

| <u>Year 1</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|---|---|--|---|
| Areas of Study | Core Skills Swimming & Water Safety | Gymnastics Swimming & Water Safety | Dance Swimming & Water Safety | Team Games Swimming & Water Safety | Striking and Fielding Games Swimming & Water Safety | Athletics Swimming & Water Safety |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Listening and learning PE rules and routines. Basic counting, knowing the lines and cones using, patterns of organisation and play. | Watching performances and saying (know) what was good about them. Patterns and repetitions of performance. | Watching performances and saying (know) what was good about them. Patterns and repetitions of performance. Using music and time. | Learning key language and vocab used in team games. | Learning key vocabulary in games. | Learning and familiarisation with keywords Knowing the beginning and end of a race (distance). |
| <u>SMSC</u> | Enjoyment in learning with others, working alongside others and learning routines. | Increasing knowledge and understanding of how the body moves. Learning how to work with others who have different skills and view points | Learn and express the link between feelings and movement. | Working together, helping others and try your best | Learning and playing cultural games. | Knowing when something is successful |
| <u>Year 2</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| Areas of Study | Core Skills Swimming & Water Safety | Gymnastics Swimming & Water Safety | Dance Swimming & Water Safety | Team Games Swimming & Water Safety | Striking and Fielding Games Swimming & Water Safety | Athletics Swimming & Water Safety |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Listening and learning PE rules and routines. Basic counting, knowing the lines and cones using, patterns of organisation and play. | Watching performances and identifying what was good about them. Listening to others. Patterns and repetitions of performance. | Watching performances and saying (know) what was good about them. Patterns and repetitions of performance. Using music and time. | Learning key language and vocab used in team games. | Learning key vocabulary in games. | Learning and familiarisation with keywords Knowing the beginning and end of a race (distance). |
| <u>SMSC</u> | Enjoyment in learning with others, working alongside others and learning routines. | Explore own and others bodies, and reflect on performances. | Learn and express feelings and emotions through movement. | Working together, helping others and try your best | Learning and playing cultural games. | Knowing when something is successful. |

| <u>Year 3</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|---|--|--|--|
| Areas of Study | Core Skills Swimming & Water Safety | Gymnastics Swimming & Water Safety | Dance Swimming & Water Safety | Team Games Swimming & Water Safety | Striking and Fielding Games Swimming & Water Safety | Athletics Swimming & Water Safety |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Listening and learning PE rules and routines. Basic counting, knowing the lines and cones using, patterns of organisation and play. | Watching performances and identifying what was good about them. Listening to others. Patterns and repetitions of performance. | Watching performances and saying (know) what was good about them. Patterns and repetitions of performance. Using music and time. | Learning key language and vocab used in team games. Know that there is a time limit to games and competitions | Learning key vocabulary in games. | Learning and familiarisation with keywords Being aware of time and distances |
| <u>SMSC</u> | Enjoyment in learning with others and making friends within a sporting environment. Socially mixing mthrough involvement in physical activity and sport. | Explore own and others bodies, and reflect on performances. | Explore movement through different traditions and themes. Express own feelings and emotions through performance. | Learning to work as a team to reach a goal. Learn how to play fairly with others. | Learning and playing cultural games. | Look at how to improve your own performance. Working as a team and alongside others outside of your class. |

| <u>Year 4</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|--|---|--|---|
| Areas of Study | Core Skills Swimming & Water Safety | Gymnastics Swimming & Water Safety | Dance Swimming & Water Safety | Team Games Swimming & Water Safety | Striking and Fielding Games Swimming & Water Safety | Athletics Swimming & Water Safety |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Listening and learning PE rules and routines. Basic counting, knowing the lines and cones using, patterns of organisation and play. | Watching and making a comment on a performance. Counting moves / skills and forming routines based on positions and apparatus. Patterns and repetitions of performance. Height, distance and flight. | Watching performances and saying (know) what was good about them. Patterns and repetitions of performance. Using music and time. | Learning key language and vocab used in team games. Know and use time limit to games and competitions. | Learning of key language in the games played. Use language to communicate with others in your team | Know and identify all the names of the events in athletics and give a short description. |
| <u>SMSC</u> | Learning how other people work within the class and mixing with peers in lessons, creating a different sense of community. | Communicate strengths and areas for improvement . Listen and recognise other peoples thoughts and opinions | Use movement and dance to learn and share different music types and genres. | Learning to work as a team to reach a goal. Learn to cooperate with and alongside others. Learn what it means to be a team. | Being aware of different sports and cultures. | Join together to perform and learn about each other. Look at individual successes and be proud. Learning about different countries. |
| <u>Year 5</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
| Areas of Study | Core Skills Swimming & Water Safety | Gymnastics Swimming & Water Safety | Dance Swimming & Water Safety | Team Games Swimming & Water Safety | Striking and Fielding Games Swimming & Water Safety | Athletics Swimming & Water Safety |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Listening and learning PE rules and routines. Reinforcing listening skills and helping others. Basic counting, knowing the lines and cones using, patterns of organisation and play. | Communicate to someone about their performance, identifying strengths and areas for improvement. Counting moves / skills and forming routines based on positions and apparatus. Patterns and repetitions of performance. Height, distance and flight. | Watching performances and saying (know) what was good about them. Patterns and repetitions of performance. Using music and time to create routines. | Learning key language and vocab used in team games. Know and use time limit to games and competitions. | Learning of key language in the games played. Use language to communicate with others in your team to reach a goal | Analysing performances and feeding back using key words and phrases. Developing a deeper understanding of key terminology Increasing knowledge and understanding of distance and time |
| <u>SMSC</u> | Learning how other people work within the class and mixing with peers in lessons, creating a different sense of community. | Communicate strengths and areas for improvement . Listen and recognise other peoples thoughts and opinions. | Use movement and dance to learn and share different music types and genres. | Learn how to work together. Learn how to talk to your team and others in a fair way. | Being aware of different sports and cultures. | Join together as a school to perform and take part in big events. Learning how to celebrate teamwork. Be proud of your improvements and successes. Learning about different countries and the Olympics. |

| <u>Year 6</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Easter 1</u> | <u>Easter 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---|--|---|---|--|---|--|
| Areas of Study | Core Skills Swimming & Water Safety | Gymnastics Swimming & Water Safety | Dance Swimming & Water Safety | Team Games Swimming & Water Safety | Striking and Fielding Games Swimming & Water Safety | Athletics Swimming & Water Safety |
| <p><u>Literacy Focus</u></p> <p><u>Numeracy Focus</u></p> | <p>Listening and learning PE rules and routines. Reinforcing listening skills and helping others.</p> <p>Basic counting, knowing the lines and cones using, patterns of organisation and play.</p> | <p>Communicate strengths and areas for improvement .</p> | <p>Watching performances and saying (know) what was good about them.</p> <p>Patterns and repetitions of performance. Using music and time to create and adapt routines.</p> | <p>Learning key language and vocab used in team games.</p> <p>Know and use time limit to games and competitions.</p> | <p>Learning of key language in the games played. Use language to communicate with others in your team to reach a goal. Use rich language to communicate strengths and areas of improvement.</p> | <p>Analysing performances and feeding back using key words and phrases. Have a deeper understanding of key terminology</p> <p>Timing races and distances.</p> |
| <u>SMSC</u> | <p>Creating a strong sense of community, belonging and inclusion through physical activity and sport. Learning and supporting others to work together.</p> | <p>Listening to others feedback about your performance and using this to improve. Respect others and respect their performances, always giving positives.</p> | <p>Share and express feelings and emotions through movement and performance in a variety of ways</p> | <p>Learn how to work together successfully towards a goal. Learn how other people work and succeed. Communicate with your team. Actively take part in working as a team. Learn how to get into teams and to organise teams in lessons.</p> | <p>Learn and develop positive attitudes towards others and sports from other cultures. Come together to take part in and perform different sports.</p> | <p>Take reflection time to learn about your own and others performances. Learn how to come together as a school to perform together. Celebrate successes and reflect positively on performance. Learning about the Olympics.</p> |

