

Subject curriculum; PE      *Serviam; Developing our gifts and talents for the good of others.*

Academic Year <u>Year; 7</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Autumn A</b>	Netball 2 x 50min lessons;	<ul style="list-style-type: none"> <li>* How to complete a warm up - general</li> <li>* chest passing</li> <li>* shoulder passes</li> <li>* overhead passes</li> <li>* footwork - 1-2 landing / splat landing</li> <li>* Marking an opponent with and without the ball.</li> <li>* shooting techniques.</li> <li>* positions on the court.</li> <li>* The difference between a free pass and a penalty pass.</li> </ul>	<p>Practical netball skills;</p> <p><b>Skills in isolation - best 4</b></p> <p>Sending &amp; receiving the ball- students must show a range of passes in isolation. Footwork; movement to receive the ball. Shooting. Marking / getting free.</p> <p><b>Skills in competition;</b></p> <p>knowledge of the positions. Knowledge of the rules of the game. Assessment of the skills above in game situations.</p>
<b>Autumn B –</b>	<p>Netball 1 x 50mins</p> <p>Dance 1 x 50mins - Dance through the ages.</p>	<p>Netball;</p> <ul style="list-style-type: none"> <li>* Getting into Space</li> <li>* Losing your marker</li> <li>* movement around the circle</li> <li>* development of taking the centre pass</li> </ul> <p>Dance; motif development</p> <ul style="list-style-type: none"> <li>* counting &amp; rhythm (timing)</li> <li>* Levels - Low / medium / high</li> <li>* Floor patters</li> <li>* mirroring &amp; matching</li> <li>* Control and balance of body to show fluency</li> </ul>	<p><b>Netball;</b> continued assessment in game play - developed from Autumn A. Tactics and awareness of different positions on court. Students are also assessed on their ability to umpire a game / modified game. <b>Netball grade is the EMB.</b></p> <p><b>Dance;</b> Students are assessed in groups on their ability to choreography their own dances showing creativity and teamwork.</p> <p>Create a 2min dance and perform it.</p>

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<b>Spring A -</b>	<p>Basketball 1 x 50mins lesson</p> <p>Cross Country - fitness (setting a personal best)</p>	<p>Basketball;</p> <ul style="list-style-type: none"> <li>* Dribbling the ball</li> <li>* Sending &amp; receiving</li> <li>* Shooting in and around the Key</li> <li>* How to complete a Lay-up</li> <li>* Marking</li> </ul> <p>Cross Country - cardio-vascular fitness</p> <p>Students run the cross country route each week working on pacing and their running technique. Their aim is to improve their fitness and times to complete the course.</p>	<p>Skills in isolation; Students are practically assessed on their best 4 skills from all taught. These skills are then assessed in small sided games or full court games to show skills during competition.</p> <p><b>Cross Country; EMB</b> is based on their time to complete the course. Students aim to improve their times from week one to week 6.</p>
<b>Spring B</b>	<p>Indoor athletics 1 x 50min</p> <p>Cheerleading 1 x 50min</p>	<p>Indoor athletics;</p> <ul style="list-style-type: none"> <li>* Standing long jump / triple jump / vertical jump</li> <li>* shot put</li> <li>* Speed bounce</li> <li>* various running events using the turning boards.</li> <li>* Students will learning to measure &amp; record their distances / speeds</li> </ul> <p>Cheerleading; following on from what they learnt in dance, Cheer gives students the opportunity to incorporate dance and gymnastics. Students are taught a series of cheer moves from which they have to choreograph a routine in a small group.</p>	<p><b>EMB; Athletics</b></p> <p>Students will compete in an indoor athletics competition choosing their best 2 events for their assessment. We use the British Indoor Athletics 'star 'system to measure their results and they use these to compare themselves to national averages.</p> <p>Cheerleading; create a 2min cheer routine and perform it. It must incorporate elements of dance and gymnastics, some balance work and be to music.</p>

