

Subject Intent: PE

Year 6

Weeks	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	<p>Fundamental skills focusing on Agility, Balance and Coordination whilst having fun.</p> <p>Participation and starting to understand how to play football and basketball.</p> <p>Pass with side of the foot, dribble through a target and in different directions, shoot with laces, pass and catch the basketball, shoot at the hoop.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Swim confidently over 25 metres, while performing a range of strokes. Perform safe self-rescue in water situations.</p> <p>Use of cross curricular- literacy and numeracy.</p> <p>Introduce growth mind-set in relation to playing sport.</p>	<p>Fundamental ABC's while playing rugby and hockey.</p> <p>Beginning to understand how to play hockey and rugby, basic rules introduced.</p> <p>Pass and catch the ball, correctly hold the hockey stick, dribble and run with the ball, touch tackles, shoot at a target.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Swim confidently over 25 metres, while performing a range of strokes. Perform safe self-rescue in water situations.</p> <p>Use of cross curricular- literacy and numeracy</p> <p>Introduce growth mind-set in relation to playing sport.</p>	<p>Fundamentals being applied to volleyball and table tennis.</p> <p>Start to understand the rules of volleyball and table tennis.</p> <p>Basic underarm serve over the net, basic dig, set and hit over the net. Control the paddle while hitting the ball with forehand and backhand shots.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Swim confidently over 25 metres, while performing a range of strokes. Perform safe self-rescue in water situations.</p> <p>Use of cross curricular- literacy and numeracy</p> <p>Introduce growth mind-set in relation to playing sport.</p>	<p>Fundamentals being applied to badminton and dodgeball. Participation for enjoyment.</p> <p>Start to understand of the rules for badminton and dodgeball.</p> <p>Hitting the shuttlecock using forehand and backhand shots, throw and catch the ball during a game.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Swim confidently over 25 metres, while performing a range of strokes. Perform safe self-rescue in water situations.</p> <p>Use of cross curricular- literacy and numeracy</p> <p>Introduce growth mind-set in relation to playing sport.</p>	<p>Use the fundamental skills learnt throughout the year to apply them when playing cricket and rounders.</p> <p>Begin to understand the rules for cricket and rounders.</p> <p>Throw and catch the ball in a number of ways, bowl the ball underarm, strike the ball successfully.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Swim confidently over 25 metres, while performing a range of strokes. Perform safe self-rescue in water situations.</p> <p>Use of cross curricular- literacy and numeracy</p> <p>Introduce growth mind-set in relation to playing sport.</p>	<p>Begin to understand how to perform the events in athletics, also begin to understand some names of muscles and why they are important.</p> <p>Understand the timings and scores for events.</p> <p>To be able to run in a fluent way, throw a javelin and successfully jump.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Swim confidently over 25 metres, while performing a range of strokes. Perform safe self-rescue in water situations.</p> <p>Use of cross curricular- literacy and numeracy</p> <p>Introduce growth mind-set in relation to playing sport.</p>
<i>How will it be assessed?</i>	Summative and formative assessments will take place, as well as visual assessments during each lesson. Self and peer assessments will take place weekly. This will enable the students to have a base knowledge going into next year. Assessment lessons at the end of the half term to apply the skills learnt to a game situation.		There will be summative and formative assessments taking place throughout and at the end each half term. Self and peer assessments will take place each week. Giving the students basic knowledge of how to play volleyball, table tennis, badminton and dodgeball. Assessment lessons will take place at the end of each half term to apply the skills.		There will be summative and formative assessments taking place throughout and at the end each half term. Self and peer assessments will take place each week. Giving the students basic knowledge of how to perform cricket, rounders, athletic events and gain a basic understanding of health and fitness. Assessment lessons will take place at the end of each half term to apply the skills.	
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	This will allow the students gain a basic knowledge for football and basketball. While being able to apply the fundamental ABC's to sport. Basic understanding of the rules in football and basketball. As well as developing confidence while swimming.	Allowing the students to gain a basic knowledge and understanding for rugby and hockey. Applying the fundamentals to these sports. Develop confidence while swimming. Preparation for participation in year 7.	Students are gaining a basic understanding of how to play volleyball and table tennis with the knowledge that can be taken into year 7. Developing a confident swimming technique. Learning new skills and a new sport that they may not have played before.	Understanding and a basic knowledge of the badminton and dodgeball rules. New skills may be learnt in a net sport. Progressing on performing different strokes while swimming. Knowledge and ability to be progressed in year 7.	Gain a basic knowledge of the rules for cricket and rounders, also how to perform the basic skills. Opportunity to increase swimming ability and confidence. The knowledge gained and the student's ability is to be progressed on into year 7.	Start to know how and why scoring systems are in place. While beginning to gain a very basic knowledge of the human body and different movements. Progression onto year 7 athletics and further muscle knowledge to take place. Further development of swimming.
