

INTENT



IMPLEMENTATION



IMPACT

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel.



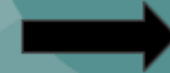
Adaptive Teaching



Every child can access learning



Ambitious Curriculum



High levels of challenge & engagement



Personalised Pathways



Excellence



Regular Assessment



Celebrate success



Extra - Curricular Provision



Intra & Inter competition & community links

Confidence & competence

Motivation

PHYSICAL EDUCATION

Knowledge and Understanding

Curriculum Intent	Implementation	Impact
<p>Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. Develop the competence, confidence and motivation for all students to engage in physical activity both in and out of school, leading an active & healthy lifestyle</p> <p>Our intent is through regular participation in physical activity children & young people would be expected to develop character, confidence, resilience and physical literacy, enabling students to make informed choices for lifelong engagement in physical activity. Our curriculum is designed to ensure that every child is very much at the centre of all that we do, by providing opportunities for their holistic development. We very much see physical activity and school sport as the vehicle through which such skills should be nurtured.</p> <p>As a knowledge-engaged curriculum we believe that knowledge underpins and enables the application of skills. As a department we define the powerful knowledge our students need and help them recall it by having a carefully planned curriculum that allows progression for all and allows the students in Year 9 and above to start to plot their own Physical Education development through pathway choices. The groundwork for these pathway choices is developed from the knowledge and skills students develop in Year 7 and 8.</p> <p>At KS4 we aim to prepare students for the next stage of their lives through recognising and developing employability skills. To ensure that students recognise how physical education promotes a diverse skills set required to be effective and competitive in the workplace. As well as appreciating the physical, mental and social benefits at this stage of their education.</p> <p>The set of basic/generic skills and attitudinal/behavioural characteristics that are believed to be essential for individuals to secure and sustain employment, and also to progress in the workplace.</p> <p>We build the Cultural Capital of our students by providing opportunities for all. This is achieved through whole school events such as inter tutor competitions, relay cup, sports day and annual sports tours. We look into opportunities to watch live international sport and students are taken to varied enrichment evenings including watching professional dance productions, football & netball matches and guest speakers.</p>	<p>- Ensuring an ambitious, broad, diverse and challenging curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth.</p> <p>- recognising the importance of physical literacy through tailoring a curriculum that is personal to students needs.</p> <p>Prior learning is recapped across the age and stage to embed knowledge prior to further development. With teachers routinely modelling tasks and using expert questioning techniques to develop pupils' understanding.</p> <p>Through the activities we teach pupils how to be healthy, not just physically but socially and emotionally as well.</p> <p>The PE curriculum is routinely adapted to meet the needs of pupils with SEND, developing their skills and abilities via an incremental programme suited to individual needs. The emphasis is on confidence, competence and independence.</p> <p>Pathways for progression are varied across the ages and stages.</p> <p>Character education is a continual thread across all units of work, and is introduced in year 7&8. All students in year 9 follow the Life Skills Award from the YST. GCSE PE and BTEC / GCSE Dance and A level PE are also offered. To compliment these awards at KS4 we also offer the Level 2 Sports Leaders Award.</p> <p>Through effective curriculum planning and regular reviews of learning, the faculty aims to provide students with both curricular and extracurricular opportunities to develop such skills. These skills are both implicit and explicitly taught in lessons across the different ages and stages. We use all available resources and teaching strategies to ensure that students have recognised the importance of developing character and employability skills through a broad and balanced curriculum. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum.</p> <p>In PE we implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks to embed both techniques alongside a rich understanding of their importance. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.</p>	<p>Incredibly high levels of engagement and participation are achieved through a curriculum design that is accessible for all. High % completion rates are achieved in both the life skills award and SLA. Academic achievements are excellent.</p> <p>The department enters a broad and varied list of sporting competitions at District, County and National level with the school experiencing regular success at all levels. The range of activities offered goes beyond that of the local district to support the breadth of talented performers at the school. This involvement is celebrated at a School Sports awards with over a 100 pupils attending annually. This has now become one of the highlights of the School calendar.</p> <p>The impact of both the PE curriculum and its extra-curricular provision at Holmes Chapel engenders high engagement in all lessons, developing significant progress across the Key Stages and enthuses high participation levels through the schools rich diet of extra-curricular provision. All of this ensures that we have done all in our power to ensure that pupils have a lifelong involvement in physical activity to lead a healthy, active lifestyle post 16.</p> <p>Numerous variables exist to enable staff to measure the impact of our curriculum. Careful mapping of the character education skills across the curriculum ensures that students explicitly evidence where they have sought to embed aspects of each skill through sport.</p> <p>Changes in culture and attitudes, through regular Q&A in lessons and encouragement for all students to support our rich extracurricular program exists across the ages and stages. Our GCSE, BTEC & A level examination results are excellent. Within the faculty moderators across all qualifications exist and therefore are able to give the students the most up to date and relevant learning experience. Holmes Chapel students are happy and proud to help out officiating at local competitions such as the primary school athletics, cross country and many other transitional events. The PE offer is a crucial part of the student experience at HCCS. Inside and outside of the classroom we continue to encourage students to be the very best version of themselves, fostering a life-long commitment to physical activity</p>

Developing Innovation	Improving Evaluation
<p>For example: when young people are innovative they:</p> <ul style="list-style-type: none"> > question assumptions > suggest solutions (not problems) > generate new ideas > explore options > make connections between different ideas – their own and other people’s > adapt ideas as circumstances change > try different ways to tackle problems > take calculated risks > are willing to make mistakes and look forward not backwards 	<p>For example, when young people evaluate effectively they:</p> <ul style="list-style-type: none"> > observe and/or listen attentively > take time to reflect > ask open (reflective or interpretive) questions > recognise strengths and weaknesses; > make comparisons > identify why something is/was effective or not (analyse) > review progress against goals > set and review against success criteria; > use data/evidence to inform their judgments (including feedback) > suggest improvements and focus on the positives as well as areas for improvement
Motivating & Influencing others	Empathy
<p>For example, when young people motivate and influence others they:</p> <ul style="list-style-type: none"> > share their vision/purpose > encourage people to participate or volunteer > recognise other people’s interests, motivations, experience and skills > identify positive reasons for getting on board (e.g. carrots not sticks) > suggest solutions to perceived barriers or problems > actively listen to and have empathy with opponents as well as followers > ignore, overcome or learn from short-term setbacks in favour of a longer-term goal > negotiate over details that don’t undermine their wider vision 	<p>For example, when young people have empathy they:</p> <ul style="list-style-type: none"> > can see things from different perspectives > actively listen to others > recognise other people’s motives or rationale for doing/saying something > recognise – and often pre-empt – others’ support needs > evaluate actions or outcomes rather than judging people (e.g. “you said or did...” rather than “you are ...”) > include everyone and accept and value differences > put other people’s needs before their own (when appropriate).
Developing Collaboration	Active listening
<p>For example, when young people collaborate they:</p> <ul style="list-style-type: none"> > agree a common goal > share information, ideas, suggestions and problems > actively listen to each other and offer constructive feedback > willingly test and, if appropriate, adopt others’ suggestions > agree roles and responsibilities > recognise their own and other people’s skills and strengths > value differences & seek to resolve or manage conflict > jointly celebrate success 	<p>For example, when young people have active listening skills they:</p> <ul style="list-style-type: none"> > are attentive and practise “whole body listening” > make eye contact with the speaker > note the speaker’s facial and body language > use positive body/language, e.g. lean forward, mirroring > make affirmative signals, e.g. nodding > repeat or paraphrase to check or clarify understanding > summarise or demonstrate to show understanding

