

| | | Block 1 | | | | | | | Block 2 | | | | | | | Block 3 | | | | | | | Block 4 | | | | | | | Block 5 | | | | | | | Block 6 | | | | | | |
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| | | AUTUMN 1 | | | | | | | AUTUMN 2 | | | | | | | SPRING 1 | | | | | | | SPRING 2 | | | | | | | SUMMER 1 | | | | | | | SUMMER 2 | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | |
| Unit description | | Intent <i>To ensure all students have the fundamental knowledge of our key activities, begin to learn the activity specific behaviours and able to perform the key foundational skills.</i> | | | | | | | Intent <i>To ensure all students have the fundamental knowledge of our key activities, begin to learn the activity specific behaviours and able to perform the key foundational skills.</i> | | | | | | | Intent <i>To ensure all students have the fundamental knowledge of our key activities, begin to learn the activity specific behaviours and able to perform the key foundational skills.</i> | | | | | | | Intent <i>To ensure all students have the fundamental knowledge of our key activities, begin to learn the activity specific behaviours and able to perform the key foundational skills.</i> | | | | | | | Intent <i>To ensure all students have the fundamental knowledge of our key activities, begin to learn the activity specific behaviours and able to perform the key foundational skills.</i> | | | | | | | Intent <i>To ensure all students have the fundamental knowledge of our key activities, begin to learn the activity specific behaviours and able to perform the key foundational skills.</i> | | | | | | |
| | | Rugby | | | | | | | Football | | | | | | | Hockey | | | | | | | Handball | | | | | | | Tennis | | | | | | | Softball | | | | | | |
| | | Know Basic rules (not passing forwards/knock-on, basic onside/offside, safe tackling) How to perform the basic skills Basic principles of attack (run forwards, pass sideways, attack spaces, 2 vs 1) Basic defensive principles (flat defensive line with no gaps) The expected behaviours and etiquette in rugby | | | | | | | Know Basic rules (how to score, restarts, foul play, handball, goalkeeping rules) How to perform the basic skills Basic attacking principles (passing forwards, creating space, ball retention) Basic defensive principles (deny space, pressure on the ball) The expected behaviours and etiquette of football | | | | | | | Know Basic rules (how to score, restarts – including self-pass, foul play, danger with stick) How to perform the basic skills Basic attacking principles (passing, creating space, ball retention) Basic defensive principles (deny space, pressure on the ball) The expected behaviours and etiquette of hockey | | | | | | | Know Basic rules (footwork, double dribble, contact, scoring, the D) How to perform the basic skills Basic principles of attack (pass ahead, move off the ball, get nearer to the goal to increase chance of scoring) Basic defensive principles (goal-side, arms up, try to force shots from wide or deep) The expected behaviours and etiquette in Handball | | | | | | | Know Basic rules (scoring, out, one bounce) How to perform the basic skills. Basic principles of attack (move opponent, variety of shots) Basic defensive principles (cover the court, get the ball in play, recover to the T) The expected behaviours and etiquette in tennis | | | | | | | Know Basic rules (how to score, fair/foul, strikes/balls, run outs) How to perform the basic batting and fielding skills Basic batting principles (stance, head still, forward swing only) Basic fielding principles (protect home plate, basemen on plate, easy in on throws) The expected behaviours and etiquette of softball | | | | | | |
| | | Do A range of basic passes (pop, short lateral) Signalling for and receiving the ball Ball presentation following the tackle 1 vs 1 side tackle Basic rucking position Show creativity in devising tactics/plays Link the school values to expected behaviours in rugby | | | | | | | Do Instep pass and receive Basic dribble Shooting for accuracy Jockeying/tackling Show creativity in devising tactics in conditioned games Link the school values to the expected behaviours in football | | | | | | | Do Pass and receive open and reverse stick Basic dribble and Indian dribble Jockeying/tackling - block and jab Show creativity in devising tactics in conditioned games Link