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| **Subject** | Core PE | | Year Group 7 | |  |  |
| **Unit/Topic** | **Physical ME**  **Competitive Games (team and individual)**  **DEVELOPING** | **Physical ME**  **OAA** | **Physical ME**  **Dance/Athletics**  **Gymnastics** | **Social ME**  **Lead 3 part warm up** | **Thinking ME** | **Personal ME** |
| **Skills** | Performance skills and techniques focused on success/attack/winning | Team work Trust  Problem solving  Collaboration  Evaluation  Reflection | Observe and replicate movements  Body Control/management  Creativity  Collaboration | Leading Self/Group  Communication  Listening  Respect  Recall  Planning  Collaborative working | Tactical and technical understanding  Making decisions  Adherence to rules  Observational skills | Self Review  Understand assessment in PE  Resilience  Self Worth through engagement in Enrich  Determination |
| **Knowledge** | Technical and  Tactical principles of success/Attack/winning | Respond effectively to mental and physical challenges | Develop  key motifs  movement patterns  Observe/copy/repeat  Timing  Split times  Angles of release  Weight transfer | What is a high quality 3 part warm up | Rules and regulations  Aware of Perfect Model (Observation)  Technical terminology | ATL  ME in PE assessment terminology  DSE |
| **Recall/review from previous learning** | Application of concepts of attack/success across a range of sports  Positive and proactive skill transfer across sports/skills | Apply prior learning and experience to new challenges | Positive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretches  Adapt WU routine to each sporting activity | Use of assessment to plan for further development through application to new activities | Self-review of previous learning and plan for further success and development |
| **Assessment** | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit ‘instructions’ writing task | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity  x 3  End of T2 T4 T6 | Formative via Self/Peer  Teacher Questioning  Student action plan/review x 3  End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Understand that we all have role to play in sport..we just need to understand the basic principles behind a role and in doing it well | Understand that we all have our very own super powers that may well become useful in challenging contexts | Break down stereotypical views of gender bias in sport  Understanding of the wider world/culture through Dance/Gym | Importance of good communication  Adaptation in order to match warm up to needs of sport and individuals ability | Understand need for rules and regulations in sport  Playing by the rules | Clarity on strengths and areas in need of development  Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Literacy : instructions text type | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |

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| **Subject** | Core PE | | Year Group 8 | |  |  |
| **Unit/Topic** | Physical ME  Competitive Games (team and individual)  CONSISTENT | Physical ME  OAA | Physical ME  Dance/Athletics  Gymnastics/HAL | Social ME  Take on Role of official/Judge | Thinking ME | Personal ME |
| **Skills** | Performance skills and techniques focused on defending/transition from possession/attack | Team work Trust  Problem solving  Collaboration  Evaluation  Reflection | Observe and replicate movements  Body Control/management  Creativity  Collaboration | Leading Self/Group  Responsibility  Honesty  Communication  Recall  Planning  Collaborative working | Tactical and technical understanding of both attack and defence  Performance analysis EBI/WWW  Adherence to rules  Observation and analysis | Self Review  Understand assessment in PE  Resilience  Self Worth through engagement in Enrich  Determination |
| **Knowledge** | Technical and  Tactical principles of defending | Respond effectively to mental and physical challenges | Develop  key motifs  movement patterns  Observe/copy/repeat  Timing | What is a high quality 3 part warm up  Role of an official  Qualities of good official | Rules and regulations  Aware of Perfect technical Model and fault correction for both attack/defence  (Analysis/Evaluation)  Technical terminology for attacking/defending | ATL  ME in PE assessment terminology  DSE |
| **Recall/review from previous learning** | Application of concepts Defending  Positive and proactive skill transfer across sports/skills | Apply prior learning and experience to new challenges | Application of concepts of attack/success across a range of sports  Positive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretches  Adapt WU routine to each sporting activity | Use of assessment to plan for further development through application to new activities | Self-review of previous learning and plan for further success and development |
| **Assessment** | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit ‘instructions’ writing task | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity  x 3  End of T2 T4 T6 | Formative via Self/Peer  Teacher Questioning  Student action plan/review x 3  End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Understand that we all have role to play in sport..we just understand the basic principles behind a role and doing it well | Understand that we all have our very own super powers that may well become useful in challenging contexts | Break down stereotypical views of gender bias in sport  Understanding of the wider world/culture through Dance/Gym | Importance of good communication  Adaptation in order to match warm up to needs of sport and individuals ability | Understand roles of officials in sport and the need to show respect  Playing by the rules | Clarity on strengths and areas in need of development  Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Literacy : instructions text type | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |

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| **Subject** | Core PE | | Year Group 9/10 | |  |  |
| **Unit/Topic** | Physical ME  Competitive Games (team and individual)  EXCELLENCE | Physical ME  OAA | Physical ME  Dance/Athletics  Gymnastics /HAL | Social ME  Take on a Leadership roles in sport education | Thinking ME | Personal ME |
| **Skills** | Performance skills and techniques focused on full version of the game/activity | Team work Trust  Problem solving  Collaboration  Evaluation  Reflection | Observe and replicate more advanced movements  Body Control/management  Creativity  Collaboration | Leadership  Self/Group  Communication  Recall  Planning  Collaborative working | Tactical and technical understanding of full performance  Adherence to rules  Observation, evaluation and analysis | Self Review  Understand assessment in PE  Resilience  Self Worth through engagement in Enrich  Determination |
| **Knowledge** | Advanced Technical and Tactical principles matched to full version of the game | Respond effectively to mental and physical challenges | Advanced technical and compositional principles | Roles in sport  Technical  Conditioning  Official | Rules and regulations  Aware of Perfect technical Model and fault correction for both attack/defence  (Analysis/Evaluation)  Technical terminology for attacking/defending | ATL  ME in PE assessment terminology  DSE |
| **Recall/review from previous learning** | Application of concepts of attacking and Defending  Positive and proactive skill transfer across sports/skills | Apply prior learning and experience to new challenges | Application of concepts of attack/success across a range of sports  Positive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretches  Adapt WU routine to each sporting activity | Use of assessment to plan for further development through application to new activities | Self-review of previous learning and plan for further success and development |
| **Assessment** | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit ‘instructions’ writing task | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity  x 3  End of T2 T4 T6 | Formative via Self/Peer  Teacher Questioning  Student action plan/review x 3  End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Understand that we all have role to play in sport..we just understand the basic principles behind a role and doing it well | Understand that we all have our very own super powers that may well become useful in challenging contexts | Break down stereotypical views of gender bias in sport  Understanding of the wider world/culture through Dance/Gym | Importance of good communication  Adaptation in order to match warm up to needs of sport and individuals ability | Understand RESPECT and need for fair play | Clarity on strengths and areas in need of development  Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |

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| **Subject Core PE** | Year 11 Core PE | | | | |
| **NC Area** | **Overcome opponents in Competitive Games**  Football/Netball/Dodgeball  Badminton  (team and individual) | **Improve performance skills via**  Trampolining  Dance | **Personal Best**  Healthy Active Lifestyle | Rules/Tactics | Self assessment of ME  Healthy Participation |
| **Concept Focus** | Physical ME  EXCELLENCE | Physical ME | Social ME  Leadership roles in sport | Thinking ME | Personal ME |
| **Skills** | Performance skills and techniques focused on full version of the game/activity | Observe and replicate movements  Body Control/management  Creativity  Collaboration | Leader:  Communication    Recall  Planning  Collaborative working  Official and judge | Tactical and technical understanding of full version of the activity  Adherence to rules  Evaluation, observation and analysis | Self Review  Understand assessment in PE |
| **Knowledge** | Advanced Technical and Tactical principles matched to full version of the game | Assessment criteria  Routines to be learned  Performance skills | Ability to take on  a role in sport  Technical  Conditioning  Official | Rules and regulations  Aware of Perfect technical Model and fault correction for both attack/defence  (Analysis/Evaluation)  Technical terminology  Compositional ideas | ATL  ME in PE assessment terminology  DSE  Expectations |
| **Recall/review from previous learning** | Positive and proactive skill transfer across sports/skills | Application of concepts of attack/success across a range of sports  Positive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretches  Adapt WU routine to each sporting activity |  | Self-review of previous learning and plan for further success and development |
| **Assessment** | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity | Formative via Self/Peer  Teacher Questioning  End of unit ‘instructions’ writing task | Formative via Self/Peer  Teacher Questioning  End of unit summative assessment in each activity  x 3  End of T2 T4 T6 | Formative via Self/Peer  Teacher Questioning  Student action plan/review x 3  End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Benefits of participation in sport aside of competition | Break down stereotypical views of gender bias in sport  Understanding of the wider world/culture through Dance/Gym | Mental wellbeing  Use PE/Sport as positive strategy in managing wellness | RESPECT and need for fair play | Clarity on strengths and areas in need of development  Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |