

CITY OF  
ROCHESTER



SCHOOL

# **City of Rochester School**

## **PE Curriculum**

# Physical Education Curriculum

## Key Stage 1 – 4

### Intent

- PE at City of Rochester aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future.
- Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.
- It is our intent at City of Rochester to teach children life skills that will positively impact on their future.
- We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities.
- We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.

### Implementation

- Pupils in the primary phase participate in weekly high quality PE lessons held at school. Pupils in the secondary phase participate in weekly high quality PE lessons held at a local sports centre. The primary phase take part in weekly swimming lessons at a local pool in addition and in the secondary phase they have swimming in one half of each term weekly.
- Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.
- We provide opportunities for all children to engage in extra-curricular activities during lunchtimes at school. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

## Impact

- Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.
- Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.
- Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.
- Attainment is measured using SIMs and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

# Statutory Guidance – Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## Links to Other Subjects

Although the links are not always overtly displayed, staff will draw attention to them whenever an opportunity arises.

### 1. Science

Health and Fitness, Drugs and Abuse

### 2. Maths

Speed, Distance, Time, Measuring, Recording, Handling Data

### 3. English

Speaking and Listening

### 4. Geography

Map-reading

### 5. Music

Rhythm, Tempo

### 6. ICT

Use of stop watches, use of digital camera and digital video, Use of spreadsheets for recording and interpreting data, Use of the internet

# Curriculum Overview

- \* Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

## KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Balance and Co-ordination	Gymnastics / Dance	OAA (Team Building)	Tag Rugby	Games	Athletics
	Swimming					
Year 2	Balance and Co-ordination	Gymnastics / Dance	OAA (Team Building)	Tag Rugby	Games	Athletics
	Swimming					

## KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Balance and Co-ordination / Dance	Basketball	Football	Tag Rugby	Cricket	Athletics / OAA
	Swimming					
Year 4	Hockey / Dance	Basketball	Football	Tag Rugby	Cricket	Athletics / OAA
	Swimming					
Year 5	Hockey / Dance	Basketball	Football	Skiing	Cricket	Athletics / OAA
	Swimming					
Year 6	Hockey / Dance	Basketball	Football	Skiing	Cricket	Athletics / OAA
	Swimming					

## KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics / OAA
<b>Year 8</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics / OAA
<b>Year 9</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics / OAA

## KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics / D of E
<b>Year 11</b>	Hockey Swimming	Basketball	Football / Dance Swimming	Skiing	Cricket Swimming	Athletics / D of E

## BTEC Level 1 Award in Sport & Active Leisure

One of the options for students to study during Key Stage 4 is the BTEC Level 1 Award in Sport & Active Leisure.

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area.

The 7-credit (minimum) Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector. Students will study 3 units across Key Stage 4, which will consist of a mixture of practical learning and assignments, as well as an insight in to the vocational areas within Sport & Leisure.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9</b>	Taking Part in Exercise and Fitness					
<b>Aim</b>	Find out about exercise and fitness activities in the local area and participate in a range of different exercise and fitness classes.					
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Introduce learners to a range of exercise and fitness classes and ways in which a person can keep fit</li> <li>• Learners will participate actively in exercise and fitness sessions to understand what each entails</li> <li>• Give learners the confidence to participate in exercise and fitness sessions by themselves in the future</li> </ul>					