the school values to the expected behaviours in hockey | | | | | | | Do A range of basic passes (push, bounce, over shoulder) Signalling for and receiving the ball Basic dribble Basic shooting Show creativity in devising tactics/plays Link the school values to expected behaviours in handball | | | | | | | Do A range of basic skills (forehand and backhand groundstrokes, basic volley) Get in the ready position Anticipate the flight of the ball and move into position (move, stop, hit) Show creativity in devising tactics/plays Link the school values to expected behaviours in tennis. | | | | | | | Do Hit into fair ground Run purposefully between bases Basic catching/throwing Show creativity in devising tactics in games Link the school values to the expected behaviours in softball | | | | | | |
| | Basketball | | | | | | | Capoeira | | | | | | | Badminton | | | | | | | Netball | | | | | | | Athletics | | | | | | | Rounders | | | | | | | |
| | Know Basic rules (travel, double dribble, contact, scoring) How to perform the basic skills Basic principles of attack (pass ahead, move off the ball, get nearer to the basket to increase chance of scoring) Basic defensive principles (basket-side, arms up, no contact, hustle rather than steal) The expected behaviours and etiquette in basketball | | | | | | | Know How to create a motif development. Know the history of Capoeira and the basic Capoeira movements. Know compositional principles in dance and apply to choreography e.g. dynamics, space, formations, levels. Understand and show development of musicality and rhythm when performing to counts. Understand how the school core values are applied to each lesson. | | | | | | | Know Basic rules (serving, scoring, out) How to perform the basic skills and keep a rally going. Basic principles of attack (move opponent, variety of shots) Basic defensive principles (cover the court, get the shuttle back) The expected behaviours and etiquette in badminton | | | | | | | Know <i>Basic rules (how to score, restarts – including Centre passes, sideline and backline passes-pass, footwork free and penalty passes)</i> <i>How to perform the basic skills – footwork, catching, throwing.</i> <i>Basic attacking principles (passing, creating space - dodging, ball retention)</i> <i>Basic defensive principles (deny space, pressure on the ball)</i> <i>The expected behaviours and etiquette of netball</i> | | | | | | | Know Basic officiating rules (timing, measuring, no jump/throw) How to perform safely How to perform the basic skills Basic running principles (technique for sprinting vs middle distance) Basic throwing principles (low to high, slow to fast, push/pull) Basic jumping principles (elevation, transfer of speed, sequencing) The expected behaviours and etiquette of athletics | | | | | | | Know Basic rules (how to score ½ and full rounders, how you are out. Batting rules and fielding rules. How to perform the basic skills – batting, fielding, bowling Basic batting principles (stance, one handed batting) Basic fielding principles (catching + throwing, where to throw the ball) The expected behaviours and etiquette of rounders | | | | | | | |
| | Do A range of basic passes (chest, bounce, javelin) Signalling for and receiving the ball Basic dribble Pivot and jump stop Set shot and unopposed lay up | | | | | | | Do Be able to develop fitness components that link to performing capoeira skills e.g. core strength, flexibility, balance. Be able to perform basic Capoeira skills Jenga, Block, push kicks, circular kick and Au fechado. | | | | | | | Do A range of basic skills (overhead and underarm shots, forehand and backhand, underarm serve – forehand and backhand,) Get in the ready position. Anticipate the flight of the shuttle and take it at the highest point where possible Show creativity in devising tactics/plays | | | | | | | Do <i>Pass and receive – different types of passes</i> <i>Footwork – 1:2, 2:2</i> <i>Dodging to get free</i> <i>Show creativity in devising tactics in conditioned games</i> | | | | | | | Do Perform a basic, legal throw Use basic sprinting technique Use basic middle distance running technique Use basic jumping technique for distance/height | | | | | | | Do Underarm and overarm throwing and catching Batting Throwing the ball to a post Making decisions on when to run and when to stop when batting | | | | | | | |