<i>Weekly Focus</i>	<ol style="list-style-type: none"> 1. Passing with the side of the foot 2. Different types of basketball passes 3. Dribble through targets in different directions 4. Shoot with laces and at the hoop 5. Swimming 6. Assessment lesson- football 	<ol style="list-style-type: none"> 1. Pass and Catch the ball 2. Holding the hockey stick correctly, dribbling and running with the ball 3. Basic shot (hockey) 4. Touch tackling 5. Swimming 6. Assessment lesson- rugby 7. Assessment lesson- hockey 	<ol style="list-style-type: none"> 1. Underarm serves 2. Hitting the ball with forehand and backhand shots 3. Dig and set the ball 4. Swimming 5. Assessment lesson- volleyball 6. Assessment lesson- table tennis 	<ol style="list-style-type: none"> 1. Hit the shuttle using forehand shots 2. Throwing and catching the ball 3. Hit the shuttle using backhand shots 4. Swimming 5. Assessment lesson- badminton 	<ol style="list-style-type: none"> 1. Throwing and catching the ball 2. Bowl the ball underarm 3. Striking the ball 4. Swimming 5. Assessment lesson- cricket 6. Assessment lesson- rounders 	<ol style="list-style-type: none"> 1. Sprinting in a fluent way 2. Long distance running 3. Javelin 4. Long and triple jump 5. Swimming 6. Different testing for various components of fitness 7. Mini Olympics- performance of the events.

7. Assessment lesson- basketball			6. Assessment lesson- dodgeball	
-------------------------------------	--	--	------------------------------------	--

	Term 1		Term 2		Term 3	
Weeks	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	<p>Develop the fundamental skills when participating in Football and Basketball.</p> <p>Developing basic passing, shooting and dribbling skills.</p> <p>Play competitive games, modified and suitable for basic attacking and defending.</p> <p>Start to understand the rules for football and basketball.</p> <p>Start to introduce growth mind-set around winning and losing, team work and problem solving skills.</p> <p>Develop literacy and numeracy skills</p>	<p>Learn and develop the basic skills required to play hockey and rugby.</p> <p>Learn passing, dribbling, shooting and tackling techniques.</p> <p>Understand the rules of hockey and rugby.</p> <p>Develop technique and apply basic principles for games.</p> <p>Continue to apply growth mind-set around winning and losing, teamwork and problem solving in games.</p> <p>Continue to work on literacy and numeracy skills.</p>	<p>Learn the basic skills required for volleyball and table tennis.</p> <p>Work on hand eye co-ordination further, still focusing on agility and balance also.</p> <p>Develop new skillset- underarm serving, set, digs and spikes, hitting the ball using forehand and backhand shots.</p> <p>Understand the rules of volleyball and table tennis.</p> <p>Application of growth mind-set both team work and playing individual sports.</p> <p>Literacy and numeracy skills continued to be progressed.</p>	<p>Basic skills required for Badminton and Dodgeball.</p> <p>Continue to develop hand eye co-ordination, team work, problem solving, dealing with winning a losing in sport.</p> <p>Start to develop accuracy with forehand and backhand shots. Throwing and catching skills, understanding movement.</p> <p>Understanding the rules of badminton and dodgeball.</p> <p>Continue to work on growth mind- set during sports.</p> <p>Literacy and Numeracy skills to continue to be developed.</p>	<p>Basic skills for cricket and rounders.</p> <p>Striking and fielding skills, throwing and catching, bowling.</p> <p>Improve on skills that were introduced last term- more hand eye co- ordination. Develop techniques during these sports.</p> <p>Understanding of the rules for cricket and rounders.</p> <p>Work on growth mind-set, teamwork, winning and losing, social skills</p> <p>Literacy and numeracy skills to continue to be developed.</p>	<p>Start to understand speed and distance when running, spatial awareness and develop jumping and throwing technique</p> <p>Start to understand which muscles and body parts are required for different sports and activities.</p> <p>Understand how to compete in different athletic events.</p> <p>Scoring systems for athletics</p> <p>Further develop growth mind-set and focus on social skills.</p> <p>Develop literacy and numeracy, working on timings and explaining which body parts and movements are used in different sports.</p>
Year 7 <i>How will it be assessed?</i>	Self and peer assessments will be conducted on a weekly basis in line with the learning objectives and outcomes for each lesson. Visual assessments will be conducted throughout the duration of the term with a full match being played on the last lesson to showcase the skills learnt against opposition. The outcomes will create a platform for the completion and progression of the skills for the following term and year.		Self and peer assessments will be conducted on a weekly basis in line with the learning objectives and outcomes for each lesson. Visual assessments will be conducted throughout the duration of the term with a match or tournament (table tennis) being played on the last lesson to showcase the skills learnt against opposition. The outcomes will create a platform for the completion and progression of the skills for the following term and year.		Continuous self and peer assessments will take place on regular weekly basis in correlation to the learning objectives. There will be formative assessments taking place to assess progression throughout the term. Summative assessments will take place at the end of the term to produce grades for the students, allowing for progression in the next year.	