<h2 style="text-align: center;">Active Speaking</h2>	
<p>For example, when young people have effective speaking skills they:</p> <ul style="list-style-type: none"> > present information clearly, concisely and accurately > draw on examples and evidence to support their arguments > offer constructive feedback that is specific and accurate > use facial and body language to reinforce their message > can talk confidently to a wide range of people > can speak up in a variety of informal and formal situations > adapt their style and content to suit the audience and the message > use ICT and/or audio-visual technology confidently 	
<h2 style="text-align: center;">Resilience</h2>	<h2 style="text-align: center;">Integrity</h2>
<p>For example, when young people have resilience they:</p> <ul style="list-style-type: none"> > manage their emotions > speak and act confidently > talk about their strengths, e.g. things they can do or are good at > are willing to try new challenges & persevere even when things are difficult > keep practising to improve > learn from errors & try different solutions > return/try again after set-backs > seek feedback/advice from peers & respond positively to feedback > build on prior learning > set realistic but stretching goals. 	<p>For example, when young people have integrity they:</p> <ul style="list-style-type: none"> > respect the rules (or challenge them constructively and appropriately) > respond truthfully > treat others fairly > set high standards for themselves and others > stand up for what they believe is right > willingly examine their own beliefs > challenge attitudes, behaviours and systems that are unfair (or with which they disagree) > make connections to wider principles and values (moral, ethical and legal)
<h2 style="text-align: center;">Self Motivation</h2>	<h2 style="text-align: center;">Taking Responsibility</h2>
<p>For example, when young people are self-motivated they:</p> <ul style="list-style-type: none"> > show a desire to achieve, e.g. share their aspirations, work hard > set themselves goals > pursue personal excellence by always seeking to improve their own performance irrespective of their peers' performances > take practical steps to improve, e.g. practise, seek advice, explore options, act on feedback > take the initiative > willingly volunteer for duties/roles and / or willing to work on their own > complete tasks and meet deadlines. 	<p>For example, when young people take responsibility they:</p> <ul style="list-style-type: none"> > show self-control in their actions and words > reflect on their actions, attitudes and behaviours and recognise how they impact on: > themselves & others > review the overall outcomes > readily volunteer constructive feedback on themselves and others > explain or show how to change their actions, attitudes and behaviours to create a different outcome > take alternative actions to pre-empt or avoid repetition or negative outcomes

Curriculum Intent - Netball Year 7 KS3 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning in both attack and defense. Allow students to take on different roles within practices and games.

SKILLS

Passing & receiving (right and left hand, chest, shoulder, bounce, overhead)- consistency and accuracy in technique

Footwork (basic netball landing, running footwork,) - conditions linked to passing and footwork to promote the skills learnt.

Shooting - where appropriate to position -technique - **Shooting workshop**- develop shooting technique and principles of shooting, link to movement and Footwork Knowledge.

Attacking principles- Sprint / Dodge/ Double Dodge

Defending principles - perform the 3 stages of defence. Marking player, ball and space. Delivery should include Partner work - marking, 2v3 possession play with intercepts, area drills for zonal / man to man marking.

KNOWLEDGE - Procedural & declarative (what they know & what they show)

Understands the **rules of competition** - scoring / violations / how to restart play. Introduce students to the importance of effective movement and space. Getting free from opponents using basic attacking movements: the sprint, the single dodge and change of direction.

Positions on court - ensuring students are aware of the 7 positions and their roles on court.

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work. Developing **tactical awareness** - understanding basic attacking and defensive principles. Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activit

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Active Listening

Why do we want young people to do this? Why is it relevant to them?

For example, in PE, sport and physical activity **and** in learning, work and life active listening

- > supports you to gather information
- > opens you to new ideas
- > creates connections
- > lets you check that others understand your ideas and feelings
- > helps you to know what others think and feel (builds empathy)
- > enables you to value each person's contribution
- > challenges your preconceptions

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Netball Year 8 [Sequencing](#)

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Sequencing of lessons should build upon the fundamentals learnt prior. Develop the principles of attack and defence. Involve progressive gameplay to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements. Develop confidence in officiating and coaching.

SKILLS

Recap and develop student's awareness of **footwork, catching and passing**. Aiming for accuracy and control of footwork and passing in different positions and game situations. 2v2 3v3 progressed to half court games.

Attacking principles-Dodging, the front cut, double dodge and Roll.

Shooting technique- accurately replicate the technique for a correct shooting action under pressure. Use notational or video analysis to provide feedback to peers on technique and success rate. Movement and positioning then added through use of the shooting and attacking players.

Defending principles- Recap Defending skills and techniques. 3 stages of defence marking player, ball, space. Use mini games and half court games to promote learning.

KNOWLEDGE - Procedural & declarative (what they know & what they show)

For Attacking - learners will recap ways in which to get free from opponent, drive and dodges. Students can think about advanced movement patterns such as; footwork- turning in the air, quick catch and release. For defending principles - Students will use tactical knowledge and come up with ways to stop the opponent receiving the ball. Accurately replicate a defensive technique, intercepting blocking, ball marking without obstruction.

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as . Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in games.

Make links across the curriculum regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Collaboration](#)

Within Netball be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

For example, when young people take responsibility they:

- > show self-control in their actions and words
- > reflect on their actions, attitudes and behaviours and recognise how they impact on:
- > themselves
- > others
- > the overall outcomes
- > readily volunteer constructive feedback on themselves and others
- > explain or show how to change their actions, attitudes and behaviours to create a different outcome
- > take alternative actions to pre-empt or avoid repetition or negative outcomes

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Citizenship / Oracy / Numeracy

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Curriculum Intent - Netball Year 9 [Sequencing](#)

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Sequencing of learning should: Build upon fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement pre, during and post gameplay. Allow students to make decisions, assess outcomes and suggest improvements through collaboration. Officiate / coach and lead with confidence.

SKILLS

To revisit **footwork, catching and passing in brief - should be embedded**. Introducing the running step on the move, landing on the outside foot to turn and release the pass with control and accuracy. **Shooting technique** revisited using video and notational analysis. Focus on DS and technique. More able students can be introduced to circle rotation for GS and GA. Focus on full court game practice.

Attacking principles- Dodges revisited. Drive and now clear added. Front cut introduced/ roll/ reverse pivot.

Defending principles- students to revisit all defending techniques. 3 stages of defence, intercepting and blocking. Students will focus on the third stage of defending, marking a space. Eg. WD marking the top edge of the circle to prevent GA entering. Doubling up on stronger players. Zoning an area of the court not marking a player.

Observe and analyse team and individual performance through mini games, half court and full court. Evaluating opponent's strengths and weaknesses and exploiting these through effective tactics. Skills delivered through - mini 2v2/2v3 overload on attack or defence pressure/3v3/ half court/ full game including umpiring roles.

KNOWLEDGE - Procedural & declarative (what they know & what they show)

students demonstrate ways in which to get free from opponents. Students use observation and analysis on techniques, then put into half court full court games when attacking.

Recap Rules - scoring / violations / how to restart play. Students develop confidence to officiate in games.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work. **Tactical awareness** - Develop knowledge of the use of Set plays- revisit the importance of timing for both student and the ball to outwit opponents. Students will develop their own C pass and backline pass. Recognise similarities and differences across A&D principles across the curriculum.

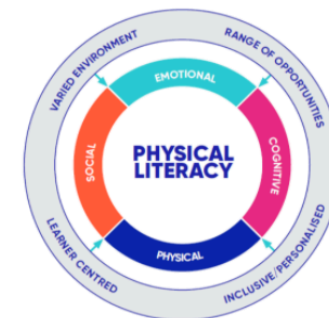
[Curriculum end points](#)

Character Education - Life Skills

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas.

The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award
Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

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Curriculum Intent - Tag Rugby Year 7 [Sequencing](#)

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Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning in both attack and defense. Allow students to take on different roles within practices and games.

SKILLS

Passing & Receiving - To be able to perform fundamental rugby handling skills and be able to perform these in small-sided games to maintain ball possession

Attacking strategies such as the magic diamond, offering width and depth in attack to exploit gaps in the defensive line. Can perform overlapping runs to create space & miss pass

Defensive strategies such as flat line to avoid gaps in defense

Help pupils explore the decision making process in a game situation based on first 3 principles: 1st principle of play, 'GO FORWARD'; 2nd principle of play, 'SUPPORT'; 3rd principle of play, 'CONTINUITY'.

KNOWLEDGE - Procedural & declarative (what they know & what they show)

Understands the **rules of competition** - scoring / violations / how to restart play for violations such as knock on, forward pass

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles

Recognises **effects of exercise on the body**, in HR, ventilation etc

Knows how to lead an effective warm up relevant to activity.

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Active Listening](#)

Why do we want young people to do this?

Why is it relevant to them?

For example, in PE, sport and physical activity **and** in learning, work and life innovation

- > helps you to find solutions to problems
- > helps you to overcome limitations
- > opens the door to new possibilities
- > results in better or easier ways to achieve your desired outcomes
- > drives change
- > prevents boredom or stagnation; and
- > turns the seemingly impossible into the possible

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

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Curriculum Intent - Rugby Year 8 [Sequencing](#)

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Skills & Knowledge

Sequencing of Lessons should build upon the fundamentals learnt prior. Develop the principles of attack and defence. Involve progressive gameplay to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements. Develop confidence in officiating and coaching.

SKILLS

Passing & receiving - To improve the consistency, quality and choice of skills used and adapt and develop the basic skills previously learnt.