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| | | Show creativity in devising tactics/plays Link the school values to expected behaviours in basketball | Link skills fluently to create a motif development. Perform a sequence with control, fluency, balance, extension and good use of space/ pathways. Be able to create sequence/ motif development with a partner than includes matching and mirroring. Can perform to counts and beats of the music. Demonstrate good performance skills. Be respectful of each other's performances. Be able to provide peer and self feedback. | Link the school values to expected behaviours in badminton. Volleyball Know Basic rules (3 touches, in out, no kicking) How to perform the basic skills Basic principles of attack (move the ball to the net to place it where the opponents are vulnerable) Basic defensive principles (cover the court, push the ball high when receiving from your opponent) The expected behaviours and etiquette in volleyball Do A range of basic skills (overhead pass, underarm serve, basic one-handed hit) Get in the dynamic ready position Anticipate the flight of the ball and take it at the highest point Show creativity in devising tactics/plays Link the school values to expected behaviours in volleyball | Link the school values to the expected behaviours in netball Health Related Fitness Know How to operate conditioning equipment safely How to perform movements of bike, ski, run and row Basic techniques of bike, ski, run and row Basic principles (of good form through bodyweight/low resistance exercises) The expected behaviours and etiquette expected in a communal gym environment Fundamental fitness knowledge (warming-up/cooling down, heart rate, effects of exercise, how to measure fitness Do Ski, Row, Bike, Run at low intensity Basic range of bodyweight exercises Find and calculate heart rate Link the school values to the expected behaviours in HRF | Use basic throwing technique for distance Show creativity in devising tactics in conditioned games Link the school values to the expected behaviours in football | Link the school values to the expected behaviours in hockey Cricket Know Basic rules (how to score, ways of being out, where to run) How to perform the basic skills Basic batting principles Basic fielding principles Basic bowling principles Do Front/back foot defensive, pull shot, straight drive Underarm/overarm throw, long barrier Basic bowling technique e.g. side on, straight arm Show creativity in devising tactics in conditioned games Link the school values to the expected behaviours in cricket |
| | Assessment | Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria | Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria | Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria | Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria | Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria | Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning Students will be assessed across all 3 strands in this block with one final, end of year level awarded. |
| | Additional | Across all blocks the students will also experience the following; <ul style="list-style-type: none">- Working at high intensities for the duration of the lesson, to receive the associated health benefits- Performing safely, with good behaviour for learning which benefits all | | | | | |