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<b>Summer A</b>	<p>Sports Day Prep - athletics 1 x 50mins</p> <p>Cricket (Soft ball) 1 x 50mins</p>	<p>Sports Day Prep - students select and practice their individual athletic event.</p> <p>Cricket; Kwik Cricket (soft ball)</p> <ul style="list-style-type: none"> <li>* Batting - correct batting technique - striking the ball</li> <li>* Fielding skills - bowling underarm</li> <li>* bowling overarm</li> <li>* long and short fielding / throwing</li> <li>* aiming</li> <li>* How to be a wicket keeper - basic keeping positions.</li> </ul>	<p>EMB; Cricket</p> <p>Students are assessed on 4 skills in isolation from all taught. They then perform these skills in small competitive situations / game play.</p>
<b>Summer B</b>	<p>Cricket (soft ball) 1 x 50mins</p> <p>Tennis 1 x 50mins</p>	<p>Continue to practice and develop the skills learned in Summer A. Students work on analysis of performance, fault correction and tactics in game situations.</p> <p>Tennis;</p> <ul style="list-style-type: none"> <li>* The Serve / return of serve</li> <li>* Forehand</li> <li>* Backhand</li> <li>* The volley</li> <li>* How to score a game of tennis</li> </ul>	<p>EMB; Cricket</p> <p>Students are assessed on 4 skills in isolation from all taught. They then perform these skills in small competitive situations / game play.</p>

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Academic Year  <u>Year: 8</u>	Content. Unit title and brief outline of content. All lessons are double lessons.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Autumn A</b>	Netball 1 x double PE lesson @ UHS	<ul style="list-style-type: none"> <li>* How to complete a warm up - general</li> <li>* range of passes / 1 and 2 handed</li> <li>* footwork - 1-2 landing / turning in the air / running passes</li> <li>* Marking an opponent with and without the ball.</li> <li>* shooting techniques.</li> <li>* positions on the court.</li> <li>* The difference between a free pass and a penalty pass.</li> <li>* Creating effective attacking opportunities</li> <li>* Player impact on the game.</li> </ul>	<p>Practical netball skills;  <b>Skills in isolation - best 4</b>            Sending &amp; receiving the ball- students must show a range of passes in isolation. Footwork; movement to receive the ball. Shooting/ ability to create space and when to hold space.            Marking / getting free.</p> <p><b>Skills in competition;</b>            Knowledge of the positions.            Knowledge of the rules of the game.            Assessment of the skills above in game situations.</p>
<b>Autumn B –</b>	Football 1 x double PE lesson @ MP	<p>Football;</p> <ul style="list-style-type: none"> <li>* Dribbling with the ball</li> <li>* Passing using all parts of the foot</li> <li>* tackling while on feet</li> <li>* taking a throw in</li> <li>* How to start a match &amp; other basic rules of the game.</li> <li>* Marking</li> <li>* Attacking and defending space</li> <li>* Some goalkeeping skills - the use of the hands.</li> </ul>	<p><b>Football;</b> Students are assessed on their best <b>4 skills in isolation</b> from all taught.</p> <p>Students will then show these skills in small sided games, competitive game play so show decision making / communicational skills and teamwork.</p>

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<b>Spring A - Spring B</b>	<p>Basketball 1 x double lesson</p> <p>Cross Country - cardiovascular fitness &amp; linking physical health with mental health.</p>	<p>Basketball;</p> <ul style="list-style-type: none"> <li>* Dribbling the ball</li> <li>* Sending &amp; receiving</li> <li>* Shooting in and around the Key / 3 point shooting</li> <li>* How to complete a Lay-up in game situation</li> <li>* Marking</li> <li>* full &amp; half-court pressing</li> <li>* Rebounding effectivity</li> </ul> <p>Cross Country - cardio-vascular fitness; Students complete their own warm-up &amp; stretch. Students run the cross country route each week working on pacing and their running technique. Their aim is to improve their fitness and times to complete the course.</p>	<p>Skills in isolation; Students are practically assessed on their best 4 skills from all taught. These skills are then assessed in small sided games or full court games to show skills during competition/ under pressure.</p> <p><b>Cross Country; EMB</b> is based on their time to complete the course. Students aim to improve their times from week one to week 6.</p>
<b>Summer A - B</b>	<p>Sports Day Prep - athletics 1 x double lesson</p> <p>and / or</p> <p>Cricket (Soft ball) 1 double lesson</p>	<p>Sports Day Prep - students select and practice their individual athletic event.</p> <p>Cricket; Kwik/ diamond Cricket (soft ball)</p> <ul style="list-style-type: none"> <li>* Batting - correct batting technique - striking the ball, aiming / placing the strike</li> <li>* Fielding skills - bowling underarm/ overarm with speed</li> <li>* long and short fielding / throwing</li> <li>* long and short barriers</li> <li>* Development of wicket keeper skills- basic keeping skills.</li> </ul>	<p>EMB; Cricket</p> <p>Students are assessed on 4 skills in isolation from all taught. They then perform these skills in small competitive situations / game play.</p>

