

Physical Education

5 Year Curriculum Plan

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Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the PE Department

The PE department will deliver a broad and balanced curriculum that allows every student, regardless of sporting ability to actively participate with enjoyment and engagement, encouraging a lifelong involvement in physical activity. Activities will develop knowledge, confidence, esteem and a healthy lifestyle. This will aid progress across the academy.

We can turn every learner into a **Sports Participant**

At the end of Year 11 students in **Physical Education** will....

Know and understand

- The rules and regulations in a broad range of physical activities.
- The scoring systems in a broad range of physical activities.
- How to apply the skills, techniques and tactics of a broad range of physical activities.
- The components of fitness that are specific to any given physical activity.
- How to recognise good technique in a broad range of physical activities.
- How to correct technique in order to improve performance (evaluate and improve).
- How to demonstrate sportsmanship during competitive play.
- The importance of a warm up and cool down when participating in physical activity.
- The attributes associated with successful sports leadership.
- How to take part in competitive sport.

Be able to

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, netball, rounders and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs
- Lead healthy, active lifestyles.
- be physically active for a sustained period of time.

Have been exposed to the following texts / resources

- 'News board' updated with newspaper clipping relating to current sporting issues and/or significant occasions (e.g. ruby world cup, Wimbledon, European Championships). Associated rules occurring as a result of sporting play to be displayed for pupils.
- Know your Game (series of books focusing on rules in a select sport)
- Play the Game (series of books focusing on rules in a select sport)
- Video clips for technique (range of you tube demonstrations)
- Video clips for hakka (dance)
- Video clips for thriller (dance)

Have been exposed to the following knowledge and theories that span beyond the GCSE specification

- Anatomy and Physiology
- Evaluate and analyse performance
- Compare and contrast performance
- Justify choice of tactics

Developed their cultural and social capital through the following extra-curricular work

- Inter house competitions
- Inter-school competitions
- Regional competitions
- National competitions

5 Year Curriculum Plan

Year 7 Physical Education at Smith's Wood Academy

In Year 7 pupils participating in Physical Education at Smith's Wood Academy build on and embed the physical development skills learned in Key stages 1 and 2, becoming more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should start to understand what makes a performance effective and how to apply these principles to their own work.

In year 7 we aim to provide a very **broad and balanced** curriculum; this allows pupils to develop competence in a broad range of physical activities, this provides more opportunity for pupils to engage and enjoy what is on offer to them. The key message in year 7 is **enjoyment**, we hope to engage the pupils in competitive sport through exposing them to a large variety of activities. The groups in year 7 work in rotation, and by the end of the year will each have been taught in every area of study as outlined on the curriculum plan.

Staff will use their own specialism, in addition to the make-up of the group to decide what sports will be covered within an area of study; for example, within outwitting opponents (invasion) pupils can be taught a number of activities ranging from hockey to netball – they can be transferrable and they may teach the skills/concepts through a range of different activities.

Pupils will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in a range of sports.
- Perform dances using a simple criteria

The focus of year 7 in relation to **BTEC Sport** is on developing skill, techniques and tactics in a variety of activities in order to prepare them suitably for **unit 2 (Practical Sport)** should they decide to undertake the course in year 10/11

| Year 7 Units of Study | | Length of unit |
|------------------------------------|---|--|
| <p>Outwitting Opponents</p> | <p>Invasion Games: To be chosen from: football, basketball, hockey, tag-rugby, netball, lacrosse</p> <ul style="list-style-type: none"> • Understand why it important to warm up and cool down • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. <p>Net / wall: To be chosen from: badminton / tennis / table tennis</p> <ul style="list-style-type: none"> • Understand why it important to warm up and cool down • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. <p>Striking and Fielding: To be chosen from: softball, cricket, rounders</p> <ul style="list-style-type: none"> • Understand why it important to warm up and cool down • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. | <p><i>14 lessons (split into 2 blocks of activity)</i></p> <p><i>7 lessons</i></p> <p><i>14 lessons (split in to 2 blocks of activity)</i></p> |
| <p>E.C.I.C.E</p> | <p>Dance:</p> <ul style="list-style-type: none"> • Pupils will learn about Cannon, Unison, Mirroring and rhythms. Pupils will attempt these in their own routines and understand what importance they are within dance. Lessons will have teacher led and pupil led sequence work followed by individual and group work. | <p><i>7 lessons</i></p> |