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| Unit description | | Intent <i>To build on the fundamental knowledge and begin to become more consistent in applying the core skills and knowledge, continuing to make links to the transferrable skills in other activities previously studied</i> | | | | | | | Intent <i>To build on the fundamental knowledge and begin to become more consistent in applying the core skills and knowledge, continuing to make links to the transferrable skills in other activities previously studied</i> | | | | | | | Intent <i>To build on the fundamental knowledge and begin to become more consistent in applying the core skills and knowledge, continuing to make links to the transferrable skills in other activities previously studied</i> | | | | | | | Intent <i>To build on the fundamental knowledge and begin to become more consistent in applying the core skills and knowledge, continuing to make links to the transferrable skills in other activities previously studied</i> | | | | | | Intent <i>To build on the fundamental knowledge and begin to become more consistent in applying the core skills and knowledge, continuing to make links to the transferrable skills in other activities previously studied</i> | | | | | | Intent <i>To build on the fundamental knowledge and begin to become more consistent in applying the core skills and knowledge, continuing to make links to the transferrable skills in other activities previously studied</i> | | | | | | |
| | | Rugby | | | | | | | Football | | | | | | | Hockey | | | | | | | Rugby | | | | | | Tennis | | | | | | Softball | | | | | | |
| | | Know Confidence in applying the basic rules/self-officiating small-sided games How to perform the basic skills showing consistency and control Key attacking principles (creating overloads, depth of support) Key defensive principles (denying space, staying connected as a defensive line) My individual strengths and weaknesses and work to improve them | | | | | | | Know Confidence in applying the basic rules/self-officiating How to perform the basic skills showing consistency and control Key attacking principles (width, forward runs, putting the ball in dangerous areas) Key defensive principles (team defence, 1 on 1 decision making) My individual strengths and weaknesses and work to improve them | | | | | | | Know Confidence in applying the basic rules/self-officiating How to perform the basic skills showing consistency and control Key attacking principles (width, forward runs, putting the ball in dangerous areas) Key defensive principles (team defence, 1 on 1 decision making) My individual strengths and weaknesses and work to improve them | | | | | | | Know Confidence in applying the basic rules/self-officiating small-sided games How to perform the basic skills showing consistency and control Key attacking principles (transition offence, attacking gaps) Key defensive principles (half court low block with chasers) My individual strengths and weaknesses and work to improve them | | | | | | Know Confidence in applying the basic rules/self-officiating singles games How to perform the basic skills showing consistency and control Key attacking principles (hitting accurately to space play to opponents’ weaknesses) Key defensive principles (anticipate the shot, lofted/deep returns) My individual strengths and weaknesses and work to improve them | | | | | | Know Confidence in applying the basic rules/self-officiating plus tagging up and tagging out How to perform the basic skills showing consistency and control Key batting principles (contact point, bunting) Key fielding principles (communicating between catcher and bases, double/triple outs) My individual strengths and weaknesses and work to improve them | | | | | | |
| | | Do Basic passes with precision, consistency and control plus longer lateral pass and scrum-half pass Handling difficult passes Ball presentation for attacking advantage 1 vs 1 front and rear tackle Counter rucking Play their role in a team defence Select tactics to suit the situation Communicate effectively with my peers | | | | | | | Do Pass over longer distances 1st touch for advantage Dribbling at speed Shooting with power 1 vs 1 defending Select tactics to suit the situation Communicate effectively with my peers | | | | | | | Do Pass over longer distances 1st touch for advantage and 1st time pass Dribbling at speed Shooting into the corners 1 vs 1 defending and attacking Select tactics to suit the situation Communicate effectively with my peers | | | | | | | Do Basic passes with precision, consistency and control Dribbling at speed Shooting with accuracy Individual defensive position Play their role in a team defence Select tactics to suit the situation Communicate effectively with my peers | | | | | | Do Basic shots with precision, consistency and control Forehand and backhand groundstrokes with some consistency Forehand and backhand volley with some accuracy Drop shots Select tactics to suit the situation Communicate effectively with my peers | | | | | | Do Hit further with consistency into fair ground/bunt when necessary Run effectively when forced More consistent fielding, both underarm and overarm throws and catches with some success Play in specialised fielding positions with some effectiveness (pitcher/catcher) Select tactics to suit the situation Communicate effectively with my peers | | | | | | |
| | | Basketball | | | | | | | Sports Acro | | | | | | | Badminton | | | | | | | Netball | | | | | | Athletics | | | | | | Rounders | | | | | | |
| | Know Confidence in applying the basic rules/self-officiating small-sided games How to perform the basic skills showing consistency and control Key attacking principles (outlet, ball handler, passing more than dribbling) Key defensive principles (team defence, half court, blocking shot/passing lane) My individual strengths and weaknesses and work to improve them | | | | | | | Know: The key fitness components used in Sports Acro. To be able to explain range of transition skills for individual element of sports acro. Be able to link and combine travel actions. To understand the importance of Shape and fluency. Understand the compositional principles and rules linked to routine choreography. | | | | | | | Know Confidence in applying the basic rules/self-officiating singles games How to perform the basic skills showing consistency and control Key attacking principles (variety of shots) Key defensive principles (variety of shots) My individual strengths and weaknesses and work to improve them | | | | | | | Know Confidence in applying the basic rules/self-officiating How to perform the basic skills showing consistency and control Key attacking principles (passing the ball up court) Key defensive principles (marking a player with the ball, marking a player without the ball) My individual strengths and weaknesses and work to improve them | | | | | | Know Confidence in applying the basic rules/self-officiating How to perform the basic skills showing consistency and control Key sprinting/middle distance principles (acceleration, pacing) Key throwing principles (use of levers, large muscle groups) Key jumping principles (use of levers, power on take off) My individual strengths and weaknesses and work to improve them | | | | | | Know Confidence in applying the basic rules/self-officiating How to perform the basic skills showing consistency and control Key batting principles (when to run, when to stop) Key fielding principles (how to get a batter out, where to throw the ball to when fielding) My individual strengths and weaknesses and work to improve them | | | | | | | |
| | Do Basic passes with precision, consistency and control Triple threat position Dribbling at speed/ball handling Set shot with control Lay up with some consistency Play their role in a team defence Select tactics to suit the situation Communicate effectively with my peers | | | | | | | Do Perform a range of travel actions/ transition skills: including rolls, jumps, turns, spins, flight, individual balances. Demonstrate Counter- balance and counter tension in pair balances. Ability to perform pair and trio balances with a base and top. Develop transitions into and out of the balances. Demonstrate good core strength, whole body strength and balance when performing acro balances. | | | | | | | Do Basic shots with precision, consistency and control Underarm serve with some consistent success Overhead and underarm clears with power Drop shots Select tactics to suit the situation Communicate effectively with my peers | | | | | | | Do Pass and catching – short and long passes Footwork skills Shooting – GA and GS role 1 vs 1 defending and attacking Select tactics to suit the situation Communicate effectively with my peers | | | | | | Do Begin to throw further Improve sprinting technique and acceleration Manage pace in middle distance events | | | | | | Do Throwing over different distances Bowling + back stop responsibilities Throwing in to a post Batting – hitting the ball in different directions. Select tactics to suit the situation Communicate effectively with my peers | | | | | | | |