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	Prior knowledge learnt at key stage 2 should have created basic fundamental skills to allow participation in all sports Agility, Balance, and Co-ordination (ABC's). Progressing onto applying the skills to football and basketball. Learning the correct technique to pass, dribble and shoot. Improve vocabulary and score keeping.	Skills learnt at Key stage 2 and in the first half term allow for basic skills to be completed in hockey and rugby. Students should have sufficient Agility, Balance and Co-ordination to use in all sports. Starting to understand rules to take into a game. Different score keeping involved to test numeracy skills, while developing vocabulary.	Using the growth mind- set skills which started to be introduced in the first term to progress these and apply them into individual sports as well. Continue to develop numeracy skills and progress vocabulary further for literacy skills. New scoring system used. Use of ABC's further but in net sports rather than invasion games. Understand the rules for more sports.	ABC's should be improved allowing easier and more fluent participation in badminton and dodgeball. Start to introduce accuracy through aiming at targets. Again, more rules to understand and scoring systems to follow. Numeracy and literacy skill developed through vocabulary and tested. Continue to develop growth mind-set	Throwing and catching skills to continue to be developed. Further work on hand eye coordination when striking the ball. Understand the rules and apply to the cricket and rounders. Progression of skills for next year and later in the half term. Use of differentiation for different abilities. Expand vocabulary and numeracy skills. Develop striking and fielding skill set.	Agility, Balance and Co-ordination used further when completing Athletic events. Techniques to perform different events- javelin, sprinting, hurdles, jumping etc. Understand how to score and participate in events. Further understand body parts and muscles used in sport. Continue to develop literacy and numeracy skills.
<i>Weekly Focus</i>	<ol style="list-style-type: none"> 1. Passing the ball 2. Develop passing skills to use in games 3. Dribbling the ball 4. Incorporate dribbling and passing together 5. Shooting the ball 	<ol style="list-style-type: none"> 1. Passing techniques 2. Ensure understanding of passing technique 3. Dribbling the ball 4. Movement and running with and without the ball 5. Tackling 	<ol style="list-style-type: none"> 1. Underarm serves 2. Forehand shots 3. Digs and sets 4. Backhand shots 5. Spikes 6. Assessment lesson- applying the skills into a game 	<ol style="list-style-type: none"> 1. Underarm serves 2. Forehand shots with accuracy 3. Backhand shots with Accuracy 4. Throwing and catching 5. Movement 	<ol style="list-style-type: none"> 1. Throwing and catching 2. Striking the ball 3. Bowling 4. Fielding skills 5. Incorporation of bowling and batting skills 	<ol style="list-style-type: none"> 1. Sprinting 2. Long distance running 3. Jumping events 4. Throwing events 5. Hurdle events and spatial awareness

	6. Incorporating passing, dribbling and shooting. 7. Assessment lesson- using all the skills in a game	6. Tackling Progression 7. Assessment lesson- applying the skills into a game		6. Assessment lesson- applying the skills into a game	6. Assessment lesson- applying the skills into a game	6. Movements required in different events 7. Mini Olympics to apply skills into a game.
<i>Weeks</i>	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	<p>Progression on the skills learnt in year 7. Football and basketball.</p> <p>Passing, dribbling, shooting and tackling with more consistency and accuracy.</p> <p>Begin to use tactics against opponents.</p> <p>Begin to reflect and analyse their performance compared to previous ones.</p> <p>Further develop cross curricular links and growth mind-set; winning, losing, teamwork.</p>	<p>Further development of the hockey and rugby skills which were taught in year 7.</p> <p>Passing with accuracy, effective movement, shoot with accuracy and tackle safely.</p> <p>Develop tactics to overcome opponents.</p> <p>Start to analyse performance comparing to previous performances.</p> <p>Further develop literacy and numeracy skills.</p> <p>Focus on growth mind-set continues.</p>	<p>Develop volleyball and table tennis skills increasing performance levels.</p> <p>Introduce overhand serves, develop and perform different forehand and backhand shots, create consistency when performing dig, sets and spikes, understand and navigate positions.</p> <p>Start to use of tactics to overcome opponents</p> <p>Begin to analyse and reflect on their own performance in comparison to previous performance.</p> <p>Further develop cross curricular links and growth mind-set; winning, losing, teamwork and organisation.</p>	<p>Increase ability when playing badminton and dodge ball.</p> <p>Use of throwing and catching to overcome opponents. A variety of forehand and backhand strokes to be learnt to use against opposition.</p> <p>Start to think about tactics that can be used against opponents to overcome them.</p> <p>Analysis of performance comparing to previous performances and last year.</p> <p>Continue to develop cross curricular links; literacy and numeracy. Growth mind-set to continue to be a focus.</p>	<p>Develop knowledge and ability when performing cricket and rounders.</p> <p>Throwing and catching with accuracy and consistency. Bowling using the correct technique, strike the ball into space using different batting strokes.</p> <p>Tactics to be introduced which can overcome opponents.</p> <p>Begin to analyse and reflect on their own performance in comparison to previous performance.</p> <p>Continue to develop cross curricular links; literacy and numeracy. Growth mind-set to continue to be a focus.</p>	<p>Increase knowledge of muscles, movements and introduce components of fitness.</p> <p>Use different tactics and techniques when competing in different events to overcome opponents.</p> <p>Perform the different events with success; sprinting, long distance running, javelin, long and triple jumps.</p> <p>Start to analyse performance against the correct technique and previous performances.</p> <p>Further focus on literacy and numeracy throughout the half term.</p> <p>Continued work around growth mind-set in sport.</p>
<i>How will it be assessed?</i>	<p>More self and peer assessments to take place verbally during the lessons. As well as the written forms being completed. Formative and summative assessments to take place throughout the term and at completion of the sports. Competitive games will take place to assess performance and progression. Allowing students to complete ASDAN work next year.</p>		<p>More self and peer assessments to take place verbally during the lessons. As well as the written forms being completed. Formative and summative assessments to take place throughout the term and at completion of the sports. Competitive games will take place to assess performance and progression. Allowing students to complete ASDAN work next year.</p>		<p>More self and peer assessments to take place verbally during the lessons. As well as the written forms being completed. Formative and summative assessments to take place throughout the term and at completion of the sports. Competitive games will take place to assess performance and progression. Allowing students to complete ASDAN work next year.</p>	