Tackling - look at the technique of tackling in isolation, then with increasing intensity. Body position P/E/R

Rucking - demonstrate the technique in isolation and also in small sided games. To implement principles surrounding rucking and adhere to the basic offside laws at the breakdown.

Attacking strategies - Adapt and develop attacking skills (the magic diamond, use of forward runners with back staying out wide. Implementing a range of tactics and strategies in attack (e.g. 3rd principle of play = continuity & offload) Developing ability to select the right skills and understanding for quick passing to maximise potential overlaps and perform a 'miss' pass.

Defensive strategies - denial of space, pressure and cover in order to regain possession, drift defence.

KNOWLEDGE - Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as offside.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down.

Make links across the curriculum regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Taking Responsibility](#)

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Why is it relevant to them?

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A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

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- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?

People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Rugby Year 9 [Sequencing](#)

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Sequencing of learning should: Build upon fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement pre, during and post gameplay. Allow students to make decisions, assess outcomes and suggest improvements through collaboration. Officiate / coach and lead with confidence.

SKILLS

Recap passing and receiving, tackling and rucking.

Attacking strategies to include Mauling - Adapt and develop the basic skills of mauling and to appreciate when to set up a maul or to spread play and the laws around mauling.

Scrummage - To accurately replicate the body position required for scrummaging and to be able to form a 5 man scrum and know the 3 command words to engage. (crouch-bind-set)

Line out - Develop skills for setting up a 4 man lineout, linking attacking play to the line out. Both in isolation and also within a game.

To select and apply tactics at a scrum and plan and execute set piece plays from both scrum and line-out situations.

KNOWLEDGE - Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as fouls when shooting & time violations such as 2 second rule. Officiate $\frac{1}{2}$ court games.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Recognise similarities and differences across A&D principles across the curriculum.

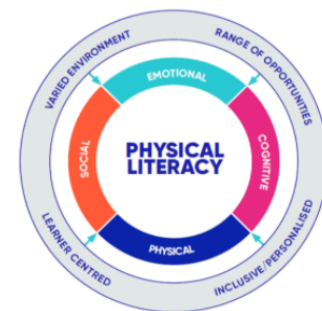
Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

[Curriculum end points](#)

Character Education - Life skills

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas. The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award
Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Badminton Year 7 [Sequencing](#)

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning in both attack and defense. Allow students to take on different roles within practices and games.

SKILLS

Grip, Stance & Footwork- introduction to different grips, ready & base position, as well as introduce students to the importance of effective footwork. Pivoting, lunging & shuffling

Serves - . To introduce the students to Long & short serve (underarm and overarm serve). P/E/R . Also the rules associated with the serve.

Overhead shots- Clear shot & smash. How, when & why these are applied in games. Initially in isolation, then cooperative and eventually competitive. Look to develop power through the racket action.

Basic **attacking & defensive principles** for singles

KNOWLEDGE Procedural & declarative (what they know & what they show)

Understands the **rules of competition** - scoring / violations / how to restart play

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles (keep shuttle low to force opponent to lift / move opponent away from base position)

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity.

Encourage students to appreciate that the serve is a shot that can exploit an opponent's weaknesses when used effectively. Students should be able to discuss how, when and why different types of serve should be employed.

Take part in a

ladders tournament applying the rules of competition accurately and consistently.

Reflect on progress across the unit and evidence it in your booklet.

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Integrity](#)

Why do we want young people to do this? Why is it relevant to them? For example, in PE, sport and physical activity and in learning, work and life integrity

- > supports you to stand up for what you believe is right, rather than following the crowd
- > gives you self-respect
- > supports you to act honestly and fairly
- > makes you trustworthy
- > earns you respect from others
- > encourages you to recognise your own - and others' values

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

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Curriculum Intent - Badminton Year 8 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport.

Skills & Knowledge

Sequencing of Lessons should build upon the fundamentals learnt prior. Develop the principles of attack and defence. Involve progressive gameplay to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements. Develop confidence in officiating and coaching.

SKILLS

Footwork- Recap both the ready position and base position and relate it to the desired movement pattern within the P/E/R of all shots.

Recap the long & short serve, and the ability to use disguise. Forehand & backhand where appropriate.

Movement off racket foot, lunging and pivoting being key characteristics.

Drop shot - P/E/R of the shot. Explore the clear, drop and smash looking at similarities and differences in the shot.

Net Play- include net kills, drops and how/why to play them. To perform different net shots on the forehand and backhand side with correct technique.

Singles tactics- To replicate triangle concept in attacking play, use of long serve.

Analysis- To use notational or video analysis in competitive singles matches to provide feedback to peers on tactical play highlighting strengths and weaknesses.

To learn how to score in singles, applying rules of service and in open play consistently and accurately. To organize and compete in a round robin or ladders tournament.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include lets & service faults

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed to move the opponent around court

Make **links across the curriculum** regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in games, power, agility, CV fitness.

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Taking Responsibility

Why do we want young people to do this? Why is it relevant to them? For example, in PE, sport and physical activity and in learning, work and life evaluating is important. Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attacker or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Badminton Year 9 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Skills & Knowledge

Sequencing of learning should: Build upon fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement pre, during and post gameplay. Allow students to make decisions, assess outcomes and suggest improvements through collaboration. Officiate / coach and lead with confidence.

SKILLS

Doubles play- Develop knowledge and understanding of doubles play and how skills previously learnt can be applied to doubles. To learn court lines and the relevant scoring in doubles play.

Serve- Revisit the short & long serves from year 8 and how this can be applied in doubles. Positional play from serve and how you can gain control from an effective serve.

Doubles tactics- To accurately replicate both defensive and offensive formations in doubles play. To reinforce both the ready position and base position and its variation in doubles play. Look at setting up and when are where to move in relation to the shot through competition. A good link to show stance & footwork in doubles; also looking to look specifically at positions after a flick serve. To build on prior knowledge and skills regarding doubles formations with particular emphasis on switching between attack and defense. **Analytical tools** - how & why we can use such tools to gather data on a performance.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in doubles and singles. Recognise similarities and differences across A&D principles across the curriculum.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games. **Evaluating** opponents strengths and weaknesses

[Curriculum end points](#)

Character Education - Life skills

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas.

The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award
Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

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Curriculum Intent - Football Year 7 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning in both attack and defense. Allow students to take on different roles within practices and games.

SKILLS

Passing & receiving - Introduce the instep pass (inside of the foot) P/E/R, initially in isolation under no pressure then gradually build pressure. **Cushion** the ball into space out of your feet. Explore a variety of passing methods, short and long pass, using the instep of the laces over differing distances. To understand and develop movement off the ball in order to retain possession.

Dribbling - using both the inside and outside of the foot, control the ball at speed enabling you to change direction with control. To introduce dribbling and the concept of supporting runs.

Turns - drag back, cruyff. Students master the ability to turn to change direction and speed. More able to work on both feet.

Movement off the ball - always ensure that you are in a position to receive the ball, creating bangles for the pass. Create space to ensure you have time and space when receiving the ball.

Communication - player off the ball communication/ organisation of teammates.

To apply these principles into performance with accuracy, precision and control.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Understanding the game - diamond formation football 4v4. 1 coach on the sideline. Progress to include coach as a joker, can play anywhere.

Objective is to influence the game in half a pitch. Learn your position / role.

Understands the **rules of competition** - scoring / violations / how to restart play for double dribble & travelling / contact

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles

Recognises **effects of exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity.

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Respect

Why do we want young people to do this? Why is it relevant to them? For example, in PE, sport and physical activity and in learning, work and life respect is important. Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

- Always respect the rules and laws of the game
- Take ownership of your actions and your words
- Remember sport reveals character, so pressure and competition unwrap you values and beliefs
- respect the decision of the officials, mistakes happen, accept it.
- respect the effort of your teammates and the opposition
- shake hands after games, thank the officials
- respect the traditions within the sport. Sport can be a great platform to display messages of solidarity, such as black lives matter
- when watching, take ownership over your words and actions. Respect can be seen in many ways in sport
- model exemplary behaviour, you never know whos watching

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

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Curriculum Intent - Football Year 8 Sequencing

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Skills & Knowledge

Sequencing of Lessons should build upon the fundamentals learnt prior. Develop the principles of attack and defence. Involve progressive gameplay to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements. Develop confidence in officiating and coaching.

SKILLS

Recap Passing & receiving - Introduce the instep pass (inside of the foot) P/E/R, Explore a variety of passing methods, short and long pass, using the instep of the laces over differing distances.

Shooting - Introduce the technique of shooting with power P/E/R. Use of the laces., shooting across the goal. Initially in isolation then build up the attack.

