



1c. Curriculum Overview: PE

		EXCEL [Athletics]	OUTWIT [includes invasion games and net & wall games]	REPLICATE [Dance, gymnastics, trampolining]	STRIKING & FIELDING [Cricket, rounders]	OUTDOOR ADVENTUROUS ACTIVITIES	TRAIN [Fitness methods]	
Refer to KS2 NC	Year 3 Year 4 Year 5 Year 6	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						
Refer to KS3 NC	<p>Year 7 -Create a love for physical education by experiencing a range of different activities.</p> <p>Year 8 -Broaden sporting experience and embed & refine skills</p>	<p>Athletics</p> <p><u>What are the students learning?</u> -Skills and techniques e.g. throwing, jumping & running -Replication & demonstration of skills -Rules and regulations for a variety of athletic events, track & field -Coaching skills -Evaluation skills -Reflective skills</p>	<p>Team & Individual Sports [i.e. Football/ Netball/ Rugby/ Tennis/ Badminton]</p> <p><u>What are the students learning?</u> -Skills and techniques e.g. throwing, jumping, kicking, dodging, shooting, shots, serving -Rules and regulations for team/individual games -Tactics & strategies to outwit opponents -Positioning -Coaching skills -Evaluation skills</p>	<p>Dance/ Gymnastics/ Trampolineing</p> <p><u>What are the students learning?</u> -Physical skills e.g. posture, alignment & extension -Interpretive skills e.g. musicality, focus, projection -Choreographic devices e.g. cannon, unison, formation, mirroring, levels -Replication & demonstration of skills</p>	<p>Rounders/ Cricket</p> <p><u>What are the students learning?</u> -Skills & techniques e.g. batting, bowling, fielding. -Replication & demonstration of skills -Tactics & strategies to outwit, including: ball placement, positioning of fielders, playing to team's strengths & weaknesses</p>	<p>OAA</p> <p><u>What are the students learning?</u> -Effective communication skills -Teamwork skills -Problem solving skills -Physical challenges -Mental challenges -Map reading skills -Tactics & strategies to outwit opposing teams</p>	<p>Fitness testing/ training methods/ components of fitness</p> <p><u>What are the students learning?</u> -Measures of fitness e.g. Harvard step test, 1m sit up test, 30M sprint. -Replication of specific techniques -Training methods -Components of fitness -Muscles -Energy systems</p>	



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	<p>Year 9 -Apply more advanced skills, using key terminology consistently and effectively</p>	<p>-Links to 'TRAIN' components of fitness, training zones, principles of training</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Core task 	<p>-Reflective skills -Sportsmanship -Links to 'TRAIN' components of fitness, training zones, principles of training</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Core task 	<p>-Leadership skills -Evaluation skills -Reflective skills -Links to 'TRAIN' components of fitness, training zones, principles of training</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Core task 	<p>-Links to 'TRAIN' components of fitness, training zones, principles of training</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Core task 	<p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Core task 	<p>-Benefits of warming up & cooling down</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Core task
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