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	<p>Further progression from completion of basketball and football from level of skills learnt in year 7. Develop further maturity and ability to win and lose whilst enabling further growth mind-set. Further ensuring knowledge which will prepare students to start completing ASDAN next year. Improve vocabulary and communication skills when analysing performance</p>	<p>Continued development of skills from the basic fundamental skills learnt for rugby and hockey in year 7. Preparation for realistic game situations. Growth mind-set is developed further when tackling each other in rugby, trust is built and maturity levels are increasing. More sporting knowledge in preparation for the students starting ASDAN next year. Improve vocabulary and communication skills.</p>	<p>Further development of net sports, also widening the knowledge of different sports. Continued progression from year 7 lessons. Use of growth mind-set when playing individual sports as well as tea sports. Understanding and transferring different skills. Preparation for ASDAN work next year. Improve vocabulary and communication skills when analysing performance.</p>	<p>Progression from the badminton and dodge ball skills learnt in year 7. How to use them more effectively in a game situation. Improve vocabulary and communication skills when analysing performance. Continue to work on growth mind- set and regulating emotions when playing sport. Prepare students for ASDAN work next year.</p>	<p>Understand when and how to use different batting strokes. How to be more effective with shots. Develop the techniques for throwing, catching and bowling to be able to perform more effectively. Improve vocabulary and communication skills when analysing performance, which using numeracy in sport. Develop growth mind-set in isolated situations. Prepare for ASDAN work next year.</p>	<p>Develop and improve on techniques from year 7, further solidify accurate performance. The knowledge of body parts used, muscles, components of fitness can be used in their ASDAN work next year and basic knowledge for GCSE. Improve vocabulary and communication skills when analysing performance. Work on mental toughness and being able to participate in isolated sports from last term.</p>
<i>Weekly Focus</i>	<ol style="list-style-type: none"> 1. Passing accurately and into space 2. dribble with direction 3. Correct shooting techniques 4. Accurately shooting 5. tackling effectively 	<ol style="list-style-type: none"> 1. Passing with accuracy using the correct technique 2. Passing and moving into space with purpose 3. Tackle effectively (hockey) 4. Tackle safely (rugby) 	<ol style="list-style-type: none"> 1. Overhand serves from the service line 2. How to utilise the dig and set against opponents 3. Progression of forehand shots to overcome opponents 	<ol style="list-style-type: none"> 1. Variety of serves 2. Overhead clear and drop shots 3. Smashes 	<ol style="list-style-type: none"> 1. Successful and purposeful throwing and catching 2. Overarm bowling (cricket) and underarm bowling (rounders) 	<ol style="list-style-type: none"> 1. Focus on speed (component of fitness) and tests for it. 2. Using speed when sprinting 3. Focus on endurance and stamina

	6. maintaining possession of the ball 7. Assessment lesson-competitive match being played to utilise skills learnt.	5. Progression on tackling individuals or moving targets (rugby) 6. Shooting with accuracy 7. Assessment lesson-competitive games against each other to perform skills learnt.	4. Spiking the ball effectively 5. Effective backhand shots overcoming opponents. 6. Assessment lesson-competitive game/ tournament to perform learnt skills.	4. Effective throwing and catching techniques on the move. 5. Development of tactics while performing skills. 6. Assessment lesson-tournament and matches against each other to perform skills developed.	3. Forward drive and forward defence 4. Pull shot 5. Striking the rounders ball-hitting into space 6. Assessment lesson-performance of the variety of skills learnt.	4. Long distance running and use of endurance and stamina 5. Focus on power (component of fitness) 6. Using power while throwing and jumping 7. Mini Olympics- assessment lesson.
<i>Weeks</i>	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	Introduction to the sports participation ASDAN module; A1 and A2 (participating in two team sports and two indoor activities) Develop the skills learnt in year 8, pass, move, dribble, and shoot with purpose. Use a range of tactics and strategies to overcome opponents. Reflect and analyse performance and compare to previous performances. Further develop growth mind-set and cross curricular links; literacy and numeracy. Prepare students for BTEC Sports performance.	Continue to complete A1 and A2. Develop and progress rugby and hockey skills learnt in year 8; full contact tackling, passing and movement. Use a range of tactics and strategies to overcome opponents. Reflect and analyse performance and compare to previous performances. Further develop growth mind-set and cross curricular links; literacy and numeracy. Prepare students for BTEC Sports performance.	Introduction to research in the Sports participation module (A4 and A8). Preparation for theory work during their BTEC. Develop volleyball skills and table tennis skills. Performing the skills to overcome opponents. Use a range of tactics and strategies to overcome opponents. Reflect and analyse performance and compare to previous performances. Further develop growth mind-set and cross curricular links; literacy and numeracy. Prepare students for BTEC Sports performance.	Completion of any final Sports Participation challenges. Use the skills learnt in badminton and dodge ball to create tactics to overcome opponents. Use a range of tactics and strategies to overcome opponents. Reflect and analyse performance and compare to previous performances. Further develop growth mind-set and cross curricular links; literacy and numeracy. Prepare students for BTEC Sports performance.	Introduce Health, Fitness and Nutrition modules for the ASDAN work (A1, A2, A3 and A4) Work on the Components of Fitness in more details. Muscles in the body, and types of movements. Athletic events to be completed to a higher level of performance. Use a range of tactics and strategies to overcome opponents. Reflect and analyse performance and compare to previous performances. Further develop growth mind-set and cross curricular links; literacy and numeracy. Prepare students for BTEC Sports performance.	Completion of any Health, Fitness and Nutrition work and to complete First Aid aspect of the module (B5) Continue to develop cricket and rounders ability. Progressing to higher levels, bowling with a run up, spin bowling, more variety of shots, placement improved. Use a range of tactics and strategies to overcome opponents. Reflect and analyse performance and compare to previous performances. Further develop growth mind-set and cross curricular links; literacy and numeracy. Prepare students for BTEC Sports performance.