Attacking - To understand the importance of movement off the ball in order to retain possession. (forward runs/sitting back/ dropping deep) To explore the concept of creating space in game situations. Through the use of overlapping runs Exploring a variety of techniques to outwit opponents, creating opportunities to overload in attacking areas.

Defending - explore the technique of defending 1v1. Jockeying and delaying the attack, Build to 2v1 and 2v2. Discuss the principle of cover. To develop an understanding of defending as a unit.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. Develop students' understanding so they can officiate both as a lineman and referee.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed against different types of defense.

Make links across the curriculum regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the **different components of fitness** required to be effective in different positions within the game

Looking at similarities and differences of cross curricular links across a variety of sports

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Evaluation

For example, in PE, sport and physical activity and in learning, work and life evaluating is important. Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

For example: when young

people evaluate effectively they: > observe and/or listen attentively

> take time to reflect > ask open (reflective or interpretive)

Questions > recognise strengths and weaknesses; > make comparisons

> identify why something is/was effective or not (analyse)

> review progress against goals > set and review against success criteria;

> use data/evidence to inform their judgements (including feedback)

> suggest improvements; and > focus on positives as well as areas for improvement.

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The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

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Citizenship / Oracy / Numeracy

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Curriculum Intent - Football Year 9 [Sequencing](#)

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Skills & Knowledge

Sequencing of learning should: Build upon fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement pre, during and post gameplay. Allow students to make decisions, assess outcomes and suggest improvements through collaboration. Officiate / coach and lead with confidence.

SKILLS

Passing Understand the importance of passing quickly to create gaps within defensive lines (movement of the ball to receive/penetrating a defensive line)

Attacking To further enhance understanding of possession, with the concept of playing forward (creating space). Develop attacking strategies as a team. (attacking transition/build up play)

Defending To reinforce the understanding of how to construct a defensive unit (restrict space within a defensive shape).

Understand the concept of knowing when to press high (High pressure breaks/closing down space/movement without possession of the ball)

To reinforce a team's defensive shape. (retaining compactness) 11 a side

Observe and analyse team and individual performance through mini games, 7 a side and 11 a side.

Evaluating opponent's strengths and weaknesses and exploiting these through effective tactics.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. / signals for direct indirect free kicks & offside.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Recognise similarities and differences across A&D principles across the curriculum.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games. **Evaluating** opponents strengths and weaknesses through the use of different analytical tools.

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

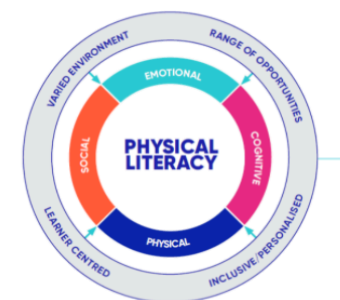
Character Education - Life skills

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas.

The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award

Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

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Curriculum Intent - Basketball Year 7 [Sequencing](#)

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Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning in both attack and defense. Allow students to take on different roles within practices and games.

SKILLS

Passing & Receiving - chest, skip, javelin, one handed, two handed, static on the move)

Footwork & stance - triple threat, pistols, pivot, 1-2 landing & 2 foot landing, athletic stance

Shooting - Lay up, set shot.

Dribbling - dribble off both dominant and nondominant hand, attacking and defensive dribbling

KNOWLEDGE Procedural & declarative (what they know & what they show)

Understands the **rules of competition** - scoring / violations / how to restart play for double dribble & travelling / contact

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Developing **tactical awareness** - understanding basic attacking and defensive principles

Recognises **effects of exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity.

To explore the fundamentals of basketball, looking at handling skills, including passing & receiving, dribbling in isolation and under pressure. To be able to perform these in a small sided game to maintain ball possession. To understand the need for tactical movements (cuts) to invade opponents' space. Explore footwork and highlight the importance; linked to receiving and preparing the shot / pass. (Triple threat position, pistols, pivoting) Small sided games, no dribbling to reinforce effective movement and shot preparation. $\frac{1}{2}$ ct games. To perform a basic lay-up technique appreciating the outcome necessary. $\frac{1}{2}$ court competition 3 v 3. Look at the application of the rules and the signals from the officials. Conditioned games where defence can only operate inside the key. Discuss tactics in relation to attack or defense.

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Character Education [Collaboration](#)

Be clear - and ensure learners are clear -what you will see or hear when they are applying the skill. For example, when young people collaborate they:

- > agree a common goal > share information, ideas, suggestions and problems > actively listen to each other
- > offer constructive feedback > willingly test and, if appropriate, adopt others' suggestions > agree roles and responsibilities
- > recognise their own and other people's skills and strengths
- > value differences > seek to resolve or manage conflict
- > jointly celebrate success > review process as well as task, e.g. how they are working together as well as what they need to achieve.

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success. A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Basketball Year 8 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Skills & Knowledge

Sequencing of Lessons should build upon the fundamentals learnt prior. Develop the principles of attack and defence. Involve progressive gameplay to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements. Develop confidence in officiating and coaching.

SKILLS

Passing & Receiving (chest, skip, javelin, one handed, two handed, static on the move)

Footwork & stance - Re-cap footwork and highlight the importance; linked to receiving and preparing the shot / pass. (Triple threat position, pistols, pivoting) introduce jab step

Shooting - Fake & drive

Rebounding - attacking & defensive

Defensive play - introduce to defensive stance 1v1. Closing out as a strategy to delay the attack. 2v2 progressing to 3v3. Positional play in defence off the ball discussed. Conditioned games where defence can only operate inside the key. $\frac{1}{2}$ court competition 3 v 3.

Zone defence - discuss different formations and the S&W (2-1-2 / 1-3-1 /3-2) Full court zone 2-2-1. Continuation of $\frac{1}{2}$ court games to include the principles of man 2 man defence as opposed to zone defence. Look at half court press and full court press. Full court zone. Find S&W in their performance.

Attacking play to involve evasion through the use of cuts when marked man to man and also how to break down a zone

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as fouls when shooting & time violations such as 2 second rule.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Make links across the curriculum regarding similarities and differences between different attacking and defensive principles across invasion games

Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Active Speaking

Why do we want young people to do this? Why is it relevant to them?

For example, in PE, sport and physical activity **and** in learning, work and life effective speaking

- > creates connections
- > lets you share your ideas and feelings
- > helps others to know what you think and feel
- > shows you are engaged and interested
- > makes you a valuable contributor
- > earns your respect
- > influences others
- > helps you to shape the outcome

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

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- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?

People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?.

Citizenship / Oracy / Numeracy

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Curriculum Intent - Basketball Year 9 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Skills & Knowledge

Sequencing of learning should: Build upon fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement pre, during and post gameplay. Allow students to make decisions, assess outcomes and suggest improvements through collaboration
 Officiate / coach and lead with confidence.

SKILLS

Shooting: Lay-up/set shot. To be able to outwit opponents using fake and disguise in the execution of such a skill.

Screening - introduce the use of a screen on and off the ball to create space for yourself and others. Discuss the value of a screen and where, when and why to use it.

Strategy - Look at the England fast break and the value of it. Who goes where, practise in isolation and then employ in matches where appropriate.

Motion Offense - how to run basic attacking plays to include screening across, up or down.

Defense - Full court zone 2-2-1, aggressive defence

Analytical tools - how & why we can use such tools to gather data on a performance.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as fouls when shooting & time violations such as 2 second rule. Officiate $\frac{1}{2}$ court games.

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed in the setting up of a zone and how to break it down. Recognise similarities and differences across A&D principles across the curriculum.

Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games.

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

Play $\frac{1}{2}$ court competition 3 v 3. Look at the application of the rules and the signals from the officials.

Conditioned games where defence can only operate inside the 3 point line. Continuation of $\frac{1}{2}$ court games to include the principles of man 2 man defence. Round robin tournament differentiating courts on ability.

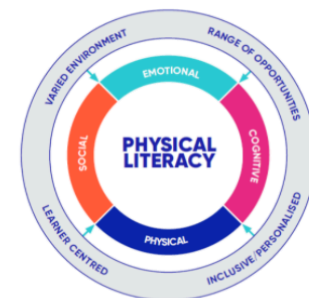
Rotate teams to officiate

[Curriculum end points](#)

Character Education - Life skills

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas. The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award
 Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

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Curriculum Intent - Volleyball 7-9 Sequencing

<https://www.improveyourvolley.com/basic-skills-of-volleyball.html> <https://drive.google.com/drive/folders/1IidxbejVHCEUEOVYzToHUtGa97vU4Lsk>

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Skills & Knowledge

Character Education - Decision Making & Taking Responsibility

Sequencing Learning should build upon the fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements. Develop confidence in movement relating to volleyball. Introduce coaching and officiating roles to demonstrate knowledge of the rules/terminology.