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| | | | Apply compositional principles linked to rules of Sports Acro when creating routines. Be respectful of each other's performances. Be able to provide peer and self feedback. | Volleyball Know Confidence in applying the basic rules/self-officiating small sided games How to perform the basic skills showing consistency and control Key attacking principles (dig/set/smash) Key defensive principles (defensive set up, blocking) My individual strengths and weaknesses and work to improve them Do Basic passes with precision, consistency and control Underarm pass with some success Serving with consistency One handed hit with power Basic set at the net Select tactics to suit the situation Communicate effectively with my peers | Health Related Fitness Know How to operate conditioning equipment safely How to perform movements of bike, ski, run and row showing consistency and control Key principles (of good form through bodyweight/low-moderate resistance exercises) Link different aspects of fitness to different exercises My individual strengths and weaknesses and work to improve them Do Ski, Row, Bike, Run at moderate intensity Good range of bodyweight exercises and low resistance exercises Communicate effectively with my peers | Improve jumping height and distance by combining skills Select tactics to suit the situation (e.g. in relays, distance runs) Communicate effectively with my peers | Cricket Know Confidence in applying the basic rules/self-officiating How to perform the basic skills of batting, bowling and fielding showing consistency and control Key attacking batting, bowling and fielding principles Key defensive batting principles Key fielding principles My individual strengths and weaknesses and work to improve them Do Select and apply attacking/defensive batting strategies Use a range of fielding skills successfully Bowling legally with some success Select tactics to suit the situation Communicate effectively with my peers |
| | Assessment | <i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i> <i>Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria</i> | <i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i> <i>Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria</i> | <i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i> <i>Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria</i> | <i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i> <i>Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria</i> | <i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i> <i>Students will be assessed across all 3 strands to produce one 'best fit' grade for the year to date, against the End of Year criteria</i> | <i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i> <i>Students will be assessed across all 3 strands in this block with one final, end of year level awarded.</i> |
| | Additional | <i>Across all blocks the students will also experience the following;</i> <ul style="list-style-type: none"><i>Working at high intensities for the duration of the lesson, to receive the associated health benefits</i><i>Performing safely, with good behaviour for learning which benefits all</i> | | | | | |