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| Problem Solving | Problem solving: <ul style="list-style-type: none"> Pupils will be taught to work in a team, building on trust and developing skills to solve problems, either individually or as a group. The skills will include developing decision making, communication, teamwork, creativity, and the ability to solve problems | <i>5-7 lessons (depending on the half term it is taught to)</i> |
| Performing at maximum levels | Athletics: <ul style="list-style-type: none"> Pupils will be taught efficient technique in a wide range of events to include: <ul style="list-style-type: none"> Sprinting Middle/long distance Hurdles Relay High jump Long jump Triple jump Discus Javelin Shot | <i>14 lessons</i> |

Year 8 Physical Education at Smith's Wood Academy

In Year 8 pupils participating in Physical Education at Smith's Wood Academy build on and embed the physical development skills learned in year 7, becoming more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own work.

In year 8 we continue to provide a very broad and balanced curriculum; the aim is to further build on the skills, techniques and tactics learned throughout year 7. In addition the theme (key message) in year 8 is **health and fitness**; there is more of a focus on the importance of warm up and cool down and the **fitness unit of study** is directly linked to **unit 5 in BTEC sport (Training for Personal Fitness)**.

The groups in year 8 work in rotation, and by the end of the year will each have been taught in every area of study as outlined on the curriculum plan.

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| <p>Staff will use their own specialism, in addition to the make-up of the group to decide what sports will be covered within an area of study; for example, within outwitting opponents (invasion) pupils can be taught a number of activities ranging from hockey to netball – they can be transferrable and they may teach the skills/concepts through a range of different activities.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. • Develop their technique and improve their performance in a range of sports. • Perform dances using advanced dance technique. • Analyse their performances compared to previous ones and demonstrate improvement to achieve their best. | |
| <p>Year 8 Units of Study</p> | |
| <p>Outwitting Opponents</p> | <p>Invasion Games: To be chosen from: football, basketball, hockey, tag-rugby, netball, la Crosse</p> <ul style="list-style-type: none"> • Be able to warm up and cool down appropriately for any given activity • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. <p>Net / wall: To be chosen from: badminton / tennis / table tennis</p> <ul style="list-style-type: none"> • Be able to warm up and cool down appropriately for any given activity • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. |
| | <p>Length of unit</p> |
| | <p><i>14 lessons (split into 2 blocks of activity)</i></p> |
| | <p><i>7 lessons</i></p> |
| | <p><i>14 lessons (split in to 2 blocks of activity)</i></p> |

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| | Striking and Fielding: To be chosen from: softball, cricket, rounders <ul style="list-style-type: none"> • Be able to warm up and cool down appropriately for any given activity • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. | |
| E.C.I.C.E | Dance: <ul style="list-style-type: none"> • Be able to perform new dance material based around a stimulus • Understand and be able to identify what actions relate to particular sports • Understand the importance of a warm up before a practical lesson • Be able to work as a group to choreograph own group choreography using chosen images as a stimulus • Understand how to develop choreography- choreographic devices • Be able use professional work as a model and a stimulus • Be able to appreciate others performance and choreography, providing simple analysis • Understand the performance skills and implement them into own performance. • Understand what gestural movement is. | 7 lessons |
| E.S.E | Fitness: <ul style="list-style-type: none"> • In year 8 the fitness unit is tailored towards unit 5 of BTEC sport (Training for Personal Fitness). The pupils will be taught: • Training methods (continuous training, circuit training, weight training) • Fitness testing (multi stage fitness test, sit and reach test, strength test, sit up/press up test) • Components of fitness (cardiovascular endurance, muscular endurance, strength, flexibility) | 6 lessons |
| Accurate Replication | Swimming: | 7 lessons |