SKILLS

Volley/Set To be able to accurately replicate basic volley technique. To be able to demonstrate & use volley in a game situation responding to changes.

Dig To perform and replicate the dig technique with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots

Serves - Underarm and Overarm. To accurately replicate serving technique. To be able to outwit opponents using the serve with control & accuracy. To understand the importance of movement and ball placement in order put the opposition under pressure.

Spike To be able to accurately replicate the spike technique. To understand the importance of movement and preparation for an attacking shot

Block - To be able to accurately replicate the defensive block. Know how, why and when this is to be most effective.

KNOWLEDGE **Procedural & declarative (what they know & what they show)**

Understands the **rules of competition** - scoring / violations / how to restart play. **Positions on court** - ensuring students are aware of the positions and their roles on court. Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work across the fundamentals of each core skill

Attacking principles- introduce students to the importance of effective movement and space. How to move the ball to create openings / opportunities to attack.

Defending principles - Defending from the front through the use of blocks/back court

<http://www.volleyball-training-ground.com/defensive-techniques.html>

Recognises effects of **exercise on the body**, in HR, ventilation etc

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Decision making is the process of making choices by identifying a Decision, gathering information, and assessing alternative resolutions. Decision making in striking games will consider the following. When batting you would consider what shot to select. This may be in relation to the delivery of the ball and the positioning of the fielders. When bowling, the choice of delivery may depend upon the strength of the batsman, and how you decide to set up your field. When fielding you would consider the dominant hand of the batsman. You would also move to back up a teammate, and also analyse the run of the batsman to influence where you throw the ball.

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

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Citizenship / Oracy / Numeracy

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Curriculum Intent - Fitness Year 7 [Sequencing](#)

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Skills & Knowledge

Learning should build upon the fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements.

SKILLS

Fitness Testing and circuits

Students will understand how to measure and record resting/ working and recovery HR. Perform all of the fitness tests within an independent circuit with groups of four, recording data collected. Students will demonstrate physical and mental capacity performing at maximum levels throughout.

Boxercise

Students will be introduced to the pads and gloves and how to use the equipment safely and effectively; getting out and returning back to bags.

Students will perform the basic punches such as, jab, hook, uppercut, cross jab and implement with control, accuracy and power. These circuits will link to components of fitness, CV, MUSCULAR STRENGTH, MUSCULAR ENDURANCE. Students will also develop leadership skills by taking on the role of a coach and leader in warm ups.

Yoga

Introduction to yoga, equipment, well-being, breathing and fitness requirements. Mental Well-being will be targeted throughout the unit. Students are introduced to the components, balance, flexibility, strength, and how precision control and fluency are linked to a successful performance.

KNOWLEDGE **Procedural & declarative (what they know & what they show)**

Understands the **components of fitness**

Understands the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work Developing **health and fitness awareness its importance to health** Recognises effects of **exercise on the body**, in HR, ventilation etc Knows how to **lead an effective warm up** relevant to activity

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Resilience](#)

Within Fitness Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill. **For example, when young people have resilience they:**

- > manage their emotions
- > speak and act confidently
- > talk about their strengths, e.g. things they can do or are good at
- > are willing to try new challenges
- > persevere even when things are difficult
- > keep practising to improve
- > learn from errors
- > try different solutions
- > return/try again after set-backs
- > seek feedback/advice from peers
- > respond positively to feedback

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Citizenship / Oracy / Numeracy

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Curriculum Intent - Fitness Year 8 [Sequencing](#)

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Skills & Knowledge

Learning should build upon the fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements.

SKILLS

Students will be introduced to different methods of training that may include continuous, interval, circuit, aerobics, yoga and fartlek. They will cover the core skills contained within each of the disciplines they experience.

Students will develop their knowledge and understanding of how to access such training methods and the benefits associated with each.

Students will be expected to take RHR / WHR & RHR where appropriate and use this data to monitor training intensities.

Students will build on prior learning through revisiting some fitness tests and use normative data to make comparisons.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Understands the different **components of fitness and how they relate to different sports**

Discuss the importance of diet and hydration when training and in recovery.

Recognises effects of **exercise on the body**, in HR, ventilation etc

Knows how to **lead an effective warm up** relevant to activity

Be able to interpret data and make conclusions.

Students will learn the protocols for administering different fitness tests and how to record data accurately. These tests may include 12 min run/ agility run/ sit & reach/ press up test / sit up test, 30m sprint, standing vertical jump.

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Evaluation](#)

Before focusing on the details of an activity, start with your 'Big Question' or 'Big Task'. Why do we want young people to do this? Why is it relevant to them?

Activities should:

> offer appropriate challenge that moves individuals out of their comfort zone
> focus on mastery and self-improvement > provide learners with opportunities to set personal goals and design their own challenges.

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Citizenship / Oracy / Numeracy

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Curriculum Intent - Fitness Year 9 [Sequencing](#)

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Skills & Knowledge

Learning should build upon the fundamental skills but increase in speed and level of challenge. Develop the principles of attack and defence while working with others. Involve pressurised game situations to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements

SKILLS

Warm up & cool down

Students should be taught how to warm up and cool down effectively. 3 stages discussed and applied. Muscles identified and tested. Students should understand the reasons why we warm up & cool down and the effects they have on the body.

Fitness Testing

Students will understand how to measure and record resting/ working and recovery HR. Students will perform over two lessons specific fitness tests that identify different components and record data collected. Test include the IYoYo Test / 12 min Cooper run , Inside the 12 min run, agility run / standing broad jump , sit & reach, plank test / Hand grip test, Peak flow test, Stork test / Sargent Jump, Ruler drop test / 20m sprint, Standing broad jump Develop an understanding as to why fitness tests are performed and the impact these tests can have on progress.

Methods of Training.

Different MOT will be introduced to link to the component outlined. Continuous training, interval training and circuit training will be experienced. Students need to know which MOT link to the component of fitness. How to manipulate training through the application of PO / specificity & FITT. Students should be able to record RHR / WGR and recovery rate making comparisons across MOT. Students to compare data to previous years and set future goals based on past performance

Yoga

Introduce students to the value of yoga. look at breathing techniques as well as posture. Students to replicate form of poses and then link these to create routines. To be able to create a set routine uses poses learnt and perform with control precision and fluency. Link all components and use the key terms with muscle groups learnt when analysis peers performances.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap fitness components - effects of exercise

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Discuss **methods of training** that will develop the relevant components of fitness required within a variety of sporting activities

Evaluating opponents strengths and weaknesses through the use of different analytical tools.

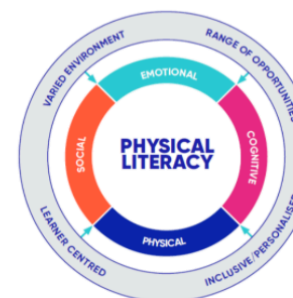
Curriculum end points

Character Education - Life skills

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas. The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award

Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

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Curriculum Intent - Hockey Year 8/9 [Sequencing](#)

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Skills & Knowledge

Sequencing of Lessons should build upon the fundamentals learnt prior. Develop the principles of attack and defence. Involve progressive gameplay to allow for tactical planning and refinement. Allow students to make decisions, assess outcomes and suggest improvements. Develop confidence in officiating and coaching.

SKILLS

Recap and develop a student's dribbling ability. Focus on task mastery, students will have the basic knowledge and understanding of dribbling so will be able to focus on learning the correct skill for Indian dribble. Students will be aiming for accuracy and control of ball and developing this in different positions and game situations. 2v2 3v3 progressed to half pitch games.

Passing on the move- Students will be able to identify that they can use a range of passes depending on position or game situation. Provide students with a demonstration of the slap hit and basic drills for pupils to practice the pass using power and accuracy. Students will focus on passing on the move and moving into space to receive another pass.

Shooting- Students will be introduced to the technique for shooting, Students will focus on replicating the technique and shooting under pressure via competitive situations. **Attacking principles (Penalty Corner)** - Students have gained basic understanding of attacking principles such as creating space and maintaining possession which can be recapped to check their understanding, perform and evaluate their set play.

Defending- Students have gained basic understanding of defending within hockey which can be recapped. Students will now be able to develop their defending skills by focusing on shadowing and channelling by using basic drills and can be progressed onto half court games focusing on the defending team.

Analysis of performance lesson. Understand what notational analysis is and how this would help improve performance. Students will take on various roles within the lesson observer, official performer.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include more advance rules

Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work

Tactical awareness - able to discuss how and why different attacking and defensive principles are employed

Knows how to **lead an effective warm up and cool down** relevant to activity.

