

CURRICULUM for PE

YEAR 7: Pupils will perfect their locomotor skills (for example running and jumping), stability skills (for example twisting and balancing) and manipulation skills (such as throwing and catching). Pupils are explicitly taught rules, strategies and tactics through direct instruction and feedback. They will learn about the concepts ‘aerobic’ and ‘anaerobic.’

Self-Defence	Health and Fitness	Badminton	Athletics	Football	Cricket
• Posture • Tone of voice • Break-away techniques • Tactics and strategies • Choosing flight over fight • Control • Resourcefulness • Reflection • Co-operation • Encouragement • Decision-making • Empathy • Courage • Resilience • Self-Belief • Confidence • Physical Skills	• Bones • Muscles • Warmups • Cools downs • Heart Rate • Skill and Health Components of fitness • Fitness Testing of Power, Agility, Speed, CVE and Balance • Safe use of machines • Understanding machine values – distances, Heart Rate	• Basic Rules • Grip • Stance • Movement • Serves – high and deep • Flick • Return of serve • Clear shot – forehand and backhand • Drop shot • Appropriate shot selection • Communication for doubles	• Rules and regulations • Starts and finish • 100M, 200M, 400M, Relay • Standing Long jump • Vertical jump • Throws – grip, initial stance, preparation, execution, release and follow through • Discus • Shot putt	• Basic rules • Positions and roles • Communication • Control • Dribbling • Side foot passing & Receiving • Turning • Movement • Shooting • Outwitting opponents • Teamwork • Tactics and strategies	• Basic Rules • Roles and responsibilities • Batting • Grip, stance • Bowling • Grip, delivery • Catching • Close by, far away • Fielding • Stump fielding • Stance • Tactics and strategies • Running

Year 8 Pupils will have the opportunity to apply their locomotor skills through different physical activities. They are starting to apply the rules, strategies and tactics intelligently. Pupils learn important facts about the human body and physical activities and how to perform appropriate activities for health benefits.

<i>Self-Defence</i>	<i>Health and Fitness</i>	<i>Football</i>	<i>Badminton</i>	<i>Athletics</i>	<i>cricket</i>
• Tactics and strategies • Choosing flight over fight • Control • Resourcefulness • Reflection • Co-operation • Encouragement • Decision-making • Empathy • Courage • Resilience • Self-Belief • Confidence • Physical Skills	• Stages of Warm-ups and cool downs including sports specific • Fitness testing of CVE, muscular endurance, strength, power, agility, speed, co-ordination, balance • Types of training – interval and circuit training • Measuring MHR and WHR and recovery HR • Training thresholds • Types of aerobic and anaerobic activities • Equation for MHR, calorie counter and understating labels	• Rules – fouls, misconduct, off-side • Control, foot, and thigh • Receiving the ball • Dribbling and close control • Turning on the move • Dribbling – inside and outside of foot • Shooting with power • Standing tackle • Defensive & attacking headers • Interception • Tactics and strategies • Keeping possession • Outwitting opponents • Teamwork	• Serves – low and short • Return of serve • Underarm clear shot – forehand and backhand • Smash • Block • Appropriate shot selection • Deception • Communication for doubles • Footwork	• Sprinting techniques • Posture • Sprint starts and finish • False start • Relays – baton changeover • Jumps – run up/ speed, take-off and landing	Running between posts and stumps Throwing and catching – underarm, overarm Fielding – scoop, pick up and throw to post/stump Bowling – action, double step (R) line and length (C) Batting – overhead (R) Developed fielding skills and tactics

Year 9 Pupils produce confident and controlled motor movement and show motor competence across a range of physical activities. Pupils' knowledge of rules, strategies and tactics directs their movement. Pupils demonstrate competence and confidence. They value the importance of healthy, active lives.

Self-defence	Football	Badminton	Athletics	Cricket	Health and Fitness
• Basic Rules • Tactics and strategies • Avoidance • De-escalation/verbal defence • Control • Resourcefulness • Reflection • Co-operation • Encouragement • Decision-making • Empathy • Courage • Resilience • Self-Belief • Confidence • Physical Skills	• Rules and positional play • Passing – long, short, varying pace, spin • Passing and receiving – non dominant and dominant • Chest control • Shooting – penalty / corner set play • Turning • Anticipation • Passing • Tactics and Strategies • Tactics – using width • Dribbling at speed • Jockeying	• Serves – Backhand serve • Return of serve • Push shot • Drive – backhand and forehand • Net play • Backhand clear • Appropriate shot selection • Deception • Communication for doubles • Applying own strategies to competitive play	• Long distance – 800M • Starts and finish • Stride length • Long jump • Preparation • Movement • Release • Recovery • Appropriate techniques • Feedback • Personal bests	• Officiating • Batting – one handed and two handed • Underarm batting • Ball placement • Batting box tactics • Fielding – post and deep • Long barrier • Bowler, back stop, first post tactics • Bowling – pace, spin and height • Donkey drop • Tactics and strategies	• Methods of training • High Intensity Interval Training • Weight training • Target training zones • Aerobic and anaerobic • Short- and long-term effects of exercise • Training for a chosen sport • Diet and nutrition • Personal exercise programme • SMART targets • Fitness testing for a programme

KS4–Year 10/Year 11 Pupils show mastery of the knowledge taught at Key Stage 3 through physical activity and sport. Pupils have increasingly detailed knowledge of the broader physiological, psychological and socio-cultural aspects of the physical activity and sport. They also understand the importance of leading healthy, active lives beyond PE lessons.