YEAR GROUP 9 (Due to limitations on spaces, groups may experience these activities in a different order)

| | | Block 1 | | | | | | | Block 2 | | | | | | | Block 4 (Please note, this block may move as it must include access to HRF studio) | | | | | | | Block 5 | | | | | | | Block 6 | | | | | | | Block 7 | | | | | | | | | | | |
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| | | AUTUMN 1 | | | | | | | AUTUMN 2 | | | | | | | SPRING 1 | | | | | | | SPRING 2 | | | | | | | SUMMER 1 | | | | | | | SUMMER 2 | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | | | |
| Unit description | Intent <i>Developing the key skills and some advanced skills further so that students can select, apply and link them to give students successful outcomes in challenges.</i> | | | | | | | | Intent <i>Developing the key skills and some advanced skills further so that students can select, apply and link them to give students successful outcomes in challenges.</i> | | | | | | | | Intent <i>Developing the key skills and some advanced skills further so that students can select, apply and link them to give students successful outcomes in challenges.</i> | | | | | | | | Intent <i>Developing the key skills and some advanced skills further so that students can select, apply and link them to give students successful outcomes in challenges.</i> | | | | | | | | Intent <i>Developing the key skills and some advanced skills further so that students can select, apply and link them to give students successful outcomes in challenges.</i> | | | | | | | | | | | | | | | |
| | Rugby Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively More advanced attacking and defending principles such as backs moves, kicking behind the defensive line, defending the sides of the ruck How to effectively analyse my team’s performance and then address issues in the moment Do Selecting and combining different passes for attacking Te, passing off of both hands with success All variations of tackle with success Effective rucking including jackling Basic mauling Grubber kicks with some accuracy Show resilience in learning from mistakes and taking time to practice Collaborate effectively with my peers to produce good outcomes for my team | | | | | | | | Football Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively More advanced attacking and defending principles such as counterattack/low block How to effectively analyse my team’s performance and then address issues in the moment Do Combine passing and control for attacking advantage Use a range of passes to suit the game situation Dribbling to suit the scenario (close control vs in space) Variety of finishes Effective defensive positioning Show resilience in learning from mistakes and taking time to practice Collaborate effectively with my peers to produce good outcomes for my team | | | | | | | | Hockey Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively More advanced attacking and defending principles such as counterattack How to effectively analyse my team’s performance and then address issues in the moment Do Combine passing and control for attacking advantage Use a range of passes to suit the game situation Dribbling to suit the scenario (close control vs in space) Effective attacking and defensive positioning Show resilience in learning from mistakes and taking time to practice Collaborate effectively with my peers to produce good outcomes for my team | | | | | | | | Handball Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively More advanced attacking and defending principles such as wing play, attacking using a pivot, man to man vs zone defence How to effectively analyse my team’s performance and then address issues in the moment Do Selecting and combining different passes for attacking advantage Dribbling to suit the scenario (slow and controlled vs power drive) Jumping shot with power and accuracy Effective defensive positioning and close marking of a player Show resilience in learning from mistakes and taking time to practice Collaborate effectively with my peers to produce good outcomes for my team | | | | | | | | Tennis Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively in a rally More advanced attacking (pressurising at the net, disguise of shots) and defending principles (sliced return) How to effectively analyse my own and others performance and then address issues in the moment Do Selecting and combining different shots for attacking advantage e.g. deep groundstroke and approach the net to volley) Ground strokes with power and depth Volleying with consistency to finish points Beginning to use spin on shots to change the flight and bounce of the ball Use the correct technique for the overhead serve Working with a partner in a doubles game and selecting and applying the skills for attacking advantage Show resilience in learning from mistakes and taking time to practice Collaborate effectively with my partner to produce good outcomes for my team | | | | | | | | Softball Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively (pick up and throw at bases) More advanced attacking and defending principles such as leading off, hitting between the bases, out at 1st base How to effectively analyse my team’s performance and then address issues in the moment Do Combine skills such as catch and throw to enable double plays Hit in a range of directions to suit the position of the other runners Running strategically including leading off, running when not forced Throwing and catching with consistency with some utilising the mitts Show resilience in learning from mistakes and taking time to practice Collaborate effectively with my peers to produce good outcomes for my team | | | | | | | |
| | Basketball Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively More advanced attacking and defending principles such as transition offence, fake and drive How to effectively analyse my team’s performance and then address issues in the moment Do Selecting and combining different passes for attacking advantage Dribbling to suit the scenario (slow and controlled vs power drive) Set and jump shot with success Lay-up at speed and under defensive pressure | | | | | | | | Parkour Know The key elements of Parkour and the history of the activity. Be able to explain and link the importance of strength, speed and balance. Be able to explain the importance of break roll and link strength and flexibility. Know how to link skills/ movements safely and fluently. Explore creativity with skills and equipment available. Do To develop and refine taking off from and landing at specific points. | | | | | | | | Badminton Know All previous rules applied with confidence with the ability to explain them to others, including serve How to combine and link skills effectively in a rally More advanced attacking and defending principles How to effectively analyse my own and others performance and then address issues in the moment Do Selecting and combining different shots for attacking advantage Defending – selecting shots to stay in a rally Using a variety of serves to front and back of court. Working with a partner in a doubles game, | | | | | | | | Netball Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively More advanced attacking and defending principles such as counterattack How to effectively analyse my team’s performance and then address issues in the moment Do Combine passing and for attacking advantage Use a range of passes to suit the game situation Effective attacking and defensive positioning Show resilience in learning from mistakes and taking time to practice | | | | | | | | Athletics Know All previous rules applied with confidence with the ability to explain them to others How to combine and link athletics skills effectively More advanced attacking jumping/throwing/running techniques How to effectively analyse my/my partner’s performance and then address issues in the moment Do | | | | | | | | Rounders Know All previous rules applied with confidence with the ability to explain them to others How to combine and link skills effectively More advanced batting and fielding principles. How to effectively analyse my team’s performance and then address issues in the moment Do Fielding positions and changing these for a left-handed batsperson Use a range of fielding techniques Improve batting technique Play in multiple field positions and roles. | | | | | | | |