<i>How will it be assessed?</i>	Practical performance will be assessed through pictures and videos (ASDAN), as well as summative and formative assessment completed. Self and peer assessment will take place with the supervision of the teacher. Yellow slips will be used in their ASDAN files to encourage further knowledge and progression with theory work. Competitive games will take place to monitor progress.		Assessments will take place through yellow slips in their ASDAN files and completion of the challenges for the modules. Self and peer assessments will take place, alongside summative and formative assessments. Competitive matches will still take place to perform skills learnt.		Assessments will take place through yellow slips in their ASDAN files and completion of the challenges for the modules. Self and peer assessments will take place, alongside summative and formative assessments. Competitive matches will still take place to perform skills learnt.	
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	Ensure 'good' levels of performance and understanding in football, basketball, hockey and rugby adequate for possible BTEC assessment next year. Preparation for the students to complete their BTEC. Allowing the students to adapt to theoretical PE work as well as developing practical ability. Develop maturity and growth mind-set for BTEC work in the public next year. Increase analytical, mathematical and vocabulary skills which will be required for their BTEC.		Ensure 'good' levels of performance and understanding in volleyball, table tennis, badminton and dodgeball adequate for possible BTEC assessment next year. Preparation for the students to complete their BTEC. Allowing the students to adapt to theoretical PE work as well as developing practical ability. Develop maturity and growth mind-set for BTEC work in the public next year. Increase analytical, mathematical and vocabulary skills which will be required for their BTEC.		Ensure 'good' levels of performance and understanding in cricket, rounders, Health Related fitness and Athletics adequate for possible BTEC assessment next year. Preparation for the students to complete their BTEC. Allowing the students to adapt to theoretical PE work as well as developing practical ability. Develop maturity and growth mind-set for BTEC work in the public next year. Increase analytical, mathematical and vocabulary skills which will be required for their BTEC.	
<i>Weekly Focus</i>	1. passing, dribbling and shooting in football 2. Passing, dribbling and shooting in basketball 3. Tackling skills performed. 4. A1 and A2 ASDAN completion	1. Passing using the correct technique consistently (hockey and rugby) 2. Tackling moving targets safely and effectively 3. Shooting using a variety of techniques (hockey) 4. A1 and A2 ASDAN work	1. Effective use of the dig, set and spike within their team against opponents 2. Effective Forehand and backhand shots 3. A4 ASDAN work 4. A8 ASDAN work	1. Any completion of ASDAN work 2. Effective forehand shots against opponents 3. Effective backhand shots against opponents 4.	1. Components of fitness-flexibility, agility and balance and ASDAN work 2. Components of fitness-strength, power and coordination and ASDAN work 3. Running lesson	1. Finish any ASDAN work from previous half term 2. Start B5 ASDAN work 3. Progression of bowling- spin and run up 4. Striking the ball- cricket 5. Striking the ball- rounders 6. Assessment lesson- cricket

	5. A1 and A2 ASDAN completion 6. Basketball assessment lesson 7. Football Assessment lesson.	5. A1 and A2 ASDAN work 6. Assessment lesson- rugby 7. Assessment lesson- hockey.	5. Assessment lesson- volleyball 6. Assessment lesson- table tennis	5. Assessment lesson- badminton 6. Assessment lesson- dodgeball	4. Jumping and throwing events 5. ASDAN work- A3 and A4 6. Assessment lesson- Athletics	7. Assessment lesson- rounders
Weeks	7	7	6	6	6	7
Core Knowledge/ Skills and Concepts	Introduction to the BTEC course – Organisation skills for beginning to put together a portfolio of evidence. The first unit will be Planning Own Fitness Programme. Understanding of how to plan, take part in and evaluate a personal fitness programme. Improve knowledge of the components of fitness learnt at the end of year 9 and link the training improvements of these to individual sports performance. Build on the range of skills, tactics and strategies taught at year 9 to overcome opponents in badminton and football . Learn the unfamiliar sport of Tuchukball transferring skills from dodgeball taught at year 9. Evaluate performance for each lesson and compare to previous performances. Review progress at the end of the half term using data recorded throughout. Continue to foster a growth mind- set. Cross curricular skills linked to Science, ICT, Food Tech, Maths and English.	How the Body Works – Build on knowledge of muscles in the body from the end of year 9. Develop knowledge and understanding of other body systems and their function (skeletal, respiratory and cardio-vascular systems). Level 1 learners will improve knowledge and understanding of healthy diet and the contribution of nutrients learnt at the end of year 9. Level 2 will learn more about principles and methods of training. Developing an understanding of how and why certain training methods are preferred to others for individuals. Develop spatial awareness through trampolining Build on a range of tactics and strategies taught in year 9 to overcome opponents in volleyball and table tennis . Evaluate performance for each lesson and compare to previous performances. Continue to foster a growth mind- set. Cross curricular skills linked to Science, ICT, Food Tech, Maths and English.	Practical Sports Performance (L2) Taking Part in Sport (L1) - Learn rules, appropriate dress, skills and techniques for 2 team sports and 2 individual sports. Evaluate own strengths and areas for improvement in each sport. Develop a range of skills of tactics and strategies from year 9 to overcome opponents in basketball and transfer skills from hockey to learn lacrosse . Improve techniques in athletics events to improve athletic performance. Reflect and evaluate performance and compare to previous performances. Continue to foster a growth mind- set. Cross curricular skills linked to Science, ICT, Food Tech, Maths and English.	L1 - Taking Part in Exercise and Fitness. Understand and take part in different fitness activities and develop knowledge of opportunities to take part in the local area. Evaluate own strengths and areas for improvement in fitness and exercise. L2 – Revise knowledge gained in the autumn term and prepare for mock exam. Improve memory skills and exam technique. Develop the skills learnt in dodgeball . Transfer many of these skills to use in handball and create tactics to overcome opponents. Further develop spatial awareness learnt in trampolining through gymnastics (vault) . Reflect and evaluate performance and compare to previous performances. Continue to foster a growth mind- set.	L1 - Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity. Improve knowledge of qualities and role in assisting a leader. Understand the different parts of session. Develop planning and leadership skills in the assisting of an activity. L2 – Improve memory skills and exam technique. Concentrate on literacy skills for longer answer question where the student is expected to explain, discuss or evaluate. Develop a range of skills, tactics and strategies from year 9 to overcome opponents in hockey, tennis and rounders . Reflect and evaluate performance and compare to previous performances. Reflect and evaluate the plan and the session once each is complete. Continue to foster a growth mind- set. Cross curricular skills linked to ICT, Maths and English.	L1- Working in Sport and Active Leisure - Develop skills such as communication, teamwork and customer service relevant to working the sport and active leisure industry. Understand typical shift patterns for specific jobs and how to manage your time effectively to cope with this challenge. L2 – If exam is passed begin unit 5 <i>The Sports Performer in Action</i> where students develop an understanding of how exercise affects the body. If not revisit gaps in knowledge and skills. It may be necessary to concentrate on the numeracy skills needed to calculate % body fat or training zones. Continue to develop skills in cricket and rugby from year 9. Introduce baseball where many skills can be transferred from cricket and rounders. Use a range of skills, tactics and strategies to overcome opponents. Reflect and evaluate performance and compare to previous performances. Continue to foster a growth mind- set. Cross curricular skills linked to ICT, Maths and English.
How will it be assessed?	A knowledge retention assessment will be conducted in October to determine whether a student will be entered for the level 2 (BTEC First Award in Sport) or level 1 qualification (BTEC in Sport and Active Leisure). The level 2 qualification includes an external onscreen examination, which can be stressful for lower ability students. The level 1 qualification is 100% course work made up of written and practical tasks which is more accessible for many of our students. Practical performance will be assessed through live observations and video to slow down fast technical skills. Self and peer assessment will take place with the supervision of the teacher to ensure it is fair. Yellow slips will be used in students' BTEC evidence files to provide constructive feedback and encourage further progression with	Students on the level 2 qualification will sit a mock examination at the end of the spring term to decide if they are ready to be put in for the onscreen external exam for unit 1 <i>Fitness for Sport and Exercise</i> . The coursework of all students will continue to be assessed through regular marking of their written work. Practical performance will be assessed through live observations and video to slow down fast technical skills. Self and peer assessment will take place with the supervision of the teacher to ensure it is fair. Yellow slips will be used in students' BTEC evidence files to provide constructive feedback and encourage further progression with theory work. Competitive games and video analysis will take place to monitor progress in performance. Summative assessment sheets will be completed	Students on the level 2 qualification should be ready to sit the external examination at some point in the summer term for unit 1 <i>Fitness for Sport and Exercise</i> . The coursework of all students will continue to be assessed through regular marking of their written work. Practical performance will be assessed through live observations and video to slow down fast technical skills. Self and peer assessment will take place with the supervision of the teacher to ensure it is fair. Yellow slips will be used in students' BTEC evidence files to provide constructive feedback and encourage further progression with theory work. Competitive games and video analysis will take place to monitor progress in performance. Summative assessment sheets will be			

	theory work. Competitive games and video analysis will take place to monitor progress in performance. Summative assessment sheets will be completed at the end of each unit using the BTEC template to give feedback relevant to the qualification.		at the end of each unit using the BTEC template to give feedback relevant to the qualification.		completed at the end of each unit using the BTEC template to give feedback relevant to the qualification.	
