

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.
- Our PE curriculum aligns with our core themes that are taught throughout the year, culture, communication, conflict, and conservation. We have designed a curriculum that is as practical and experiential as possible, to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want them to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement.
- We help our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. Our curriculum is connected in a meaningful way, showing clear progression, and demonstrating a consistent approach throughout school.

Implementation

- Pupils in the primary phase follow the learning means the world curriculum this with this in mind we encourage all our primary students to participate in weekly high quality PE lessons held at school. All PE lessons in primary will be based around themes from the learning means the world, Pupils in the secondary phase participate in weekly high quality PE lessons held at a local sports centre.
- Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance, communication skills, teamwork, understanding how their bodies work and the appreciation of their own and others' strengths and weaknesses. While also focusing on the 4c's
 - Culture
 - Communication
 - Conflict
 - Conservation
- We provide opportunities for all children to engage in extra-curricular activities during break, lunchtimes and through experiential where students are given the opportunity to go swimming, cycling and attend local organisations like challenger troop and lower grange farm. Students have opportunities to represent the school in competitions in the local community. The schools pe programme 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.

Learning means the world

Learning Means the World” puts important world issues like conservation, conflict, culture and communication at the heart of learning. These World Issues form the basis of a creative, thematic curriculum, which is both arts rich and knowledge-rich, called ‘Learning Means the World’ (LMTW) a brand new, highly relevant, global primary curriculum. Learning Means the World equips pupils to build knowledge, skills, attitudes and values.

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

- * 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 | Fundamental movement skills | Football and Basketball | Dance/Gymnastics including parachute games | Hockey and Tennis | Outdoor and adventurous activities | Cricket and 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 | Fundamental movement skills | Football and Basketball | Dance/Gymnastics including parachute games | Hockey and Tennis | Outdoor and adventurous activities | Cricket and Athletics |
| | Swimming | | | | | |
| Year 5 | Hockey / Dance | Basketball | Football | Skiing | Cricket | Athletics / OAA |
| | Swimming | | | | | |
| Year 6 | Football and dance | Gym/Fitness circuits | Basketball | Badminton | Outdoor and adventurous activities | Athletics |
| | Swimming | | | | | |

KS3

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------|-----------------------|-------------------------|-----------------------------------|-----------|--|-----------------|
| Year 7 | Hockey Swimming | Basketball | Gymnastics / Dance Swimming | Skiing | Cricket Swimming | Athletics / OAA |
| Year 8 | Football and dance | Gym/Fitness circuits | Basketball | Badminton | Outdoor and adventurous activities | Athletics |
| Year 9 | Hockey Swimming | Basketball | Gymnastics / Dance Swimming | Skiing | Cricket Swimming | Athletics / OAA |

KS4

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|----------------|--------------------|-------------------------|-----------------------------------|-----------|--|--------------------|
| Year 10 | Hockey Swimming | Basketball | Gymnastics / Dance Swimming | Skiing | Cricket Swimming | Athletics / D of E |
| Year 11 | Football | Gym/Fitness circuits | Basketball | Badminton | Outdoor and adventurous activities | Athletics |

BTEC Sport

This course provides an engaging and relevant introduction to the world of sport.

It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.

It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- fitness for sport and exercise
- practical performance in sport
- applying the principles of personal training.

You will build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

- the mind and sports performance
- the sports performer in action
- leading sports activities.

Also available are ASDAN football and ASDAN sport awards.

Detailed Curriculum Map

| | 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 |
| Learning Objectives Covered | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • 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 • perform dances using simple movement patterns. | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending |
| Swimming | <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations | | | | | |

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

| | 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 |
| Learning Objectives Covered | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • perform dances using a range of movement patterns | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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. |
| Swimming | <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations | | | | | |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|---|---|---|---|--|
| Year 4 | Hockey / Dance | Basketball | Football | Tag Rugby | Cricket | Athletics /OAA |
| Learning Objectives Covered | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • perform dances using a range of movement patterns | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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. |
| Swimming | <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations | | | | | |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|---|---|---|---|--|
| Year 5 | Hockey / Dance | Basketball | Football | Skiing | Cricket | Athletics / OAA |
| Learning Objectives Covered | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination perform dances using a range of movement patterns | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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. |
| Swimming | <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations | | | | | |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|--|---|---|---|---|--|
| Year 6 | Hockey / Dance | Basketball | Football | Skiing | Cricket | Athletics / OAA |
| Learning Objectives Covered | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination perform dances using a range of movement patterns | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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. |
| Swimming | <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations | | | | | |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|---|---|---|---|---|--|
| Year 7 | Hockey Swimming | Basketball | Gymnastics / Dance Swimming | Skiing | Cricket Swimming | Athletics/OAA |
| Learning Objectives Covered | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] perform dances using advanced dance techniques within a range of dance styles and forms analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 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 analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|---|---|---|---|---|--|
| Year 8 | Hockey Swimming | Basketball | Gymnastics / Dance Swimming | Skiing | Cricket Swimming | Athletics/OAA |
| Learning Objectives Covered | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] perform dances using advanced dance techniques within a range of dance styles and forms analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 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 analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------------|---|---|---|---|---|--|
| Year 9 | Hockey Swimming | Basketball | Gymnastics / Dance Swimming | Skiing | Cricket Swimming | Athletics/OAA |
| Learning Objectives Covered | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] perform dances using advanced dance techniques within a range of dance styles and forms analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> 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] analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 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 analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best |

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

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

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

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|------------------------------------|--|
| Year 11 | <p style="text-align: center;">Individual Project</p> |
| Learning Objectives Covered | <ul style="list-style-type: none"> • Be able to select an appropriate project topic • Produce a proposal for a project related to chosen vocational area • Set aims for the project • Be able to investigate the project area • Plan the project using appropriate methods of research • Carry out research into the project area • Be able to produce a project report • Present a project report including: introduction, aims, findings, discussion, conclusion |