

CURRICULUM INTENT

THRESHOLD CONCEPTS

TC1 Defending the goal, basket or is required for success in games

TC2 Applying pressure to the ball is an essential defensive tactic

TC3 Supporting the player with the ball is important in defence as well as attack

TC4 Keeping possession of the ball will enable you to advance the ball up the pitch/court

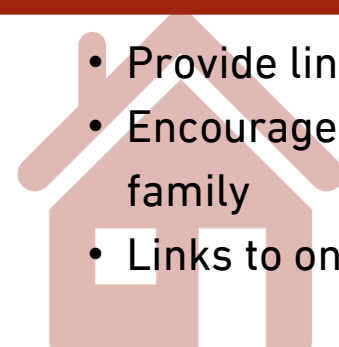
TC5 Many practical and knowledge skills can be transferred positively between sports/activities and other subjects

TC6 Most sports rely on a number of components of fitness in varying degrees, even if one is the most important. Eg A marathon runner would still need speed in addition to the dominant component of aerobic endurance

TC7 Anyone can lead in PE, regardless of practical ability

TC8 Leading an active healthy lifestyle is beneficial to our physical and mental well being

SUPPORT AT HOME



- Provide links to external sports clubs
- Encourage students to exercise at home with friends and family
- Links to online workouts (Joe Wickes etc)

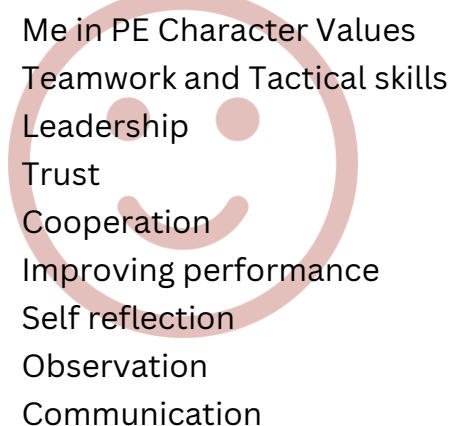
ENRICHMENT

Enrichment opportunities:

Whole range of enrichment opportunities available for students either as recreational or competitive levels



PERSONAL DEVELOPMENT



Me in PE Character Values
Teamwork and Tactical skills
Leadership
Trust
Cooperation
Improving performance
Self reflection
Observation
Communication

Knowledge
Active listening
Prepared for learning
Sound like an expert
Practical Performance
Confidence
Resilience/ Determination
Adaptable

CURRICULUM LINKS

- Cross curricular with science, Anatomy and physiology
- Fitness testing data could be used in IT/Science
- Global/cultural significance of sports/ sporting events world wide - Geography and History
- Global financial impact of sports industry - Business studies

CAREERS

Preparing for the next stage of education/links to careers:

To reflect on the benefits that fitness activities give to an individual and implications for future physical and mental health and well being. Awareness of the need to engage in physical activity to balance pressures of work

- Develop transferable employment skills of communication, cooperation and decision making skills (eg as a doubles pairing in badminton)
- Develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations.
- understand the qualities of a good leader, how to lead a warm up. Different ways that you can communicate with others, how to design and lead an activity or game and how to adapt a game to include everyone. Apply to specific employment, PT's, coaches, teachers and public services
- Pupils will develop teamwork skills, communication, leadership and resilience. They will be guided towards participating in clubs outside of school and how the range of skills can fit in with Gatsby careers.
- An awareness of the benefits of volunteering for themselves as well as others. awareness of the importance of volunteer organisation and the voluntary sector

- Basic techniques for the sport
- Basic rules for the sport
- How to score in the sports covered
- The skills needed to work and perform in small groups
- The skills needed to complete peer assessments

- To develop competence in a range of invasion games
- Develop core skills of passing, shooting and ball control
- Foster an interest in competitive games
- Be physically active for sustained periods of time
 - Lead healthy active lives
 - Understand the needs for rules and regulations and be able to apply to rest of school life

ASSESSMENT
In class observations and Q & A of practical tasks throughout the SOW
Peer assessment - WWW and EBI following performances in each lesson
Practical assessment at the end of half term 1 - against activity criteria