	<ul style="list-style-type: none"> <li>• Give learners the confidence and knowledge of different types of exercise and fitness classes to support progression into the health and fitness industry</li> <li>• Learners will research exercise and fitness activities and facilities, either in their local area or nationally</li> <li>• Learners will demonstrate work-related skills, for example time management, appropriate dress code, ability to follow instructions, and health and safety issues</li> </ul>
<b>Year 10</b>	Working in Sport and Active Leisure
<b>Aim</b>	Develop the work-related skills required in the sport and leisure industry. Learners will gain experience of customer service skills, working as a member of a team, and the work requirements in the sport and active leisure industry
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Introduce learners to the basic concepts of customer service and its importance</li> <li>• Ensure learners understand how to deliver good customer service.</li> <li>• Learn how to set up and take down sporting equipment</li> <li>• Understand how to work as part of a team</li> <li>• Understand that employees in the leisure industry sometimes need to work unsociable hours, so this unit helps the learner to work out how they would manage the practicalities of shift work.</li> </ul>
<b>Year 11</b>	Individual Project
<b>Aim</b>	Identify, research and discuss a project area related to a chosen vocational sector, compiling all findings into a report.
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Learners investigate an area that they are interested in, related to their chosen vocational sector.</li> <li>• Learners will choose an aspect of sport and active leisure to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.</li> <li>• Learners will choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas.</li> <li>• Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.</li> <li>• Once learners have gathered together their research, they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.</li> <li>• The unit is really practical and is led by the learner and their interests.</li> <li>• The learners will develop many skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves, and independent enquiry through the undertaking of research.</li> </ul>

## Detailed Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Balance and Co-ordination	Gymnastics /Dance	OAA (Team Building)	Tag Rugby	Games	Athletics
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>					



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 2</b>	Balance and Co-ordination	Gymnastics /Dance	OAA (Team Building)	Tag Rugby	Games	Athletics
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>					

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 3</b>	Balance and Co-ordination / Dance	Basketball	Football	Tag Rugby	Cricket	Athletics / OAA
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 4</b>	Hockey / Dance	Basketball	Football	Tag Rugby	Cricket	Athletics /OAA
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 5</b>	Hockey / Dance	Basketball	Football	Skiing	Cricket	Athletics / OAA
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 6</b>	Hockey / Dance	Basketball	Football	Skiing	Cricket	Athletics / OAA
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics/OAA
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 8</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics/OAA
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics/OAA
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>perform dances using advanced dance techniques within a range of dance styles and forms</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Hockey Swimming	Basketball	Gymnastics / Dance Swimming	Skiing	Cricket Swimming	Athletics/D of E
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</li> <li>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</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 11</b>	Hockey Swimming	Basketball	Football / Dance Swimming	Skiing	Cricket Swimming	Athletics/D of E
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>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]</li> <li>evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]</li> <li>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</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9</b>	Taking Part in Exercise and Fitness					
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Know about different exercise and fitness activities and facilities</li> <li>• Describe different exercise and fitness activities</li> <li>• Know how to take part in exercise and fitness safely</li> <li>• Describe an induction process for an exercise and fitness activity</li> <li>• Describe warm-up and cooldown activities</li> <li>• Be able to demonstrate work skills through participation in exercise and fitness activities</li> <li>• Actively participate in exercise and fitness activities and demonstrate: time management skills, appropriate dress for the activity, following instructions provided by the activity leader, following health and safety guidelines before, during and after activities</li> <li>• Be able to review own performance</li> <li>• Identify own strengths and areas for improvement in exercise and fitness activities</li> <li>• Suggest ways of improving own performance in one activity</li> </ul>					
<b>Year 10</b>	Working in Sport and Active Leisure					
<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"> <li>• Know about customer service in sport and active leisure</li> <li>• Describe good customer service</li> <li>• Demonstrate communication skills when dealing with customers</li> <li>• Be able to work as a team member to set up and take down equipment for a sport or active leisure activity</li> <li>• Work as a team member to set up the equipment for a sport or active leisure activity</li> <li>• Work as a team member to take down the equipment from a sport or active leisure activity</li> <li>• Understand the work patterns for sport and active leisure</li> <li>• Identify the different shift patterns for two people working in sport and active leisure</li> </ul>					
<b>Year 11</b>	Individual Project					

<b>Learning Objectives Covered</b>	<ul style="list-style-type: none"><li>• Be able to select an appropriate project topic</li><li>• Produce a proposal for a project related to chosen vocational area</li><li>• Set aims for the project</li><li>• Be able to investigate the project area</li><li>• Plan the project using appropriate methods of research</li><li>• Carry out research into the project area</li><li>• Be able to produce a project report</li><li>• Present a project report including: introduction, aims, findings, discussion, conclusion</li></ul>
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