| <u>Year 7</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|--|--|---|--|
| Areas of Study | Multi Skills, Fitness and Games | Gymnastics and Movement | Games and Fitness | Dance, Movement and Fitness | Striking and Fielding Activities | Athletics and Fitness |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Throwing, Catching, Striking, Shooting and Moving Counting points, scores and times | Rolling, Moving, Control and Quality Timing and Precision | Dribbling, shooting, finding space Counting points and scores | Sequence, Techniques, Style, Patterns Timing | Grip, Positions, Throwing and catching Counting scores, times and points | Agility, Sprint, Movement, technique Distance, Measuring accuracy and recording times |
| <u>SMSC</u> | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises |

| <u>Year 8</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|---|---|---|---|---|---|
| Areas of Study | Games and Fitness | Gymnastics, Movement and Trampolineing | Games and Fitness | Dance, Movement and Fitness | Striking and Fielding Activities | Athletics and Fitness |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Throwing, Catching, Striking, Shooting and Moving Counting points, scores and times | Rolling, Moving, Control and Quality Timing and Precision | Dribbling, shooting, finding space Counting points and scores | Sequence, Techniques, Style, Patterns Timing | Grip, Positions, Throwing and catching Counting scores, times and points | Agility, Sprint, Movement, technique Distance, Measuring accuracy and recording times |
| <u>SMSC</u> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> |

| <u>Year 9</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|--|--|--|--|
| Areas of Study | OAA and Sports Leadership | Gymnastics, Movement and Trampolineing | Games and Fitness | Dance, Movement and Fitness | Striking and Fielding Activities | Athletics and Fitness |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Throwing, Catching, Striking, Shooting and Moving Counting points, scores and times | Rolling, Moving, Control and Quality Timing, Shapes and Precision | Dribbling, shooting, finding space Counting points and scores | Sequence, Techniques, Style, Patterns Timing | Agility, Sprint, Movement, technique Distance, Measuring accuracy and recording times | Agility, Sprint, Movement, technique Distance, Measuring accuracy and recording times |
| <u>SMSC</u> | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises | SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour SP - Experience sense of belonging CU - Willingness to participate in cultural activities & enterprises |

| <u>Year 10 - Core PE</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|---|---|--|--|
| Areas of Study | <u>Team Games or Swimming</u> | <u>Team Games or Swimming</u> | <u>Inclusive Games/Swimming</u> | <u>Fitness based activities/ Swimming</u> | <u>Striking and Fielding activities/Swimming</u> | <u>Athletics activities/ Swimming</u> |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Tactics, Attacking Strategies, Defensive strategies, Developing game understanding Counting points, scores and times Swimming – front crawl, back stroke, breastroke, BLABT, push and gliding | Tactics, Attacking Strategies, Defensive strategies, Developing game understanding Counting points, scores and times Forehand, backhand, serve, top-spin and back-spin Swimming – front crawl, back stroke, breastroke, BLABT | Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, Skills related fitness – agility, balance, co-ordination, speed, power and reaction time Counting points, scores and times Swimming – front crawl, back stroke, breastroke, BLABT | Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, Skills related fitness – agility, balance, co-ordination, speed, power and reaction time Counting points, scores and times Swimming – front crawl, back stroke, breastroke, BLABT | Teamwork, verbal communication, non-verbal communication Feedback, non verbal feedback, self assessment Counting points, scores and times Swimming – front crawl, back stroke, breastroke, BLABT Life saving language – huddle position, treading water, wading through water | Teamwork, verbal communication, non-verbal communication Feedback, non verbal feedback, self assessment Counting points, scores and times Swimming – front crawl, back stroke, breastroke, BLABT Life saving language – huddle position, treading water, wading through water |
| <u>SMSC</u> | Students will be giving the opportunity to work in different teams, and be able to make informed choices about physical activity | | Students will be given the opportunity to take part in new sporting experiences and also making informed choices about physical activity | | Students will be given the opportunity to work in different teams and be able to learn about new sports and physical activities | |