VOCABULARY

- Technique**
Passing
Dodging
Marking
Opponent
Pitch
Resilience

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising

HALF TERM 2: BASIC SKILLS & BADMINTON

WHAT

WHY

HOW

THRESHOLD CONCEPTS:
TC1/TC5/TC6/TC7

- Basic techniques for a range of basic shots in badminton. Serve, drop shot, clear and basic game play
- Basic rules required to enable a game to take place.
- How points are scored in badminton
- How to link basic skills together to form a sequence/play a rally/play a small sided game
- How to apply basic skills to a competitive situation/performance

- Develop independence through officiating games/mini tournaments by themselves
- Foster an interest in competitive games
- Be physically active for sustained periods of time
 - Lead healthy active lives
- Develop cultural awareness of badminton globally and the reasons for this. Spread of Empire to India etc

ASSESSMENT
In class observations and Q & A of practical tasks throughout the SOW
Peer assessment - WWW and EBI following performances in each lesson
Practical assessment at the end of half term 1 - against activity criteria

VOCABULARY

- Forehand
- Backhand
- Underarm
- Overarm
- Serve
- Attacking
- Defending
- Sequence
 - Rally
 - Racket
 - Trajectory

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising



In this unit pupils will be encouraged to experience specific fitness based skills in a range of different contexts. To further develop an ability to evaluate and assess movements and techniques to produce refined outcomes.

Pupils will further investigate ways of warming up and the importance of healthy active lifestyles through the completion of physical tasks.

Pupils will develop confidence in movement and test mental capacity through linking how heart rate is affected by exercise intensity.

Develop knowledge with a view to apply/link to other practical activity lessons

Development of cross curricular knowledge

Create a base knowledge for further study

BTEC Sport/GCSE

Highlight linked career opportunities: PT/coach sports scientist etc

Foster an interest in competitive games

Be physically active for sustained periods of time

Lead healthy active lives

ASSESSMENT

In class observations and Q & A of practical tasks throughout the SOW

Self-assessment - WWW and EBI following performances in each lesson, focus on technique and types of training

Written assessment at the end of half term 3 - AO1/AO2 questions

Fitness testing of a range of components eg: MSFT/vertical jump

Comprehension activity (SMHW)

VOCABULARY

Pulse raiser

muscular endurance

maximum heart rate

aerobic endurance

agility

mobility

flexibility

static

passive

quadriceps

biceps

triceps

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising

HALF TERM 2: BODY MANAGEMENT AND AESTHETIC ACTIVITIES - TRAMPOLINING/GYM/DANCE

- In this unit greater emphasis will be placed on body tension, control, body extension.
 - Aesthetics will be developed through compositional ideas.
 - Students will be encouraged to demonstrate high quality performances, techniques and routines. They will understand what "looks" good and the term aesthetics.
- Highlight the benefits of trampolining based movements to a students level of flexibility and general suppleness.
- Understand the effect trampolining has on heart rate, muscle group names involved and the health benefits of the activity.

- Develop an awareness of the aesthetics of physical performance
- Create analytical thinkers through observation and analysis
- Development of values such as trust, cooperation through spotting on trampolines
 - Foster an interest in competitive games
- Be physically active for sustained periods of time
 - Lead healthy active lives

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.

Pupils will be able to evaluate their own and others strengths and weaknesses in a performance.

Be able to suggest areas for improvement. Use of video analysis tools to improve the performance of self and others

VOCABULARY

- Sequence
- Aesthetic
- Extension
- Flexion
- Rotation
- Biomechanics

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising

WHAT

How to accurately replicate running, jumping and throwing skills for events in order to improve performances. Explore variations in technique and use the information to become more technically proficient. Engage in performing and improving personal bests in relation to speed, height and distances. Warm up practices to include SAQ and endurance running at the beginning of the lesson. Individual targets to improve own ability and achievements. Competitions in each event.