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| | <ul style="list-style-type: none"> • Basic pool safety, front crawl leg kick; front crawl arm action; front crawl breathing; back stroke leg kick; back stroke arm action; surface diving all to be reinforced. Technique to be refined and performed over longer distances. Breaststroke arm action; breast stroke leg action to be introduced. Butterfly introduced to the more able pupils. <p>Trampolining or gymnastics:</p> <p>Trampolining</p> <ul style="list-style-type: none"> • Simple bouncing and recapping of simple routines (as learned in year 7). Hands and knees bouncing; Hands and knees to front drop; front drop progressions; back drop progressions. Front drop progressions implemented into routines. 10 bounce routine to include the best of their skills. <p>Gymnastics</p> <ul style="list-style-type: none"> • Recapping travel, balances and rolls. • Counter-balances and inverted balances (headstand) • Handstands and handsprings • Cartwheels and introduction to trampette work • Trampette work and rope work | <p><i>6-7 lessons</i></p> |
| <p>Problem Solving</p> | <p>Problem solving:</p> <ul style="list-style-type: none"> • The pupils will be taught to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They will use and develop orienteering skills and adapt conditioned games to make them easier or harder. | <p><i>5-7 lessons (depending on the half term it is taught to)</i></p> |
| <p>Performing at maximum levels</p> | <p>Athletics:</p> <ul style="list-style-type: none"> • Pupils will be taught efficient technique in a wide range of events to include: • Sprinting • Middle/long distance • Hurdles • Relay • High jump | <p><i>14 lessons</i></p> |

- Long jump
- Triple jump
- Discus
- Javelin
- Shot

Year 9 Physical Education at Smith's Wood Academy

In Year 9 pupils participating in Physical Education at Smith's Wood Academy build on and embed the physical development skills learned in years 7 and 8, becoming more competent, confident and expert in their techniques, and apply them across selected sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own work.

In year 9 we start to narrow the curriculum; for one of the lessons pupils follow an options programme. This allows pupils to pick from a range of activities in order to choose an activity that they enjoy. The aim of this is to tackle both a lack of engagement and focus on developing, refining and becoming a real expert in a limited amount of sports. The other lesson the pupils are taught 'single sex' and follow a programme of '**sport education**'; the purpose of this is to ensure that pupils take part in **competitive sport** and develop their knowledge of the **rules and regulations** of given sports. This is very much focused towards **unit 2 (Practical Sport) of the BTEC Sport syllabus**. Sport education will also heavily lean towards **leadership**; the pupils will be required to lead warm ups and work collaboratively with each other in order to promote teamwork, communication, encouragement and excellence. This is linked to **unit 6 (Leadership in Sport) for BTEC Sport**

Year 9 Units of Study

Length of unit

Outwitting
Opponents

Invasion Games:

To be chosen from: football, basketball, hockey, tag-rugby, netball, la Crosse

- Be able to lead a warm up and cool down appropriately for any given activity
- Develop technique and improve performance when under pressure in a competitive situation.
- Use a range of tactics and strategies to overcome opponents in direct competition.

Net / wall:

To be chosen from: badminton / tennis / table tennis

*Up to 39 lessons
(separated by 6
separate blocks
of differing
activities).*

*A further 39
lessons
dedicated to
sport education*

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| | <ul style="list-style-type: none"> • Be able to lead a warm up and cool down appropriately for any given activity • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. <p>Striking and Fielding: To be chosen from: softball, cricket, rounders</p> <ul style="list-style-type: none"> • Be able to lead a warm up and cool down appropriately for any given activity • Develop technique and improve performance when under pressure in a competitive situation. • Use a range of tactics and strategies to overcome opponents in direct competition. | <p><i>(separated into 6 different blocks of given activity –see 5 year plan)</i></p> |
| <p>E.C.I.C.E</p> | <p>Dance:</p> <ul style="list-style-type: none"> • Pupil will perform dances using advanced dance techniques within a range of dance styles and forms. | <p><i>5-7 lessons (depending on the block that it falls within)</i></p> |
| <p>E.S.E</p> | <p>Fitness:</p> <ul style="list-style-type: none"> • In year 9 the fitness unit is tailored towards unit 5 of BTEC sport (Training for Personal Fitness) and further develops the knowledge base gained in year 8. • The following areas will be reinforced: training methods (continuous training, circuit training, weight training); Fitness testing (multi stage fitness test, sit and reach test, strength test, sit up/press up test; Components of fitness (cardiovascular endurance, muscular endurance, strength, flexibility) • Pupils will also begin to create their own training programmes based on their own personal training goals. | <p><i>5-7 lessons (depending on the block that it falls within)</i></p> |
| <p>Accurate Replication</p> | <p>Swimming:</p> <ul style="list-style-type: none"> • Safety rules and procedures for using the pool. Demonstrate good front crawl and back crawl technique over long distances. • Demonstrate basic sculling action over short distances. | <p><i>5-7 lessons (depending on the block that it falls within)</i></p> |