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| | | <p>Effective defensive positioning and close marking of a player</p> <p>Show resilience in learning from mistakes and taking time to practice</p> <p>Collaborate effectively with my peers to produce good outcomes for my team</p> | <p>To develop and refine ability to perform a break roll from various levels.</p> <p>To develop and refine from feet to hands to feet vaulting and travelling balances.</p> <p>Be able to fluently link movements to a creative, stylish and individual sequence.</p> <p>To work with peers to support analysing and developing correct technique and confidence to create new skills.</p> <p>Be respectful of each other’s performances.</p> <p>Critically evaluate my own and others’ performance</p> | <p>Show resilience in learning from mistakes and taking time to practice</p> <p>Collaborate effectively with my partner to produce good outcomes for my team</p> <p>Volleyball</p> <p>Know</p> <p>All previous rules applied with confidence with the ability to explain them to others, including rotation of serve</p> <p>How to combine and link skills effectively</p> <p>More advanced attacking and defending principles such as pressing the net when the ball is high and dropping off when it’s low, blockers at the net</p> <p>How to effectively analyse my team’s performance and then address issues in the moment</p> <p>Do</p> <p>Selecting and combining different passes for attacking advantage</p> <p>Underarm pass with control</p> <p>Overhead serve with some consistency</p> <p>Set successfully to link with a spike</p> <p>Perform a jumping spike with some success</p> <p>Show resilience in learning from mistakes and taking time to practice</p> <p>Collaborate effectively with my peers to produce good outcomes for my team</p> | <p>Collaborate effectively with my peers to produce good outcomes for my team</p> <p>Health Related Fitness</p> <p>Know</p> <p>Confidence in operating conditioning equipment safely and explaining them to others</p> <p>The benefits of regular exposure to bike, ski, run and row</p> <p>More advanced principles (of good form through bodyweight/low-moderate resistance exercises)</p> <p>Different training methods</p> <p>How to effectively analyse a partner’s performance and then address issues in the moment</p> <p>Do</p> <p>Ski, Row, Bike, Run at high intensity</p> <p>Extensive range of bodyweight exercises and moderate resistance exercises</p> <p>Show resilience in learning from mistakes and taking time to practice</p> <p>Use different training methods effectively</p> <p>Collaborate effectively with my peers to produce good outcomes for me and my small group</p> | <p>Combine athletic skills to increase performance e.g. run and throw for javelin</p> <p>Maximise my speed using good technique</p> <p>Set an effective and challenging pace in middle distance runs</p> <p>Perform more advanced skills in jumps (hang/glide technique in LJ, Fosbury flop in HJ)</p> <p>Apply my skills to more difficult events e.g. hurdling</p> <p>Show resilience in learning from mistakes and taking time to practice</p> <p>Collaborate effectively with my peers to produce good outcomes for everyone</p> | <p>Show resilience in learning from mistakes and taking time to practice</p> <p>Collaborate effectively with my peers to produce good outcomes for my team</p> <p>Cricket</p> <p>Know</p> <p>All previous rules applied with confidence with the ability to explain them to others</p> <p>How to combine and link skills effectively</p> <p>More advanced attacking and defending batting/bowling and fielding principles</p> <p>How to effectively analyse my team’s performance and then address issues in the moment</p> <p>Do</p> <p>Combine attacking/defensive batting strategies to gain an advantage</p> <p>Select and apply a range of fielding skills successfully</p> <p>Demonstrate consistency when bowling (good line and length)</p> <p>Show resilience in learning from mistakes and taking time to practice</p> <p>Collaborate effectively with my peers to produce good outcomes for my team</p> |
| | Assessment | <p><i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i></p> <p><i>Students will be assessed across all 3 strands to produce one ‘best fit’ grade for the year to date, against the End of Year criteria</i></p> | <p><i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i></p> <p><i>Students will be assessed across all 3 strands to produce one ‘best fit’ grade for the year to date, against the End of Year criteria</i></p> | <p><i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i></p> <p><i>Students will be assessed across all 3 strands to produce one ‘best fit’ grade for the year to date, against the End of Year criteria</i></p> | <p><i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i></p> <p><i>Students will be assessed across all 3 strands to produce one ‘best fit’ grade for the year to date, against the End of Year criteria</i></p> | <p><i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i></p> <p><i>Students will be assessed across all 3 strands to produce one ‘best fit’ grade for the year to date, against the End of Year criteria</i></p> | <p><i>Ongoing formative assessment in lesson, individualised feedback where appropriate and students are given the chance to reflect on their own behaviours and performance to aid their learning</i></p> <p><i>Students will be assessed across all 3 strands in this block with one final, end of year level awarded.</i></p> |
| | Additional | <p><i>Across all blocks the students will also experience the following;</i></p> <ul style="list-style-type: none"><i>- Working at high intensities for the duration of the lesson, to receive the associated health benefits</i><i>- Performing safely, with good behaviour for learning which benefits all</i> | | | | | |