WHY

Pupils will engage in performing and improving personal bests in relation to speed, height and distances. Thereby developing aspiration. Understand the benefits of athletic based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any athletics clubs within the school timetable and promote community links. Pupils will develop the skills necessary to compete and achieve in a number of athletic events. Understand the cultural and historical impact of athletics in a number of countries. Eg The Carribean.
Foster an interest in competitive games
Be physically active for sustained periods of time
Lead healthy active lives

HOW

ASSESSMENT

Analysing clips and coaching each other.

Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modelling, digital stills & video recordings.

VOCABULARY

track
field
javelin
shot-put
discus
high-jump
measure

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
- Summarising

HALF TERM 2: STRIKING AND FIELDING GAMES

THRESHOLD CONCEPTS:

TC1/TC2/TCF3/TC4/TC5/TC6/TC7

WHAT

Introduce core skills in batting, bowling and fielding, and basic game play. Work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs. Develop physical literacy/body movement competence and begin to accurately score games.

WHY

Foster an interest in competitive games
Be physically active for sustained periods of time
Lead healthy active lives

HOW

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.

Observation and peer assessment.

Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY

- batting
- fielding
- bowler/pitcher
- back-stop
- wicket-keeper
- catcher
- team

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
- Summarising

THRESHOLD CONCEPTS:

TC1/TC2/TC3/TC4/TC5/TC6/TC7

WHAT

In this unit pupils will focus on developing team cohesion within attacking and defending strategies and techniques using a set of core skills developed in year 7.

Pupils will experience a range of skill variations with the intention of outwitting the opposition.

They will expand their knowledge of player positions and rules surrounding footwork and contact within a variety of environments.

Pupils should begin to analyse and reflect on performance and identify elements of performance to improve.

WHY

- To develop competence in a range of invasion games
- Develop core skills of passing, shooting and ball control
- Foster an interest in competitive games
- Be physically active for sustained periods of time
 - Lead healthy active lives
- Understand the needs for rules and regulations and be able to apply to rest of school life

HOW

ASSESSMENT

In class observations and Q & A of practical tasks throughout the SOW
Peer assessment - WWW and EBI following performances in each lesson

Practical assessment at the end of half term 1 - against activity criteria

VOCABULARY

- Penetration
- Support
- Possession
- Territory
- Peripheral
- Interception
 - Offside
- Obstruction
- Tactical awareness
 - Cohesive

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising

HALF TERM 2: BADMINTON

THRESHOLD CONCEPTS:

TC1/TC5/TC6/TC7

WHAT

Create opportunities for students to demonstrate techniques for a range of advanced shots in badminton. smash shot, backhand shot

They will expand their knowledge of the different faults within badminton and explain the different situations where this would occur during a game.

Explore the opportunities for students to organise and officiate their own games of badminton.

Pupils should begin to analyse and evaluate performance of more complex skills in a variety of situations.

WHY

- Develop independence through officiating games/mini tournaments by themselves
- Foster an interest in competitive games
- Be physically active for sustained periods of time
 - Lead healthy active lives
- Develop cultural awareness of badminton globally and the reasons for this. Spread of Empire to India etc

HOW

ASSESSMENT

In class observations and Q & A of practical tasks throughout the SOW
Peer assessment - WWW and EBI following performances in each lesson

Practical assessment at the end of half term 1 - against activity criteria

VOCABULARY

- Forehand
- Backhand
- Underarm
- Overarm
 - Serve
- Attacking
- Defending
- Sequence
 - Rally
- Racket
- Trajectory

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising



In this unit pupils will be encouraged to experience specific fitness based skills in a range of different contexts. To further develop an ability to evaluate and assess movements and techniques to produce refined outcomes.

Pupils will further investigate ways of warming up and the importance of healthy active lifestyles through the completion of physical tasks.
Pupils will develop confidence in movement and test mental capacity through linking how heart rate is affected by exercise intensity.

Pupils will develop the skills necessary to compete in a number of fitness based events. To develop and experience a range of activities that involve sustained physical work.

Using fitness activities to encourage reflective learning.

Leading warm ups will aim to develop communication skills. The pupils will learn the different methods of training and the tests involved in assessing them that are relevant to the knowledge and understanding required to live an active healthy lifestyle..