Self-Defence	Football	Badminton	Athletics	Cricket	Health and Fitness
• Basic Rules • Tactics and strategies • Body Language • Control • Reflection • Co-operation • Encouragement • Decision-making • Empathy • Courage • Resilience • Self-Belief • Confidence • Physical Skills • Mental fitness	• Officiating • Positional tactics and strategies • Denying space • Creating space • Clearing out • Switching • Communication • Team contribution • Etiquettes of the sport • Channelling • Zonal defending • Man to man	• Officiating • Scoring • Flick-serve • Return of serve • Backhand smash • Smash block • Appropriate shot selection • Deception • Communication for doubles • Tactics – singles and doubles	• Time performances • Distance/ height performances • Personal bests • Cross Country • Leading performance • Heat • Qualifying • Rank • Final	• Officiating • Batting – one handed and two handed • Underarm batting • Ball placement • Batting box tactics • Fielding – post and deep • Long barrier • Bowler, back stop, first post tactics • Bowling – pace, spin and height • Donkey drop • Tactics and strategies	• Fitness testing • Goal setting • HIIT • Circuits • Step Aerobics • Boxercise • Training for improvements within a sport • Mindful movements • Core workout • Weight training • Carbo loading • Protein

PE Scheme of Work

	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
KEY CONCEPTS/SUBJECT CONTENT	Every Lesson will start with warm-up and then we will focus on Self-Defence .	Every Lesson will start with warm-up and then will focus on Health and Fitness .	Every Lesson will start with warm-up and then we will focus on Badminton .	Every Lesson will start with warm-up and then we will focus on Football .	Every Lesson will start with warmup and then we will focus on ROUNDERS/ CRICKET. With Bee United Women Cricket Club – first south Asian Ladies team in Lancashire.	Swimming Sports Day
Prior learning	Year 7 to 9: Some children should have a very basic knowledge and understanding of the sports. We will build on a range of skills. They should have and are able to perform the basic principles of Netball, Rounders, Dodgeball, Cricket, Badminton and other circuit and fitness workouts in KS2. They should be capable of striking, catching, fielding and sending and travelling with a ball in competitive games. They can safely work alone or in pairs, or as a team where they are able to perform simple judgements about their own and other performances, using this to improve the accuracy, quality and variety of their performance. We will build on and embed the physical development skills learnt in KS2 for year 7 and in year 8 and year 9 this is developed more, and technique is improved further. Year 10 and year 11: Some children should have a Full knowledge and understanding of the sports. They should have and are able to perform the basic Netball, Rounders, Dodgeball, Cricket, Badminton and other circuit and fitness workouts in year KS3. They should be capable of striking, catching, fielding and sending and travelling with a ball in competitive games. They can safely work alone or in pairs, or as a team where they are able to perform simple judgements about their own and other performances, using this to improve the accuracy, quality and variety of their performance. They can take also now take leadership in certain tasks. Pupils must tackle complex and demanding physical activities, they should get more involved in a range of activities that develops personal fitness and promotes an active healthy lifestyle.					
DIFFERENTIATION	Varied activities for lower ability and advanced level for higher ability					
TEACHING STRATEGIES AND STUDENT ACTIVITIES	Teacher explanation and modelling of the task, and students practice the activity. All students must follow instructions Opportunities for learners to meet professional athletes in the different disciplines. Bee United Women Cricket Club, Amir Khan Academy Boxing professionals.					
SPIRITUAL, MORAL, SOCIAL AND CULTURAL THEME (SMSC) AND FBV	Being respectful to all; young, old, male, female, race, gender. Being tolerant and use appropriate language with all. Freedom of choice; freedom of thought; freedom of speech; freedom of association and the role of the media in such values. Importance of Teamwork. Building and maintaining good relationships with ALL.					
KEY ASSESSMENT FOCUSES	Bleep test at the end of the term Fitness Fun Sheet					
Provision for SEN and G&T/Lower Ability Learners	1. Provide warm-up opportunities. 2. Visual stimuli through use of videos or modelling physical activity; Visual stimuli can help to prompt pupils who struggle to generate vocabulary and ideas. 3. Peer composition- It can be much less intimidating working out in pairs					

	4. Presentation and concept check questioning 5. Sequencing activities- These encourage pupils to do the thinking and helps SEN pupils to organise their ideas. 6. Give alternate workouts if one is struggling with the set workouts.
Skills to be taught	<i>Physical skills:</i> developing strong healthy bodies and skills in coordination, stress management, fine and large motor skills and agility. Demonstrating skills such as actual competence, health/fitness/wellbeing, and motivation. <i>Social skills:</i> Understanding the behaviour of individuals and others through building social skills, including; cooperation, negotiation, collaboration, socialization, rules information and conflict resolution. <i>Emotional skills:</i> Understanding how we feel about situations and why we feel that way, building on; empathy, impulse control, self-regulation, persistence, resilience, self-confidence and joy. <i>Cognitive skills:</i> Understanding the way we think, explore and work things out, building on; problem-solving, scientific and mathematical thinking, language skills, literacy skills, research and inquiry skills and independent thinking.
Cross Curricular links	The benefits of active learning in the classroom are widely acknowledged in a variety of areas of the curriculum. Not only does it allow core curriculum subjects such as maths to be taught in a fun and engaging way but increases physical activity in children when meeting recommended standards is challenging. Literacy in PE • Oracy: Explaining, instructing, questioning, describing and evaluating. • Reading and comprehension: through sharing information about rules of different sports • Speaking and listening • Teamwork • Working in pairs Numeracy in PE • Measurements • Area • Problem Solving • Orienteering ICT in PE Use of interactive whiteboard, bleep test.