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging Self-Reflection and Personal Growth:

PE involves setting goals, overcoming challenges and reflecting on personal progress. This promotes self-awareness, resilience and a deeper understanding of one’s strengths and areas to improve.

Fostering a Sense of Purpose and Meaning:

Engaging in physical activities can help students find joy, fulfilment and meaning in movement and health, which supports a sense of purpose.

Promoting Respect and Sportsmanship:

Learning fair play, respect for others and teamwork builds moral values and empathy. These qualities contribute to a sense of interconnectedness and ethical behaviour which benefits everyone in our community.

Enhancing Mind-Body Connection:

Direct links are made between physical and cognitive domains in PE, understanding not only how we improve our motor skills and effectiveness but also how movement can positively affect our mindset and well-being.

Experiencing Awe and Transcendence:

Being active in nature can inspire feelings of wonder and connection to something larger than oneself — whether that be nature, life, or a higher power.

Developing Inner Strength and Integrity:

Pushing through physical difficulty or showing courage in competition helps cultivate inner strength, a key component of spiritual resilience.

Building Community and Belonging:

Team sports and group activities foster a sense of belonging, shared goals, and unity, supporting the spiritual need for community and connection.

How does our curriculum do >Something More?

KS3 PE:

- Encouraging Self-Reflection and Personal Growth
 - ✓ All years are focused on small incremental progress in each and every lesson, appreciating the focus, application and dedication improvement in physical skills takes and recognising and celebrating when they have made progress
- Promoting Respect and Sportsmanship:
 - ✓ Students are encouraged and supported to respect their teammates and opponents through games based activities, having opportunities themselves to officiate or self-officiating games
- Building Community and Belonging
 - ✓ Students are in Houses where we have many House competitions, with students all playing their part in the House performance and showing a sense of pride and cohesiveness within their House as they work towards a common goal