Looking at similarities and differences of cross curricular links across a variety of sports

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Evaluation](#)

Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill. For example, when young people take responsibility they:

- > show self-control in their actions and words
- > reflect on their actions, attitudes and behaviours and recognise how they impact on: themselves / others / the overall outcomes/ readily volunteer constructive feedback on themselves and others explain or show how to change their actions, attitudes and behaviours to create a different outcome
- > take alternative actions to pre-empt or avoid repetition or negative outcomes

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- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Tennis Year 7 [Sequencing](#)

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Teaching resources on GB - https://drive.google.com/drive/u/0/folders/1vDKul.CrUBg87WBy8Rzv5DVCDzv-FQu_e

Skills & Knowledge

Character Education - [Integrity](#)

Sequencing of learning should ensure that students experience a range of activities within each discipline That enables them to set targets and perform to their maximum. Transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, Supportive relationships and part to whole.

SKILLS

Grip, Stance & Footwork- introduction to the 'handshake grip for the single forehand groundstroke. The P/E/R of the stroke should be encouraged in isolation and progres to partner feed. The backswing and follow through are key to successful execution of the shot. 2 handed backhand groundstroke could also be introduced for some individuals. Developing footwork & stance is key to continuity of the

Strokes. <https://www.feeltennis.net/basics-of-tennis-footwork/>

Serve - Punch & Overarm. To introduce the students to rules associated with the serve. The punch serve should be introduced again in isolation and then onto $\frac{1}{2}$ ct singles. Applying the rules of competition accurately and consistently should also be encouraged..

<https://www.patcash.co.uk/2018/03/the-6-basic-strokes-in-tennis-explained/>

KNOWLEDGE_Procedural & declarative (what they know & what they show)

Understands the rules of competition - scoring / violations / how to restart play. Understands the Perfect model to assist in identifying strengths and areas of improvement in own and others' work developing tactical awareness - knowing when to play back court and when to come to the net. Students should be able to discuss how, when and why different types of serve should be employed, cross court or central. Recognises effects of exercise on the body, in HR, ventilation etc. Knows how to lead an effective warm up relevant to activity.

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Why is it relevant to them? Why do we want young people to do this? Why is it relevant to them?

For example, in PE, sport and physical activity and in learning, work and life integrity

- > supports you to stand up for what you believe is right, rather than following the crowd
- > gives you self-respect
- > supports you to act honestly and fairly
- > makes you trustworthy
- > earns you respect from others
- > encourages you to recognise your own - and others' values

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Tennis Year 8 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport. Teaching resources on GB - https://drive.google.com/drive/u/0/folders/1vDKulCrUBg87WBy8Rzv5bVCDzv-FQu_e

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of activities within each discipline that enables them to set targets and perform to their maximum. Transferring Knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, Supportive relationships and part to whole.

SKILLS

Recap footwork- skills in isolation and then in progressive drills. split steps, shuffle and play off front or back foot. Know how footwork changes for forehand & backhand shots.

Ground strokes - To be able to demonstrate & use forehand, and backhand with greater consistency, accuracy and depth. Develop an understanding of angled shots on both fore/backhand in straight and diagonal $\frac{1}{2}$ court games. To develop consistency and accuracy across ground strokes looking to impart spin and slice where appropriate through modification of grips. **Volley** - To develop an understanding of the different techniques required to volley effectively in tennis (stop volley and half volley). To demonstrate consistency and accuracy in the techniques on both the forehand and backhand from a partner feed. Modified rules where appropriate dependent upon ability. <https://www.wiga.com/ConDocs/Con1260/Tyson%20McGuffin%20WIAA%20Powerpoint.pdf>

KNOWLEDGE_Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as tie break, second serve, foot fault. Understanding of the Perfect model to assist in identifying strengths and areas of improvement in own and others work. Tactical awareness - able to discuss how and why different attacking and defensive principles are employed. Knows how to lead an effective warm up and cool down relevant to activity. Looking at similarities and differences of cross curricular links across a variety of sports

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Motivating Others

Why is it relevant to them?

For example, In PE, sport and physical activity **and** in learning, work and life motivating and influencing others

- >inspires people to get involved
- > wins you allies and helpers, gets the task done , helps you to get the outcomes you want
- > brings you support, shares the workload, creates fellow messengers to help you spread the word
- > creates potential for long-term and fundamental change

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Tennis Year 9 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport-https://drive.google.com/drive/u/0/folders/1vDKulCrUBg87WBy8Rzv5DVCDzv-FQu_e

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of activities within each discipline that enables them to set targets and perform to their maximum. Transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex,

SKILLS

Recap ground strokes on both FH & BH with the focus on depth, accuracy and consistency. Different grips should be discussed and students should attempt to impart spin and slice to outwit their opponent where appropriate. Use serve as a tactic to exploit potential backhand weakness. First serves should be attempted from beyond the baseline, second serves can encroach the court. Recap volley and encourage students to play under pressure in games. **Analysis** -Evaluate own and other students' performances, demonstrating effective analytical skills. **Tactically** develop an understanding of doubles play and how skills previously learnt can be applied to doubles. Know basic tactics for doubles and where to position yourself when either attacking or defending.

<https://drive.google.com/drive/u/0/search?q=royal%20navy%20tennis>

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / violations / how to restart play. To include more advanced rules such as serving fouls and code violations. Understanding of the Perfect model to assist in identifying strengths and areas of improvement in own and others work. Tactical awareness - know how and why different attacking and defensive principles are employed. Lead peers in an effective and relevant warm up. To understand the different positional play required in both attack & defense.

To devise tactics to outwit opponents for successful performance. To officiate and compete in a variety of competitive formats in both doubles and singles.

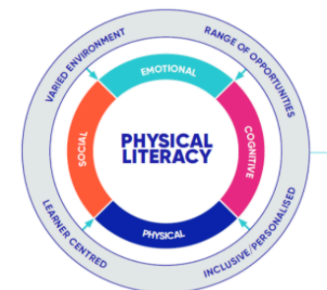
[Curriculum end points](#)

Character Education - Life Skills Award

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas.

The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award
Recognising and rewarding the development
of life skills in and through PE



Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Cricket Year 7 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport Teaching resources on GD - <https://drive.google.com/drive/u/0/folders/12TfC5p3DxxZTFZi7JYb7VwP63UOS2cmR>

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning in both attack and defense. Transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, supportive relationships and part to whole.

SKILLS

Students will experience all 3 aspects of cricket regarding **batting, bowling and fielding**. Task mastery of the basic core techniques will enable students to affect the game across all areas. Students will be expected to accurately replicate the basic grip, stance and backlift for effective batting shots in relation to vertical shots. (straight drive, off side drive, forward defense) To develop the precision, control and fluency of the basic bowling technique (windmill) and the laws associated with them. Students will be encouraged to master the fielding techniques through use of both underarm and overarm throws and retrieval techniques such as the long barrier technique.

<http://glenmorecc.com/clubs/208/docs/Teacher%20Manual.pdf>

KNOWLEDGE Procedural & declarative (what they know & what they show)

Understand the **rules of competition** - scoring / ways to be out when batting Develop an understanding the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work (e.g. batting stance / bowling action) Develop **tactical awareness** - understanding basic attacking and defensive principles when batting / Begin to think about outwitting opponents either as fielder or batter (e.g fielding placement, placement of the ball as batter) Recognises **effects of exercise on the body**, in HR, ventilation etc Knows how to lead an effective warm up relevant to activity. To begin to outwit batting opponents with the placement of fielders.

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Respect

Why do we want young people to do this? Why is it relevant to them? For example, in PE, sport and physical activity and in learning, work and life respect is important. Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill.

- Always respect the rules and laws of the game
- Take ownership of your actions and your words
- Remember sport reveals character, so pressure and competition unwrap you values and beliefs
- respect the decision of the officials, mistakes happen, accept it.
- respect the effort of your teammates and the opposition
- shake hands after games, thank the officials
- respect the traditions within the sport. Sport can be a great platform to display messages of solidarity, such as black lives matter

- when watching, take ownership over your words and actions. Respect can be seen in many ways in sport. **Adaptive Teaching strategies** - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Cricket Year 8 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport Teaching resources on GD - <https://drive.google.com/drive/u/0/folders/12TfC5p3DxvZIFZi7JYD7VwP63UOS2cmR>

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of activities within each discipline that enables them to set targets and perform to their maximum. Transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, supportive relationships and part to whole.