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	<p>Planning a personal fitness programme and understanding how the systems of the body work are complementary. The skills and knowledge gained builds on that from the Health, Fitness and Nutrition modules for the ASDAN work at the end of year 9. The content of these units at level one is included in the level 2 specification. Therefore, if a student is assessed and entered for the level 2 the learning this term would be relevant and they could progress efficiently.</p> <p>Continuing to include practical sport will continue to improve students' skills, give context to the theory lessons and maintain their enthusiasm for the subject. The following term students will need to review their performance and learn rules in practical sport as part of their BTEC course.</p>		<p>Teaching Practical Sports Performance (L2) and Taking Part in Sport (L1) at the same time will mean that level 2 and level 1 learners can work together. Taking part in exercise and fitness follows on from this naturally extending sports participation to the wider physical activities on offer with the intention of promoting healthy active lifestyles. These units lead on from the practical sport delivered in the autumn term and key stage 3. The practical sport offers context for the following term where level 1 learners will plan and lead sessions and level 2 learners will revise fitness for sport. Taking part in exercise offers context for the unit Working in Sport and Active Leisure that will be taught in the summer term.</p>		<p>Level 1 - The skills and knowledge learned in planning and delivering an activity build on the students' knowledge of sport and exercise from the spring term. This is also true of the knowledge and understanding gained about working in the sport and active leisure industry. Skills are developed in a practical environment to give the students experience of leadership. This experience will be used in the first half of the following term in the units: Working in a Team and Physical Activities for Children. The understanding of working in sport and active leisure will scaffold the learning that will take place in the second half of the following autumn term (Job Opportunities in Sport and Active Leisure and Safe Learning in the Workplace). Level 2 – Content taught at this stage is dependent on how well previous knowledge is retained. Preparing for the external exam at this stage removes some of the pressure on students. If they aren't ready, they still have most of the next academic year.</p>	
<i>Weekly Focus</i>	<ol style="list-style-type: none"> Components of fitness & tests Goal setting planning and methods of training Principles of training Review of short-term goals Barriers to achieving goals Overcoming barriers Review of fitness programme 	<ol style="list-style-type: none"> Functions of the skeleton Functions of the muscles Structure & functions of heart Structure & functions of lungs Nutrients of a healthy diet (L1) Progressive overload (FITT) (L2) Evaluation of fitness tests (L2) Christmas sporting activities 	<ol style="list-style-type: none"> Basketball Lacrosse Athletics (Throwing) Athletics (Jumping) Athletics (Running) Review of performance 	<ol style="list-style-type: none"> Fitness Activities Fitness Facilities Safe exercise Exercise participation Review of performance Ways to improve 	<ol style="list-style-type: none"> Qualities needed for assisting Responsibilities when assisting Helping to plan a session Helping to deliver a session Review of portfolio of evidence Recap knowledge gaps 	<ol style="list-style-type: none"> Customer service Communication skills Working as a team member Shift patterns for jobs in sport/leisure Managing time effectively Review of portfolio of evidence Recap knowledge gaps
<i>Weeks</i>	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	<p>L1 Physical Activities for Children - Develop an understanding of why activities for children should be planned according to their age. Increase awareness of the importance of adult supervision and the different roles adults can play in these activities. Improve planning and team skills. Peer and self-assess plans.</p> <p>L1 Working as a Team - Develop knowledge of behaviours, skills necessary for teamwork. Further improve planning and organisation skills. Improve evaluation skills when reviewing team's plan and performance.</p> <p>L2 Develop an understanding of the short-term effects of exercise and long-term adaptations of the bodies systems to exercise</p>	<p>L1 Job Opportunities in Sport and Active Leisure – Improve awareness of jobs in sport and active leisure. Knowledge of qualifications and skills needed for these jobs.</p> <p>L1 Safe Learning in the Workplace - Understanding of hazards and risks in the workplace. Knowledge of who is responsible for health and safety, how to reduce risk and deal with hazards.</p> <p>L2 Develop an understanding of the anaerobic and aerobic energy systems</p> <p>Build on a range of tactics and strategies taught in year 10 to</p>	<p>L1 Investigating Rights and Responsibilities at Work Knowledge of workplace rights and how they should be respected. Understand the responsibilities of the employees and know about sources of help for problems with workers' rights.</p> <p>L1 Managing Your Health at Work Understand the importance of health at work, issues that may arise and ways to keep healthy.</p> <p>L2 Improve skills, knowledge and concepts in areas of the course that are missing. This could be exam skills such as time keeping, longer answer writing or numeracy skills.</p> <p>Focus on practical aspects of P.E.</p>	<p>Improve skills, knowledge and concepts in areas where there are gaps.</p> <p>Develop organisation skills to complete portfolio. Prepare for exam (L2) if necessary, by fine tuning knowledge, literacy and numeracy skills.</p> <p>Focus on practical aspects of P.E. Build on a range of tactics and strategies taught in year 10 to overcome opponents in cricket, tennis, rugby and hockey.</p> <p>Improve practical skills in activities that students are most engaged with.</p>	<p>Study leave and start of summer exams</p>	<p>Summer exams</p>

	Build on the range of skills, tactics and strategies taught at year 10 to overcome opponents in badminton and football . Practical lessons will be flexible to suit the plans students.	overcome opponents in volleyball and table tennis . Evaluate performance for each lesson and compare to previous performances.	Build on a range of tactics and strategies taught in year 10 to overcome opponents in basketball, athletics and lacrosse		
<i>How will it be assessed?</i>	Practical performance will be assessed through live observations and video to slow down fast technical skills. Self and peer assessment will take place with the supervision of the teacher to ensure it is fair. Yellow slips will be used in students' BTEC evidence files to provide constructive feedback and encourage further progression with theory work. Competitive games and video analysis will take place to monitor progress in performance. Summative assessment sheets will be completed at the end of each unit using the BTEC template to give feedback relevant to the qualification. Students on the level 2 qualification who have not already passed the external exam will sit a mock examination half way through each half term to decide if they are ready to be put in for the onscreen test for unit 1 <i>Fitness for Sport and Exercise</i> .	Practical performance will be assessed through live observations and video to slow down fast technical skills. Self and peer assessment will take place with the supervision of the teacher to ensure it is fair. Yellow slips will be used in students' BTEC evidence files to provide constructive feedback and encourage further progression with theory work. Competitive games and video analysis will take place to monitor progress in performance. Summative assessment sheets will be completed at the end of each unit using the BTEC template to give feedback relevant to the qualification. Students on the level 2 qualification who have not already passed the external exam will sit the onscreen examination for unit 1 <i>Fitness for Sport and Exercise</i> before the end of term.			