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| | <ul style="list-style-type: none"> • Begin personal survival techniques (timed swim/sculling/treading water/scenarios): • Rope and noodle rescues – short distance rescues • Rope and tows – long distance rescues • Group rescues with the introduction of basic pool side assistance <p>Trampolining:</p> <ul style="list-style-type: none"> • 10 Bounce routine to include consecutive moves, shapes and body landings. • Extended tasks – for more able pupils to show individual skills or combined skills in routines that go beyond the scope for year 8 SOW e.g. back drops, forward turnovers, somersaults (supported or not) • Skills to be assessed on correct execution in comparison to technical model, confidence to execute, ability to use within a routine (of 3 or more bounces), level of skills able to perform. • Use of trampolining Award Cards/sheets. Pupil led learning and assessment. Routine to complete each level. | <p><i>6-7 lessons (depending on the block that it falls within)</i></p> |
| <p><i>Performing at maximum levels</i></p> | <p>Athletics:</p> <ul style="list-style-type: none"> • Pupils will be taught efficient technique in a wide range of events to include: • Sprinting • Middle/long distance • Hurdles • Relay • High jump • Long jump • Triple jump • Discus • Javelin • Shot • Pupils will compete against others in a range of events, taking into consideration event rules and regulations. | <p><i>Up to 14 lessons (if chosen as an option more than once).</i></p> |

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| <h2 style="color: red;">Year 10 Physical Education at Smith's Wood Academy</h2> | | |
| <p>In year 10 pupils at Smith's Wood Academy will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness, and promotes an active, healthy lifestyle. The pupils follow an options programme that incorporates Outdoor and Adventurous Activities; it is designed to allow pupils to choose activities that promote lifelong learning.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance] • take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group • evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • continue to take part regularly in competitive sports and activities outside school through community links or sports clubs | | |
| <h3 style="color: red;">Year 10 Units of Study</h3> | | <h3 style="color: red;">Length of unit</h3> |
| <h4 style="color: red;">Option Block 1</h4> | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). • Understand why it is important to lead an active and healthy lifestyle. • Take part in competitive sport. • Understand teamwork and leadership. • Choose an activity that they could engage in for 'life' | <h4 style="color: red;">7 lessons</h4> |
| <h4 style="color: red;">Option Block 2</h4> | <p>Pupils will be able to:</p> | <h4 style="color: red;">7 lessons</h4> |

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| | <ul style="list-style-type: none"> Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion); fitness), ECICE. Understand why it is important to lead an active and healthy lifestyle. Take part in competitive sport. Understand teamwork and leadership. Choose an activity that they could engage in for 'life' | |
| Option Block 3 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). Understand why it is important to lead an active and healthy lifestyle. Take part in competitive sport. Understand teamwork and leadership. Choose an activity that they could engage in for 'life' | 7 lessons |
| Option Block 4 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). Understand why it is important to lead an active and healthy lifestyle. Take part in competitive sport. Understand teamwork and leadership. Choose an activity that they could engage in for 'life' | 6 lessons |
| Option Block 5 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). Understand why it is important to lead an active and healthy lifestyle. Take part in competitive sport. Understand teamwork and leadership. Choose an activity that they could engage in for 'life' | 5 lessons |
| Option Block 6 | <p>Pupils will be able to:</p> | 7 lessons |

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| | <ul style="list-style-type: none"> Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). Understand why it is important to lead an active and healthy lifestyle. Take part in competitive sport. Understand teamwork and leadership. Choose an activity that they could engage in for 'life' | |
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Year 11 Physical Education at Smith's Wood Academy

In year 11 pupils at Smith's Wood Academy will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness, and promotes an active, **healthy lifestyle**. The pupils follow an options programme that incorporates Outdoor and Adventurous Activities; it is designed to allow pupils to choose activities that promote **lifelong learning**.