SKILLS

To use & perform a range of close fielding techniques, including two hand and one handed pick up and to make accurate decisions about outwitting opponents with regards to close in fielding. (e.g. throw at wicket, throw to wicket keeper or run with ball). Recapping the vertical shots in year 7 and an introduction to **horizontal shots**, including the pull and cut. To replicate the correct pull shot technique and to attempt to use the pull shot in a competitive environment. To further develop the ability to adjust shot direction in order to outwit fielders. To be able to accurately replicate full over arm bowling technique and to incorporate a small run up & understand the impact it has on bowling speed/power. Introduction to more advanced arm and leg action in the delivery. To understand the differences between quick/spin bowling & understand the terminology of different types of deliveries (e.g. length, Yorker, short) To replicate and perform basic wicket keeping stance + catching in order to outwit batsmen.

<https://www.southcanterburycricket.co.nz/coaching/Coaching%20a%20Cricket%20Team%20-%20Skills%20and%20Drills%20Batting.pdf>

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / ways to be out when batting / basic umpire signals. Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work **Tactical awareness** - able to discuss how and why different attacking and defensive principles. To have some knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen. Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

Curriculum end points

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Decision Making

Decision making is the process of making choices by identifying a Decision, gathering information, and assessing alternative resolutions. Decision making in striking games will consider the following. When batting you would consider what shot to select. This may be in relation to the delivery of the ball and the positioning of the fielders. When bowling, the choice of delivery may depend upon the strength of the batsman, and how you decide to set up your field. When fielding you would consider the dominant hand of the batsman. You would also move to back up a teammate, and also analyse the run of the batsman to influence where you throw the ball.

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

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A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
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Citizenship / Oracy / Numeracy

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Curriculum Intent - Cricket Year 9 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport. Teaching resources on GD - <https://drive.google.com/drive/u/0/folders/12TfC5p3DxvZTFZi7JYD7VwP63UQS2cmR>

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of activities within each discipline that enables them to set targets and perform to their maximum. Transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, Supportive relationships and part to whole.

SKILLS

To make accurate decisions about outwitting opponents as batsmen or fielders. To be able to alter the position of fielders dependent on the strengths and weaknesses of the batsman. To accurately replicate a full range fielding technique in response to a competitive environment. Introduction to new fielding techniques such as crow hop. Recap both vertical & horizontal shots and where and why these are best applied. To perform a batting sweep shot / Lofted drive in addition to previously learned shots and to develop the knowledge of movement and timing needed to produce an effective batting execution. Bowling techniques to include looking at different grips.

https://drive.google.com/drive/u/0/folders/1fAoyfanq4gos_QF7qHSElXo0VjW9e3fw

KNOWLEDGE Procedural & declarative (what they know & what they show)

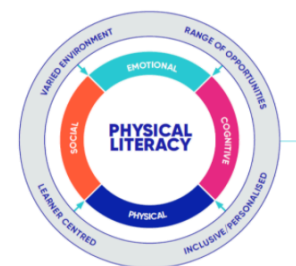
Recap Rules - scoring / ways to be out when batting / more umpire signals. Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work. **Tactical awareness** - able to discuss how and why different attacking and defensive principles. To have some knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen. To use the 'wagon wheel' tool to analyse shot selection. To demonstrate knowledge and understanding of use of the wagon wheel when giving feedback to peers. Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games. **Evaluating** opponents strengths and weaknesses through the use of different analytical tools.

[Curriculum end points](#)

Character Education - Life Skills Award

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas. The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of.

The PE Life Skills Award
Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Athletics Year 7 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport Teaching resources on GD - [Athletics resources folder](#)

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of activities within each discipline that enables them to set targets and perform to their maximum. Targets should be set from prior data and performances analysed that enable improvements to be identified. Different disciplines of track & field should be carefully mapped to support this process. Sequencing should be in the form of simple to complex, supportive relationships and part to whole.

SKILLS

Introduce basic running style (sprints & middle distance) Students are expected to perform the required techniques across different distances, including starts, acceleration and pacing where appropriate. Being able to perform at optimal intensity for the race is key to success. Students will explore different roles also within each race.

Introducing basic throwing techniques for shot put & javelin will enable students to compare their open outcomes and set targets for improvement. Exploring similarities and differences across the events is key to embedding knowledge.

An introduction to a series of jumps to include the high jump and long jump are to be experienced. Outcomes compared to local and national standards as outlined by the ESAA.

<https://assets.sportstg.com/assets/console/document/documents/FUNDAMENTALS.pdf>

KNOWLEDGE – Procedural & declarative (what they know & what they show)

Students are to develop their understanding of the **rules of competition** - safety / disqualifications due false start, foul throw etc) Recording times and application of the rules of competition are a focus for officiating. Developing an understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in one's own and others' work should help students to recognise S&W. Where appropriate developing **tactical awareness** - understanding basic tactics in track events such as pacing will help Students set accurate and realistic targets. Recognises effects of **exercise on the body**, in HR, ventilation etc.

<https://england-athletics-prod-assets-bucket.s3.amazonaws.com/2018/09/Officials-booklet-Starter.pdf>

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Resilience

Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill. For example, when young

- people have resilience they:
- > manage their emotions
 - > speak and act confidently > talk about their strengths, e.g. things they can do or are good at > are willing to try new challenges
 - > persevere even when things are difficult > keep practising to improve
 - > learn from errors > try different solutions > return/try again after set-backs
 - > seek feedback/advice from peers > seek other sources of support
 - > set realistic but stretching goals.

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Athletics Year 8 [Sequencing](#)

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport Teaching resources on GD - [Athletics resources folder](#)

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of activities within each discipline that enables them to set targets and perform to their maximum. Targets should be set from prior data and performances analysed that enable improvements to be identified. Different disciplines of track & field should be carefully mapped to support this process.

SKILLS

Introduce more advanced techniques for both track & field events in athletics across all 3 disciplines. Looking in detail at the P/E/R phases will allow students to identify key areas for improvement enabling them to perform at their maximum. Advanced skills to include - use of blocks to assist in the sprint starts and comparisons to standing start made. Different change over techniques explored in the relay. The Fosbury Flop in the high jump, the glide in the shot put and the cross over approach in the javelin.

https://pdst.ie/sites/default/files/Advanced%20Athletics%2020_0.doc

KNOWLEDGE — Procedural & declarative (what they know & what they show)

Applying the **rules of competition** - safety / disqualifications due false start, foul throw, running out of lane etc) Adopting the role of starter/timekeeper and coach should develop both the analytical and communication skills of each student. Embed an understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work when performing the role of a coach.

Developing **tactical awareness** - understanding more advanced tactics in track events. Recognises effects of **exercise on the body**, in HR, ventilation etc. Knows how to **lead an effective warm up** relevant to activity To evaluate performance of self and others and suggest ways technique may be improved.

<https://england-athletics-prod-assets-bucket.s3.amazonaws.com/2018/09/Officials-booklet-Starter.pdf>

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - [Self Motivation](#)

Before focusing on the details of an activity, start with your 'Big Question' or 'Big Task'. Why do we want young people to do this? Why is it relevant to them? For example, in PE, sport and physical activity and in learning, work and life self-motivation:

- > gives you a sense of purpose
- > helps you to set and achieve goals
- > supports you to see tasks and projects through to completion
- > encourages you to make the most of new opportunities

Activities should:

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level. The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Athletics Year 9 [Sequencing](#)

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport Teaching resources on GD - [Athletics resources folder](#)

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of activities within each discipline that enables them to set targets and perform to their maximum. Targets should be set from prior data and performances analysed that enables improvements to be identified. Different disciplines of track & field should be carefully mapped to support this process. Sequencing should be in the form of simple to complex, Supportive relationships and part to whole.

SKILLS

Can perform and replicate skills to a higher level showing the ability to refine techniques and strategies to a range of situations. Replication of these core skills are consistent even as a result of fatigue. To be able to demonstrate change in technique in the different phases of a race and why they are used.

To record distance achieved in relation to previous best.

Pupil will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advanced tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event.

https://drive.google.com/drive/u/0/folders/1Muckxbc7bzF0PJeVFuv_5wuZ5hJVARYp

KNOWLEDGE Procedural & declarative (what they know & what they show)

Students will be encouraged to undertake the role of performer, coach and official across all disciplines.

This will enable them to build upon the knowledge gained in years 7&8 and also the character skills to demonstrate the qualities required to be effective within these roles. Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others' work will help in the role of a coach. **Tactical awareness** - able to discuss how and why different tactics might be used in a middle distance race / relay race with regards to change overs and who runs which legs of the relay. Link knowledge of **methods of training** that will develop the relevant components of fitness required to be effective in track / field athletics. **Evaluating** opponents strengths and weaknesses through the use of different analytical tools.