ASSESSMENT

In class observations and Q & A of practical tasks throughout the SOW

Self-assessment - WWW and EBI following performances in each lesson, focus on technique and types of training

Written assessment at the end of half term 3 - AO1/AO2 questions

Fitness testing of a range of components eg: MSFT/vertical jump

Comprehension activity (SMHW)

VOCABULARY

- Fartlek
- Continuous
- Circuit
- Proprioceptive Neuromuscular Facilitation (PNF)
- Intensity
- Aerobic
- Anaerobic

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
- Summarising

HALF TERM 2: BODY MANAGEMENT AND AESTHETIC ACTIVITIES

In this unit greater emphasis will be placed on body tension, control, body extension. Aesthetics will be developed through compositional ideas. Students will be encouraged to demonstrate high quality performances, techniques and routines. They will understand what "looks" good and the term aesthetics. Highlight the benefits of trampolining based movements to a students level of flexibility and general suppleness. Understand the effect trampolining has on heart rate, muscle group names involved and the health benefits of the activity.

Develop an awareness of the aesthetics of physical performance

Create analytical thinkers through observation and analysis

Development of values such as trust, cooperation through spotting on trampolines

Foster an interest in competitive games
Be physically active for sustained periods of time

Lead healthy active lives

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed.

Pupils will be able to evaluate their own and others strengths and weaknesses in a performance.

Be able to suggest areas for improvement. Use of video analysis tools to improve the performance of self and others

VOCABULARY

- Sequence
- Aesthetic
- Extension
- Flexion
- Rotation
- Biomechanics

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
- Summarising

WHAT

Athletics: In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions. Pupils will perform core skills and record personal/collective bests. Pupil will develop knowledge of the immediate effects of exercise and physically exert themselves throughout, in a wide range of running, jumping and throwing events.

WHY

Pupils will continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed. Highlight athletic events and the relevant components of fitness needed. *i.e. coordination, reaction time, speed, balance, power and agility.* Understand the cultural and historical impact of athletics in a number of countries. Eg The Carribean.
Foster an interest in competitive games
Be physically active for sustained periods of time
Lead healthy active lives

HOW

ASSESSMENT
Analysing peers, video clips and coaching each other. Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modelling, digital stills & video recordings.

VOCABULARY

Velocity
power
release point
javelin
shot-put
discus
high-jump
measure
Endurance

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
- Summarising

HALF TERM 2: STRIKING AND FIELDING GAMES

THRESHOLD CONCEPTS: TC1/TC2/TC3/TC4/TC5/TC6/TC7

WHAT

In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will develop the ability to place the ball in a target area with increasing accuracy. Develop the ability to refine game strategies with the intention of outwitting an opponent. Pupils will develop confidence in movement and test mental capacity through scoring and officiating games

WHY

Pupils will learn to apply and use a range of techniques for batting, bowling and fielding during game play. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skills. Use striking and fielding games to develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations.
Foster an interest in competitive games
Be physically active for sustained periods of time
Lead healthy active lives

HOW

ASSESSMENT
Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY

• batting
• fielding
• bowler/pitcher
• back-stop
• wicket-keeper
• catcher
• team

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
- Summarising

In this unit pupils will focus on developing skills and tactics within conditioned games. Pupils will also incorporate rules and regulations by officiating their own games. Pupils will experience a greater demand in practical skill sets and will begin to implement these within conditioned practices in opposed game like situations. Knowledge of playing positions, rules, regulations will enable game play to be individually understood. Pupils will also reflect on individual/ team performances to analyse strengths and areas for improvement.

Develop independence through officiating games/mini tournaments by themselves
Foster an interest in competitive games and begin to assess team sport strengths/ areas for improvement.
Be physically active for sustained periods of time
Lead healthy active lives
Develop cultural awareness of new sports and historic backgrounds.
Be encouraged to follow team sports and gather new hobbies/ interests.