| BTEC Level 1 Introductory to Sport Year 10 Units | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---|---|---|---|---|---|---|
| Areas of Study | <u>Year 1 - A1 - Being Organised</u> | <u>Year 1 - A1 - Being Organised</u> | <u>Year 1 - SP7 – Taking Part in Sport</u> | <u>Year 1 - SP7 – Taking Part in Sport</u> | <u>Year 1 - SP9 – Assisting in a sports activity</u> | <u>SP9 - Assisting in a sports activity</u> |
| <p><u>Literacy Focus</u></p> <p><u>Numeracy Focus</u></p> | <ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Make relevant and extended contributions to discussions, allowing for and responding to others' input. Prepare for and contribute to the formal discussion of ideas and opinions Ensure written work includes generally accurate punctuation and spelling Solve problems requiring calculations with common measures, including time and money. | <ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. Make relevant and extended contributions to discussions, allowing for and responding to others' input. Prepare for and contribute to the formal discussion of ideas and opinions Ensure written work includes generally accurate punctuation and spelling Solve problems requiring calculations with common measures, including time and money. | <ul style="list-style-type: none"> Present information/ points of view clearly and in an appropriate form. Identify the main points and ideas and how they are presented in a variety of texts Read and understand texts in detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience. | <ul style="list-style-type: none"> Present information/ points of view clearly and in an appropriate form. Identify the main points and ideas and how they are presented in a variety of texts Read and understand texts in detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience. | <ul style="list-style-type: none"> Present information clearly and in appropriate language. Write, speak and listen to others. Mathematics - add, subtract, multiply and divide whole numbers using a range of strategies. Read and understand texts in detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience. | <ul style="list-style-type: none"> Present information clearly and in appropriate language. Write, speak and listen to others. Mathematics - add, subtract, multiply and divide whole numbers using a range of strategies. |
| <u>SMSC</u> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> |

| <u>Year 11 – Core PE</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|---|---|--|--|---|--|
| Areas of Study | Basketball/Swimming | Trampoline/Table Tennis/Swimming | Trampoline/Table Tennis/Swimming | Trampoline/Basketball/Swimming | Options | Options |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | Shooting (BEEF, set shot, lay-up, jump shot) Rebounding, Triple Threat position, Passing (Chest, bounce and shoulder) Dribbling Developing tactics including attacking and defensive strategies Counting points, scores and times Swimming - front crawl, back stroke, breaststroke, BLABT, push and gliding speed, pacing, | Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing Forehand, backhand, serve, top-spin and back-spin Counting points, scores and times Swimming - front crawl, back stroke, breaststroke, BLABT, push and gliding speed, pacing, | Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing Forehand, backhand, serve, top-spin and back-spin. Swimming - front crawl, back stroke, breaststroke, BLABT, push and gliding, speed, pacing, | Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing Forehand, backhand, serve, top-spin and back-spin Shooting (BEEF, set shot, lay-up, jump shot) Rebounding, Triple Threat position, Passing (Chest, bounce and shoulder) Dribbling Developing tactics including attacking and defensive strategies Swimming - front crawl, back stroke, breaststroke, BLABT, push and gliding, speed, pacing, | Tuck, Pike, Straddle, Seat Landing, straight jumping, twisting, swivel hips, front landing, seat landing Forehand, backhand, serve, top-spin and back-spin Shooting (BEEF, set shot, lay-up, jump shot) Rebounding, Triple Threat position, Passing (Chest, bounce and shoulder) Dribbling Developing tactics including attacking and defensive strategies. Swimming - front crawl, back stroke, breaststroke, BLABT, push and gliding. speed, pacing, | Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, Skills related fitness – agility, balance, co-ordination, speed, power and reaction time Counting points, scores and times Teamwork, verbal communication, non-verbal communication Feedback, non verbal feedback, self assessment Counting points, scores and times Swimming - front crawl, back stroke, breaststroke, BLABT, push and gliding. speed, pacing, |
| <u>SMSC</u> | Students will be giving the opportunity to work in different teams, and be able to make informed choices about physical activity. Students will be given the opportunity to take part in different sports and physical activities. | | | | | |

| BTEC Level 1 Introductory to Sport Year 11 Units | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---|---|---|---|---|---|---|
| Areas of Study | <u>Year 2 – A2 – Developing a personal progression plan</u> | <u>Year 2 – A2 – Developing a personal progression plan</u> | <u>Year 2 - SP12 – Keeping active and healthy plan</u> | <u>Year 2 - SP12 – Keeping active and healthy</u> | <u>Year 2 - SP12 – Keeping active and healthy</u> | |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | <ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail. • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions • Ensure written work includes generally accurate punctuation and spelling • Solve problems requiring calculations with common measures, including time and money. | <ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail. • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions • Ensure written work includes generally accurate punctuation and spelling • Solve problems requiring calculations with common measures, including time and money. | <ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail. • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions • Ensure written work includes generally accurate punctuation and spelling • Solve problems requiring calculations with common measures, including time and money. | <ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail. • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions • Ensure written work includes generally accurate punctuation and spelling • Solve problems requiring calculations with common measures, including time and money. | <ul style="list-style-type: none"> • Write clearly and coherently, including an appropriate level of detail. • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions • Ensure written work includes generally accurate punctuation and spelling • Solve problems requiring calculations with common measures, including time and money. | |
| <u>SMSC</u> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> | <p>SO - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of Relationships</p> <p>MO - Providing opportunities to explore right & wrong / practise moral decision making, Rewarding moral insight & good behaviour</p> <p>SP - Experience sense of belonging</p> <p>CU - Willingness to participate in cultural activities & enterprises</p> |

| <u>Post 16 PE</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--|--|--|--|--|---|--|
| Areas of Study | Team Games/ Fitness | Team Games/Fitness | Team Games/Fitness | Team Games/Fitness | Striking and Fielding Games/ Off-side activities | Athletic activities/ Off side activities |
| <u>Literacy Focus</u> <u>Numeracy Focus</u> | <p>Tactics, Attacking Strategies, Defensive strategies, Developing game understanding</p> <p>Counting points, scores and times</p> <p>Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, Skills related fitness – agility, balance, co-ordination, speed, power and reaction time</p> <p>Counting points, scores and times</p> | <p>Tactics, Attacking Strategies, Defensive strategies, Developing game understanding</p> <p>Counting points, scores and times</p> <p>Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, Skills related fitness – agility, balance, co-ordination, speed, power and reaction time</p> <p>Counting points, scores and times</p> | <p>Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, Skills related fitness – agility, balance, co-ordination, speed, power and reaction time</p> <p>Counting points, scores and times</p> <p>Tactics, Attacking Strategies, Defensive strategies, Developing game understanding</p> <p>Counting points, scores and times</p> | <p>Fitness components – cardiovascular fitness, muscular endurance, muscular strength, flexibility, Skills related fitness – agility, balance, co-ordination, speed, power and reaction time</p> <p>Counting points, scores and times</p> <p>Tactics, Attacking Strategies, Defensive strategies, Developing game understanding</p> <p>Counting points, scores and times</p> | <p>Teamwork, verbal communication, non-verbal communication</p> <p>Feedback, non verbal feedback, self assessment</p> <p>Counting points, scores and times</p> | <p>Teamwork, verbal communication, non-verbal communication</p> <p>Feedback, non verbal communication</p> <p>Feedback, non verbal feedback, self assessment</p> <p>Counting points, scores and times</p> |
| <u>SMSC</u> | Students will be giving the opportunity to work in different teams, and be able to make informed choices about physical activity | | Students will be given the opportunity to take part in new sporting experiences and also making informed choices about physical activity | | Students will be given the opportunity to work in different teams and be able to learn about new sports and physical activities | |