<https://england-athletics-prod-assets-bucket.s3.amazonaws.com/2018/09/Officials-boklet-Starter.pdf>

[Curriculum end points](#)

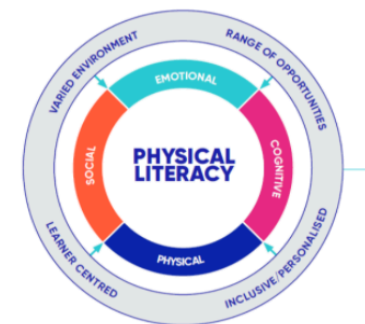
Character Education - Life Skills Award

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy.

These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas.

The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant, purposeful activities and tasks and ensure through higher order questioning pupils are aware of the life skills running throughout the lesson.

The PE Life Skills Award
Recognising and rewarding the development of life skills in and through PE



Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Rounders Year 7 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning & transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, supportive relationships and part to whole

SKILLS

Students will experience all 3 aspects of rounders regarding **batting, bowling and fielding**. Task mastery of the basic core techniques will enable students to affect the game across all areas. Students will be expected to accurately replicate the basic batting action for the forehand shot. Hitting the ball with consistency & accuracy. To develop the precision, control and fluency of the basic bowling technique and the laws associated with them, using this as a means to outwit an opponent. Students will be encouraged to master the fielding techniques through use of both underarm and overarm throws and retrieval techniques such as long barrier.

<https://learning.gaa.ie/roundersskills>

KNOWLEDGE Procedural & declarative (what they know & what they show)

Understand the **rules of competition** - scoring / ways to be out when batting Develop an understanding the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work (e.g. batting stance / bowling action) Develop **tactical awareness** - know where to bowl, high to low, low to high; Begin to think about outwitting opponents either as fielder or batter (e.g. fielding placement, placement of the ball as batter) Recognises **effects of exercise on the body**, in HR, ventilation etc Knows how to lead an effective warm up relevant to activity. To begin to outwit batting opponents with the placement of fielders.

<https://www.sasp.co.uk/uploads/simplified-rules-rounders.pdf>

[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Decision Making

Decision making is the process of making choices by identifying a Decision, gathering information, and assessing alternative resolutions. Decision making in striking games will consider the following. When batting you would consider what shot to select. This may be in relation to the delivery of the ball and the positioning of the fielders. When bowling, the choice of delivery may depend upon the strength of the batsman, and how you decide to set up your field. When fielding you would consider the dominant hand of the batsman. You would also move to back up a teammate, and also analyse the run of the batsman to influence where you throw the ball.

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

A teacher might modify how they question pupils to check for understanding by providing additional thinking time or peer support (think-pair-share).

- Space - Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?
- Task - Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?
- Equipment - Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?
- People - Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

Curriculum Intent - Rounders Year 8 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning & transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, supportive relationships and part to whole.

SKILLS

To use & perform a range of close fielding techniques, including two hand and one handed pick up and to make accurate decisions about outwitting opponents with regards to close in fielding. Backing up should also become a feature within game play. Recapping the basic forehand shot and the introduction of the backhand shot should now become more prominent within the students competence. To further develop the ability to adjust shot direction in order to outwit fielders. To be able to accurately replicate full underarm bowling technique and to incorporate a small approach & understand the impact it has on bowling speed/power. To become competent in a variety of positions including post play and back stop.

<https://www.roundersengland.co.uk/play/rounders-rules/>

KNOWLEDGE **Procedural & declarative (what they know & what they show)**

Recap Rules - scoring / ways to be out when batting / basic umpire signals. Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work
Tactical awareness - able to discuss how and why different attacking and defensive principles. To develop knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen. To understand the importance of backing up. Develop an understanding of the different **components of fitness** required to be effective in different positions within the game

<https://www.roundersengland.co.uk/play/rounders-rules/>
[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Collaboration

Be clear - and ensure learners are clear - what you will see or hear when they are applying the skill. For example, when young people collaborate they:

- > agree a common goal > share information, ideas, suggestions and problems > actively listen to each other
- > offer constructive feedback > willingly test and, if appropriate, adopt others' suggestions > agree roles and responsibilities
- > recognise their own and other people's skills and strengths
- > value differences > seek to resolve or manage conflict
- > jointly celebrate success > review process as well as task, e.g. how they are working together as well as what they need to achieve.

Adaptive Teaching strategies - focuses on providing all students with the same learning objectives, but teachers will provide different levels of support as needed. This is done by monitoring student progress and adjusting instruction accordingly. For example, a teacher might provide more scaffolding or support to students who are struggling, and more challenging tasks to students who are ahead. A teacher might provide all students with the same learning goal of XYZ but provide different levels of support depending on their skill level.

The model we use is the STEP approach. A teacher might change the rules of a game to make it more accessible to all students. For example, a game of football/soccer might be modified to overload the attack or to only intercept the ball (no tackling) to facilitate success.

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Citizenship / Oracy / Numeracy

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Curriculum Intent - Rounders Year 9 Sequencing

Our intent is to develop a lifelong love of PE & School sport through celebrating which aspects of physical literacy students excel. This is achieved through a design of a broad, diverse and ambitious curriculum that empowers students to recognise their strengths and take responsibility for their own personal growth. Students are expected to develop a level of physical literacy through task mastery of the fundamental movement patterns involved in PE and sport

Skills & Knowledge

Sequencing of learning should ensure that students experience a range of sending and receiving skills that becomes progressively challenging. Have the opportunity to identify and develop mastery of the fundamentals skills involved in gameplay. Allow for tactical planning & transferring knowledge from other curriculum areas should be identified to accelerate learning. Sequencing should be in the form of simple to complex, supportive relationships and part to whole.

SKILLS

To make accurate decisions about outwitting opponents as batsmen or fielders. To be able to alter the position of fielders dependent on the strengths and weaknesses of the batsman. To accurately replicate a full range fielding technique in response to a competitive environment. Also an introduction to new fielding techniques such as crow hop. Recap both forehand & backhand shots and where and why these are best applied. Placement of shots key to accuracy of batting. Bowling techniques include looking at different grips, angles of attack and pace.

KNOWLEDGE Procedural & declarative (what they know & what they show)

Recap Rules - scoring / ways to be out when batting / more umpire signals. Understanding of the **Perfect model** to assist in identifying strengths and areas of improvement in own and others work. **Tactical awareness** - able to discuss how and why different attacking and defensive principles. To have detailed knowledge of fielding positions and correct terminology and be able to set appropriate fielding positions to outwit batsmen. Discuss **methods of training** that will develop the relevant components of fitness required to be effective in games. **Evaluating** opponents strengths and weaknesses through the use of different analytical tools.

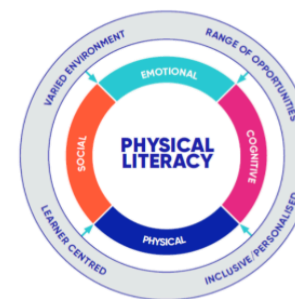
<https://www.roundersengland.co.uk/play/rounders-rules/>
[Curriculum end points](#)

Assessment - [Year 7&8 assessment matrix](#)

Character Education - Life Skills Award

This award will develop a student's Physical Literacy by exploring the four domains of learning. To help guide the recognition of the life skills developed in and through PE, school sport and physical activity, the award focuses on the four domains of learning associated with physical literacy. These are physical skills, social skills, emotional skills and cognitive skills. Each Stage of The PE Life Skills Award has a recognition framework that is broken down into these four areas. The diagram below summarises the role of PE in relation to the physical literacy journey. The framework will help you and your pupils understand what is needed to be done to be successful. Use the framework to help your lesson planning, the setting of objectives/outcomes and the success criteria. Be explicit in your lesson objectives/outcomes ensuring language and terminology used in the lesson and the teaching is consistent with the framework. Plan opportunities for the life skills to be developed in and through the relevant,

The PE Life Skills Award
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Citizenship / Oracy / Numeracy

Student's communication should improve through demonstrating active speaking and listening skills. Through collaboration students should agree on strategy and tactics and demonstrate empathy through an appreciation recognising individual strengths and weaknesses. Through fair play, obeying the rules and demonstrating etiquette, students should uphold British values. Through reinforcement of Tier 3 language students are continually being encouraged to develop the appropriate language for learning. Numeracy is taught implicitly in PE. When discussing the application of forces, creating angles of attack, denying space & depth perception, all ensure students consider the underlying maths behind each solution. Staff will support students in their exploration of outcomes.