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	L1 – The units of work: Working in a Team and Physical Activities for Children build on the knowledge gained at the end of year 10 in the unit: Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity. The two units also complement each other with skills and knowledge cross over between them. The skills and knowledge gained will scaffold the final four units of the course which cover careers in the sport and active leisure industry. Practical lessons will be flexible to suit the plans students make and to maintain enthusiasm.	L1 – The units of work: Job Opportunities in Sport and Active Leisure and Safe Learning in the Workplace build on the knowledge and skills gained from the previous half term and the unit: Working in Sport and Active Leisure (taught at the end of year 10). The two units complement each other and the latter unit is smaller, so should be completed in time to build in Christmas activities at the end of term. Both units are linked to careers in the sport and active leisure industry and year 11 is a time when students will be looking to their futures. Even students that don't want to pursue a career in sport and active leisure will benefit from the knowledge gained in these units as they progress to college and begin to make choices about their future. L2 – The learning of anaerobic and aerobic energy systems builds on the knowledge and understanding of short-term effects of exercise and long-term adaptations from the previous half term. Planning to complete the learning of the level 2 by the end of this term will give the opportunity for students to fill in any gaps or focus on the practical aspects of	L1 – The units of work: Investigating Rights and Responsibilities at Work and Managing Your Health at Work build on the knowledge and skills gained from the previous term from the end of year 10. The two units are smaller so can be learned alongside any other incomplete units. They complement each other and (as with the previous two units) they are linked to careers in the sport and active leisure industry. With year 11s looking to their futures they will gain an understanding of working life. Even students that don't want to pursue a career in sport and active leisure will benefit from the knowledge gained in these units as they progress to college and begin to make choices about their future. L2 – If students have completed the theoretical learning for the course, focusing on the practical aspect will help to secure an enjoyment of physical activity of some kind. Having an enthusiasm for physical activity will promote healthy active lifestyles for our students in the future. Learning skills in a variety of sports and activities will increase self-confidence and improve the chances of student taking part in	If students have completed the theoretical learning for the course, focusing on the practical aspect will help to secure an enjoyment of physical activity of some kind. Having an enthusiasm for physical activity will promote healthy active lifestyles for our students in the future. Learning skills in a variety of sports and activities will increase self-confidence and improve the chances of student taking part in these activities outside of the school environment. In this final half-term for year 11s students will be under a lot of pressure to complete course work and prepare for summer exams. Physical activity is good for emotional and mental wellbeing. More practical focus at this point in year 11 will act as an important tool to deal with the stress many students will be experiencing.	

		P.E. in the next and final term at school.	these activities outside of the school environment.			
<i>Weekly Focus</i>	<p>L1</p> <ol style="list-style-type: none"> 1. Physical activities for under 5s 2. Role of the adult in sessions 3. Plan an activity for children 4. Team work skills and behaviour 5. Planning as a team 6. Deliver session as a team 7. Review own performance in team <p>L2</p> <ol style="list-style-type: none"> 1. Effects on the muscles 2. Effects on the CV system 3. Effects on the respiratory system 4. Long-term adaptations of muscles 5. Long-term adaptations of CV system 6. Long-term adaptations of respiratory system 7. Review and recap knowledge gaps 	<ol style="list-style-type: none"> 1. Different jobs in sport/active leisure 2. Conditions of employment 3. Qualification and skills required 4. Planning a career in sport/active leisure 5. Hazards, risk and control 6. Safety responsibilities 7. Christmas sporting activities <p>L2</p> <ol style="list-style-type: none"> 1. ATP-CP system 2. Glycolysis/lactic acid system 3. The aerobic energy system 4. Review of portfolio of evidence 5. Recap knowledge gaps 6. Organise and submit portfolio 7. Christmas sporting activities 	<ol style="list-style-type: none"> 1. Rights of employees 2. Responsibilities of employees 3. Sources of help with rights at work 4. Importance of health at work 5. Ways to stay healthy at work 6. Health issues in work environments 	<ol style="list-style-type: none"> 1. Cricket 2. Tennis 3. Rugby 4. Hockey 5. Engaging practical skills 6. Engaging practical skills 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7.