ASSESSMENT
In class observations and Q & A of practical tasks throughout the SOW
Self and Peer assessment - WWW and EBI following performances in each lesson
Practical assessment at the end of half term 1 - against activity criteria
Students will have ME in PE character values to work towards in relation to WALA/ STWC and be discussed during plenaries.

VOCABULARY

Outwit
Tactics
Conditioned Practice
Feedback
Motor skills
Rules/ regulations
Officiating
Self and peer assessment
Overload
Defence
Attack

READING SKILLS

Fluency - including modelling through reading aloud
Vocabulary - tier 2 and 3 words, etymology
Prior knowledge - including interleaving
Summarising
Key character values linked to ME IN PE; defining the value and how it links to learning in PE.

HALF TERM 2: COMPETITION/GAMES

THRESHOLD CONCEPTS: TC1/TC2/TC3/TC4/TC5/TC6/TC7

WHAT

WHY

HOW

ASSESSMENT

VOCABULARY

Outwit
Tactics
Conditioned Practice
Feedback
Motor skills
Rules/ regulations
Officiating
Self and peer assessment
Overload
Defence
Attack
Positions

READING SKILLS

Fluency - including modelling through reading aloud
Vocabulary - tier 2 and 3 words, etymology
Prior knowledge - including interleaving
Summarising
Key character values linked to ME IN PE; defining the value and how it links to learning in PE.

In this unit pupils will focus on developing skills and tactics through leadership. Pupils will develop key knowledge of how to improve skills across a variety of team sports through individual and group leadership tasks. Pupils will experience greater individual responsibility to work in a team and develop core skills to become an effective leader. Pupils will learn the required skills for new and unfamiliar team sports and will be taught how to develop these through group leadership. They will reflect on how to break down skills and how to apply this into a coaching session to develop their own and others skill development. Pupils will also reflect on individual and team led sessions to enhance their knowledge on "what makes an effective leader." Making suggestions for improvement.

Develop independence through officiating games/mini tournaments by themselves
Foster an interest in competitive games and begin to assess team sport strengths/ areas for improvement.
Be physically active for sustained periods of time
Lead healthy active lives
Develop cultural awareness of new sports and historic backgrounds.
Be encouraged to follow team sports and gather new hobbies/ interests.
To develop the character values learnt in Year 7/ 8 and further increase the use of employability skills for the future.

ASSESSMENT
In class observations and Q & A of practical tasks throughout the SOW
Self and Peer assessment - WWW and EBI following performances in each lesson
Practical assessment at the end of half term 1 - against activity criteria
Students will have ME in PE character values to work towards in relation to WALA/ STWC and be discussed during plenaries.
Video footage of coaching/ leadership sessions to review performance.

VOCABULARY

Outwit
Leadership
Differentiation
Whole-part-whole
Responsibilities
Qualities
Skills
Tactics
Practices
Feedback
Motor skills
Officiating
Self and peer assessment

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising

HALF TERM 2: COMPETITION/LEADERSHIP

THRESHOLD CONCEPTS: TC1/TC2/TC3/TC4/TC5/TC6/TC7/TC8

WHAT
Create opportunities for students to independently coach parts to a lesson for a small group of individuals and apply this across a variety of unfamiliar team sports. Pupils will build on the knowledge of the new skills learnt for the team sports and deliver effective leadership sessions to improve these. Knowledge of effective leadership skills will be promoted into practical game situations to showcase how they can be applied to real life situations. Game competitions/ tournaments will be run by pupils to follow up on the rules and regulations and provide opportunities to further enhance knowledge of the game positions and formations. Pupils will also reflect on team performances to analyse and evaluate strengths and areas for improvement.

WHY
Develop independence through officiating games/mini tournaments by themselves
Foster an interest in competitive games and begin to assess team sport strengths/ areas for improvement.
Be physically active for sustained periods of time
Lead healthy active lives
Develop cultural awareness of new sports and historic backgrounds.
Be encouraged to follow team sports and gather new hobbies/ interests.
To develop the character values learnt in Year 7/ 8 and further increase the use of employability skills for the future.

ASSESSMENT
In class observations and Q & A of practical tasks throughout the SOW
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Video footage of coaching/ leadership sessions to review performance.

