, rules and regulations, officials.	Balances, sequences, body tension, body extension, rolls, vaults, shapes, travel, flights based sequences, aesthetics, creativity, culture, awareness, appreciation, evaluation and performance.	Warm up, cool down, heart rate, basic fitness components, HIIT training, circuits, fartlek, continuous, interval, training programme.	Running styles, pacing, track events, field events. competition, record, immediate effects of exercise, replication discipline, weaknesses, strengths, areas for development/ improvement.	Bowling, throwing, catching, batting box, bowling box, base, tactics, home, batter, striker, fielder, fielding, performance, team performance, out, in, rounder, run, wickets.
<u>Reading Opportunities</u> Reading objectives and keywords on the board. Flash cards with key terms on them for use of assessment sheets or teaching points. Read up on the rules of the specific sport in order to take on different roles.					
<u>Identified Connections with Other Subject Areas</u>					
Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Geography Y7,8,9,11 C1 – Outdoors, orienteering, map skills.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles.	Drama Y7 C3, Y8 C2&3, Y9 C4 - Reproducing simple movement patters, choreographing own sequences. Drama Y11 C2&3 – Creating movement pieces.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles MFL Y11 C1 – Gyms.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Maths Y11 C2 – Speed, distance, times.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles.

MFL Y11 C2 – Active & Healthy Lifestyles. Maths Y11 C2 – Speed, distance, times. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Art Y7 C3 – Movement of figures. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.
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Learning at Home

Consolidation of learning will take place at home by joining extra-curricular activities whether this be at school or within the community where pupils will have the opportunity to take part in local fixtures.

Sequencing

We have chosen to teach this knowledge because it enables transition for those students who wish to go onto study Cambridge National Sports Studies as one of their GCSE options, but also enabling those who don't, the competence to engage in an active healthy lifestyle. There is a huge emphasis in Year 9 on analysing their own performances and others to improve on to taking responsibility for themselves and the sequence builds on previous knowledge and skills learnt in Year 8 leading to the work that will be done in year 10 whether during a Cambridge National Sports Studies or in core PE. In Year 10 pupils focus more on game play and look at different activities to build confidence and allow pupils to find a sport that they enjoy in order for them to take responsibility for their own healthy active lifestyles.

YEAR 10 GROUP PLANS				
Sports stated are covered throughout the year. However, which cycle/term is dependent on space availability and timetable structure.				
Term 1 and 2 – Invasion Games	Term 3 – Multisport/Dance/Fitness	Term 4 - Multisport/Dance/Fitness	Term 5 - Athletics	Term 6 – Striking and Fielding

Pupils will know how to transfer their correct techniques of passing and shooting into patterns of play in games. Pupils will know the rules and regulations for the sport and apply these to their tactics for their advantages and to take on different roles. Pupils will be able to identify correct patterns of play and game plans used to outwit opponents and will be able to use within a challenging competitive environment. Pupils will all have been exposed to idea of teamwork, game plans, patterns of play in complex situations.	Pupils will know how to create sequences which incorporate complex and demanding movements on challenging apparatus using air and choreographing dances. Pupils will be able to analyse their performances and other to demonstrate improvement to achieve their personal best even if they struggle with the complex and demanding activities. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will know a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will be able to explore a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will all have been exposed to their own barriers in fitness and will be able to improve them to build confidence and lead a healthy active lifestyle	Pupils will know how to create sequences which incorporate complex and demanding movements on challenging apparatus using air and choreographing dances. Pupils will be able to analyse their performances and other to demonstrate improvement to achieve their personal best even if they struggle with the complex and demanding activities. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will know a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will be able to explore a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will all have been exposed to their own barriers in fitness and will be able to improve them to build	Pupils will know how to perform correct techniques in field and track events in competitive situations looking at evaluating their performances and improving it whilst applying the rules and regulations for athletics. Pupils will be able to perform correct techniques in field and track events in competitive situations looking at evaluating their performances and improving it whilst applying the rules and regulations for athletics. Pupils will all have been exposed to taking on personal goals and goals within the class and trying to beat their own and others scores using their analysis skills.	Pupils will know how to use tactics to outwit their opponents by patterns of play in games and applying the rules and regulations for striking and fielding and will know the rules and regulations to take on the role of an umpire. Pupils will be able to use tactics to outwit their opponents. Pupils will be able to take on different roles and analyse their own, team's and other performances to improve on this. Pupils will all have been exposed to idea of teamwork in order to outwit opponents will be able to analyse others and their own performance and take on different roles.
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		confidence and lead a healthy active lifestyle.		
<u>Assessment in PE</u>				
Pupils are consistently assessed in PE through teacher and peer feedback, suggesting ways to improve was to improve with verbal and visual feedback.				
<u>Literacy Key Terms</u>				