Pupils will be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Year 11 Units of Study

Length of unit

Option Block 1

Pupils will be able to:

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| | <ul style="list-style-type: none"> Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). Understand why it is important to lead an active and healthy lifestyle. | <p style="color: red;">7 lessons</p> |
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7 lessons

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| | <ul style="list-style-type: none"> • Take part in competitive sport. • Understand teamwork and leadership. <p>Choose an activity that they could engage in for 'life'</p> | |
| Option Block 2 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion); fitness), ECICE. • Understand why it is important to lead an active and healthy lifestyle. • Take part in competitive sport. • Understand teamwork and leadership. <p>Choose an activity that they could engage in for 'life'</p> | 7 lessons |
| Option Block 3 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). • Understand why it is important to lead an active and healthy lifestyle. • Take part in competitive sport. • Understand teamwork and leadership. <p>Choose an activity that they could engage in for 'life'</p> | 7 lessons |
| Option Block 4 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). • Understand why it is important to lead an active and healthy lifestyle. • Take part in competitive sport. • Understand teamwork and leadership. <p>Choose an activity that they could engage in for 'life'</p> | 6 lessons |
| Option Block 5 | <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). • Understand why it is important to lead an active and healthy lifestyle. • Take part in competitive sport. | 5 lessons |

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| | <ul style="list-style-type: none"> • Understand teamwork and leadership. Choose an activity that they could engage in for 'life' | |
| Option Block 6 | Pupils will be able to: <ul style="list-style-type: none"> • Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness). • Understand why it is important to lead an active and healthy lifestyle. • Take part in competitive sport. • Understand teamwork and leadership. Choose an activity that they could engage in for 'life' | <i>7 lessons</i> |

5 Year Curriculum Plan Overview

Year 7

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Autumn Term 1 | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Assessment (practical tests) |
| Autumn Term 2 | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Assessment (practical tests) |
| Spring Term 1 | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | Assessment (practical tests) |

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|----------------------|---|---|---|---|---|---|------------------------------|
| Spring Term 2 | ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics) | ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics) | ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics) | ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics) | ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics) | ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics) | Assessment (practical tests) |
| Summer Term 1 | PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall) | PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall) | PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall) | PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall) | PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall) | PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall) | Assessment (practical tests) |
| Summer Term 2 | PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving | PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving | PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving | PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving | PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving | PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving | Assessment (practical tests) |

Year 8

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|----------------------|--|--|--|--|--|--|------------------------------|
| Autumn Term 1 | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Assessment (practical tests) |
| Autumn Term 2 | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Outwitting Opponents (invasion) / Accurate replication (swimming) / Accurate replication (trampolining)/ outwitting opponents (net wall) | Assessment (practical tests) |
| Spring Term 1 | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | ECICE (dance) / Outwitting opponents (invasion) / ESE (fitness) | Assessment (practical tests) |

| | | | | | | | |
|-----------------------------|--|--|--|--|--|--|-------------------------------------|
| <p>Spring Term 2</p> | <p>ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics)</p> | <p>ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics)</p> | <p>ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics)</p> | <p>ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics)</p> | <p>ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics)</p> | <p>ESE (fitness) / Problem solving / Outwitting opponents (striking and fielding) / PML (athletics)</p> | <p>Assessment (practical tests)</p> |
| <p>Summer Term 1</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall)</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall)</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall)</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall)</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall)</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Accurate Replication (gym) / Outwitting opponents (net/wall)</p> | <p>Assessment (practical tests)</p> |
| <p>Summer Term 2</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving</p> | <p>PML (athletics) / Outwitting opponents (striking and fielding) / Problem solving</p> | <p>Assessment (practical tests)</p> |

Year 9

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|----------------------|---|---|---|---|---|---|------------------------------|
| Autumn Term 1 | Sport education (Football/netball) Option block 1 | Assessment (practical tests) |
| Autumn Term 2 | Sport education (Rugby/badminton) Option block 2 | Assessment (practical tests) |
| Spring Term 1 | Sport education (Volleyball/basketball) Option block 3 | Assessment (practical tests) |
| Spring Term 2 | Sport education (basketball/benchball) Option block 4 | Assessment (practical tests) |
| Summer Term 1 | Sport education (Rounders/cricket) Option block 5 | Assessment (practical tests) |
| Summer Term 2 | Sport education (Rounders/cricket) Option block 6 | Assessment (practical tests) |