VOCABULARY

Outwit
Leadership
Differentiation
Whole-part-whole
Responsibilities
Qualities
Skills
Tactics
Practices
Feedback
Motor skills
Officiating
Self and peer assessment

READING SKILLS

- Fluency - including modelling through reading aloud
- Vocabulary - tier 2 and 3 words, etymology
- Prior knowledge - including interleaving
 - Summarising

WHAT

In this unit pupils will focus on developing and experiencing recreational sports to foster new interests for students. Pupils will develop key knowledge of how to improve skills across a variety of individual sports and further enhance gross motor skills.
Pupils will experience greater knowledge that will be required to increase personal performance levels and then this will be applied individually.
They will reflect on how leading a healthy active lifestyle can lead to developing personal performance within selected sports and design methods of training to improve physically and skillfully.
Pupils will also reflect on their individual performance and their action plans to complete and review performance through testing and training/ suggesting and altering recommendations.

WHY

Develop independence through officiating games/mini tournaments by themselves
Foster an interest in recreational individual sports and begin to assess team sport strengths/ areas for improvement.
Begin to know how to make decisions on improving personal performance.
Be physically active for sustained periods of time
Lead healthy active lives
Develop cultural awareness of new sports and historic backgrounds.
Be encouraged to follow team sports and gather new hobbies/ interests.
To develop the character values learnt in Year 7/ 8 and further increase the use of employability skills for the future.

HOW

ASSESSMENT

Fluency - including modelling through reading aloud
Vocabulary - tier 2 and 3 words, etymology
Prior knowledge - including interleaving
Summarising
Key character values linked to ME IN PE; defining the value and how it links to learning in PE.
Assessed through action plans/ fitness testing/ training diaries.

VOCABULARY

Health and Fitness
Recreational Aesthetics
Tactics
Training Methods
Components of fitness
Action plans
Feedback
Motor skills
Officiating
Self and peer assessment

READING SKILLS

Fluency - including modelling through reading aloud
Vocabulary - tier 2 and 3 words, etymology
Prior knowledge - including interleaving
Summarising
Key character values linked to ME IN PE; defining the value and how it links to learning in

HALF TERM 1: RECREATION/AESTHETICS & FITNESS

WHAT

Create opportunities for students to independently review their own performances across selected individual sports and perform skills within game situations.
Pupils will build on the knowledge of the new skills learnt and independently self assess their performances using training diaries and performance profiles to review learning.
Knowledge of effective sportsmen and sportswomen within individual sports will be taught to improve pupil's practical performance and develop greater learning information about selected sports.
Individual tournaments will be run by pupils to allow for game play and provide ample opportunities for pupils to lead on the rules and regulations of the selected sport.
Pupils will also have the opportunity to select the individual sports they wish to partake in to encourage further and sustained engagement outside of the academy's curriculum.

WHY

Develop independence through officiating games/mini tournaments by themselves
Foster an interest in recreational individual sports and begin to assess team sport strengths/ areas for improvement.
Begin to know how to make decisions on improving personal performance.
Be physically active for sustained periods of time
Lead healthy active lives
Develop cultural awareness of new sports and historic backgrounds.
Be encouraged to follow team sports and gather new hobbies/ interests.
To develop the character values learnt in Year 7/ 8 and further increase the use of employability skills for the future.

HOW

ASSESSMENT

Fluency - including modelling through reading aloud
Vocabulary - tier 2 and 3 words, etymology
Prior knowledge - including interleaving
Summarising
Key character values linked to ME IN PE; defining the value and how it links to learning in PE.
Assessed through action plans/ fitness testing/ training diaries.

VOCABULARY

Health and Fitness
Recreational Aesthetics
Tactics
Training Methods
Components of fitness
Action plans
Feedback
Motor skills
Officiating
Self and peer assessment

READING SKILLS

Fluency - including modelling through reading aloud
Vocabulary - tier 2 and 3 words, etymology
Prior knowledge - including interleaving
Summarising
Key character values linked to ME IN PE; defining the value and how it links to learning in PE.