Passing, dribbling. shooting, receiving, goal keeper, attacking and defending tactics, strategies, game plan, patterns of play, rules and regulations, officials.	Balances, sequences, body tension, body extension, rolls, vaults, shapes, travel, twisting, strength, power, repetition, formation, choreographic devices, dynamics and technical skills.	Warm up, cool down, heart rate, basic fitness components, HIIT training, circuits, fartlek, continuous, interval, Zumba, Boxercise.	Running styles, pacing, track events, field events. competition, record, immediate effects of exercise, replication discipline, weaknesses, strengths, areas for development/ improvement.	Bowling, throwing, catching, batting box, bowling box, base, tactics, home, batter, striker, fielder, fielding, performance, team performance, out, in, rounder, run, wickets.
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Reading Opportunities

Reading objectives and keywords on the board. Flash cards with key terms on them for use of assessment sheets or teaching points. Read up on the rules of the specific sport in order to take on different roles.

	<u>Identified Connections with Other Subject Areas</u>			
Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7 C3, Y8 C2&3, Y9 C4 - Reproducing simple movement patterns, choreographing own sequences. Drama Y11 C2&3 – Creating movement pieces. Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Art Y7 C3 – Movement of figures. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles MFL Y11 C1 – Gyms. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Maths Y11 C2 – Speed, distance, times. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.

Learning at Home

Consolidation of learning will take place at home by joining extra-curricular activities whether this be at school or within the community where pupils will have the opportunity to take part in local fixtures.

Sequencing

We have chosen to teach this knowledge because it is set to build pupil's knowledge on competing in competitive sports within complex physical activities. Pupils will get involved in a range of activities that allow them to have fun whilst learning, aiding engagement with sport and leading a healthy active lifestyle. Years 10 and 11 are crucial for building their own responsibility and this curriculum allows pupils to make decisions within their learning, which will enable them to lead a healthy active lifestyle.

Adventurous and Outdoor activities is offered through the Duke of Edinburgh award at St Edmund's for Year 10.

YEAR 11 GROUP PLANS			
Sports stated are covered throughout the year. However, which cycle/term is dependent on space availability and timetable structure.			
Term 1 and 2 – Invasion Games	Term 3 – Multi-Sport/Dance/Fitness	Term 4 – Multi-Sport/Dance/Fitness	Term 5 – Striking and Fielding
Pupils will know how to transfer their correct techniques of passing and shooting in games whilst be able to deal with complex and demanding situations which should challenge the individuals. Pupils will know the rules and regulations for the sport and apply these to their tactics for their advantages. Pupils will all have been exposed to idea of teamwork to use tactics to outwit opponents and develop confidence.	Pupils will know how to develop their technique to improve on their performance in complex and demanding situations. Also develop on independency through dance fitness. Pupils will be able to analyse their performances and other to demonstrate improvement to achieve their personal best even if they struggle with the complex and demanding activities. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will know a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will be able to explore a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will all have been exposed to their own barriers in fitness and will be	Pupils will know how to develop their technique to improve on their performance in complex and demanding situations. Also develop on independency through dance fitness. Pupils will be able to analyse their performances and other to demonstrate improvement to achieve their personal best even if they struggle with the complex and demanding activities. Pupils will participate and experience a range of activities/sports including basketball, table tennis, handball and lacrosse. Pupils will know a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will be able to explore a range of fitness training methods used within certain gyms to develop personal fitness and promote their active healthy lifestyle. Pupils will all have been exposed to their own barriers in fitness and will be able to	Pupils will know how to develop their technique to improve on their performance in complex and demanding situations by applying the rules and regulations for striking and fielding and will know the rules and regulations to take on the role of an umpire. Pupils will be able to use their developed performances to gain advantages on other teams. Pupils will be able to take on different roles and analyse their own, teams and other performances to improve on this. Pupils will all have been exposed to idea of teamwork in order to outwit opponents will be able analyse others and their own performance and take on different roles.

	able to improve them to build confidence and lead a healthy active lifestyle.	improve them to build confidence and lead a healthy active lifestyle.	
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Assessment in PE

Pupils are consistently assessed in PE through teacher and peer feedback, suggesting ways to improve was to improve with verbal and visual feedback.

Passing, dribbling. shooting, receiving, goal keeper, attacking and defending tactics, strategies, game plan, patterns of play, rules and regulations, officials, complex and demanding situations.	Balances, sequences, body tension, body extension, rolls, vaults, shapes, travel, complex and demanding situations, Zumba, Salsa, Reggaeton, Cumbria and Merengue.	<u>Key Terms</u> Warm up, cool down, heart rate, basic fitness components, HIIT training, circuits, fartlek, continuous, interval, complex and demanding situations, boxercise, Zumba.	Bowling, throwing, catching, batting box, bowling box, base, tactics, home, batter, striker, fielder, fielding, performance, team performance, out, in, rounder, run, wickets, complex and demanding situations.
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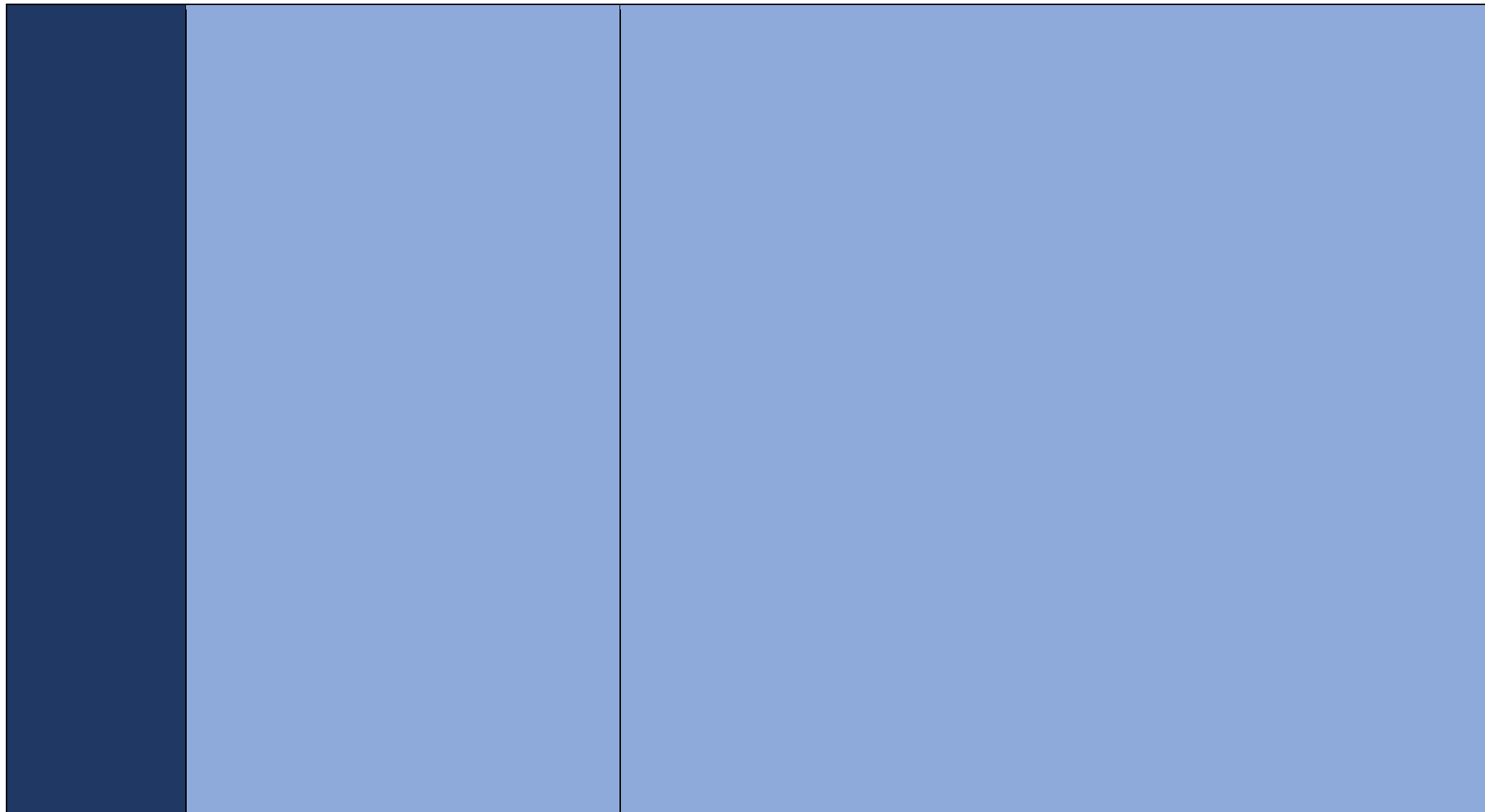
Reading Opportunities

Reading objectives and keywords on the board. Flash cards with key terms on them for use of assessment sheets or teaching points. Read up on the rules of the specific sport in order to take on different roles.

Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7 C3, Y8 C2&3, Y9 C4 - Reproducing simple movement patterns, choreographing own sequences. Drama Y11 C2&3 – Creating movement pieces. Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. Art Y7 C3 – Movement of figures. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	<u>Connections with Other Subject Areas</u> Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles MFL Y11 C1 – Gyms. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.	Drama Y7,8,9,10, 11 C1,2,3&4 – Evaluating performances to improve using key words. MFL Y11 C2 – Active & Healthy Lifestyles. PSHE Y7,8,9,10,11 C4 – Healthy lifestyles. Science Y7 C2 – Muscles & bones. Science Y8 C1 – Balanced Diet.
<u>Learning at Home</u> Consolidation of learning will take place at home by joining extra-curricular activities whether this be at school or within the community where pupils will have the opportunity to take part in local fixtures.			
<u>Sequencing</u> We have chosen to teach this knowledge because pupils have tackled complex and demanding physical activities and have been involved in a range of activities that has developed their personal fitness and promotes them to leave St Edmund's with the knowledge of how to lead a healthy active lifestyle.			

Y10/Y11 Sports Studies At St Edmunds Curriculum Plan - Cambridge National Award

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Unit R186: Sport and the media (assignment) Learning Aims In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media. Key content areas: Topic Area 1: The different sources of media that cover sport Topic Area 2: Positive effects of the media in sport Topic Area 3: Negative effects of the media in sport Assessment: All Tasks • All students need to select a sports club/sporting activity from the options provided; however, it is possible that students may belong to the same club. Task 1 • Students evidence should be in the form of a written report. Task 2 • Students will need to be taught each point and discuss relevant sporting examples. This could be a report that covers all aspects of the positive effects of the media in sport. Task 3 • Students will need to be taught each point and discuss relevant sporting examples. This		Unit R185: Performance and leadership in sports activities (practically assessed) Learning Aims: In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself. Key content areas: Topic Area 1: Key components of performance Topic Area 2: Applying practice methods to support improvement in a sporting activity Topic Area 3: Organising and planning a sports activity session Topic Area 4: Leading a sports activity session Topic Area 5: Reviewing your own performance in planning and leading a sports activity session Assessment: Selected activities may be any of the following (from approved activity list): ☐ Two individual activities ☐ Two team activities ☐ One individual and one team activity. Tasks Assessment guidance Task 1 • Assesses students' practical skills in two selected sports. This should be students' own work. Students will undertake a period of designated time practicing, performing and improving their skills in both activities. Task 2 • Assesses students' review of their own skills performance, and their identified method(s) for improvement in two skills for one selected sporting activity (activity). They will apply these practically to a number of sessions and measure any improvement. Task 3 • Assesses students' planning and understanding of activity sessions. Students must create a plan for the selected activity that includes organisation's safety requirements, completing a risk assessment and objectives for the activity. We have provided a risk assessment template for you to give to your students.			



	could be a report that covers all aspects of the negative effects of the media in sport.		Task 4 • Assesses students' leading of their planned activity session. Teachers must complete an observation record for the activity. Students must show how they have followed their plan and shown flexibility in their approach. Students should demonstrate their leadership and communication skills and follow safe practices. Task 5 • Assesses students' evaluation of planned activity session. This should include strengths and areas that need improving, adaptation to your plan, and discussion on how it could be improved on in the future.			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11	Unit R184: Contemporary issues in sport (external exam) Learning Aims: In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport. Key content areas: Topic Area 1: Issues which affect participation in sport Topic Area 2: The role of sport in promoting values Topic Area 3: The implications of hosting a major sporting event for a city or country Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport Topic Area 5: The use of technology in sport Assessment: It has three Sections – Section A, Section B and Section C. • Section A has 30 marks • Section B has 28 marks • Section C has 12 marks • The exam has 70 marks in total Section A This will have 30 marks in total, made up of MCQ and a few short to medium response questions.					

	Section B and C This will have context-based questions. Students will be presented with a short scenario and will apply their knowledge of sport concepts to produce relevant responses. It will include short/medium answer questions, extended response analysis and evaluation questions. *all topic areas and its teaching content may be assessed either as knowledge, understanding or as applied practical examples across a range of sporting activities.	
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