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<b>Summer B</b>	Cricket (soft ball) 1 x double lesson	Continue to practice and develop the skills learned in Summer A. Students work on analysis of performance, fault correction and tactics in game situations. Students to continue to develop the skills they started to look at in yr7. More practice time to see more consistent display of techniques.	EMB; Cricket  Students are assessed on 4 skills in isolation from all taught. They then perform these skills in small competitive situations / game play.
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Academic Year	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<u>Year; 9</u>	<b>All lessons are double lessons.</b>		
<b>Autumn A; Focus on health &amp; wellbeing, enjoyment of sport and exercise. The yr9 curriculum should allow all students to work on their own personal health / wellbeing goals &amp; know how to do this outside of lesson time.</b>	Football 1 x double PE lesson @ MP	Football; <ul style="list-style-type: none"> <li>* Dribbling with the ball</li> <li>* How to take on a player - creativity on the ball</li> <li>* Passing using all parts of the foot/ while on the move</li> <li>* taking a throw in</li> <li>* Marking</li> <li>* Attacking and defending space</li> <li>* Some goalkeeping skills - the use of the hands/ smothering the ball, angles in the box and communicating with the team to support.</li> </ul>	<b>Football;</b> Students are assessed on their best <b>4 skills in isolation/ in competition</b> from all taught. However students do not receive an EMB for this.  As part of the unit of work students will develop their own drills, take on leadership roles & responsibilities and take part in round-robin competitions so they understand how these run.

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<p><b>Autumn B -</b></p>	<p>Netball 1 x double lesson per week</p>	<p>Students will be put into team at the start of the unit of work - they will remain in there teams and take part in a 5 week competition. They must come up with their own warm up routine and warm up drills. Each member of the team will be responsible for an aspect of the team development. Umpiring, coaching, leading, captain etc.. Each week they will play a number of other teams, reflect on their team performances and plan for the following week to improve their game play / tactics.</p>	<p>Students are assessed on their best <b>4 skills in isolation/ in competition</b> from all taught. However students do not receive an EMB for this.</p> <p>As part of the unit of work students will develop their own drills, take on leadership roles &amp; responsibilities and take part in round-robin competitions so they understand how these run.</p>
<p><b>Spring A</b></p> <p>Depending on space and the timetable student can have an option to do cycling during this term.</p>	<p>Basketball 1 x double lesson</p>	<p>Basketball; development of skills introduces in yr8. Development of these through full game play &amp; competition.</p> <ul style="list-style-type: none"> <li>* Dribbling the ball/ attacking space / attacking the basket.</li> <li>* Shooting in and around the Key / 3 point shooting</li> <li>* Complete Lay-up in game situation</li> <li>* Marking/ defending / blocking</li> <li>* full &amp; half-court pressing</li> <li>* Rebounding effectivity (defence and attack)</li> </ul>	<p>Skills in isolation/ in compeition; Students are practically assessed on their best 4 skills from all taught. These skills are then assessed in full court games to show skills during competition/ under pressure.</p> <p><b>No EMB grade for this.</b></p>

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Spring B	<p>Cross Country - cardiovascular fitness &amp; linking physical health with mental health, each week there is a new health focus linking regular exercise to health &amp; wellbeing.</p> <p>Some students will also have the opportunity to complete cycling lessons - this is dependant on space available.</p>	<p>Cross Country - cardio-vascular fitness; Students complete their own warm-up &amp; stretch. Students run the cross country route each week working on pacing and their running technique. Their aim is to improve their fitness and times to complete the course.</p> <p>Skills; Pacing Mental rehearsal Focus Resilience Determination Physical strength Motivation</p>	<p><b>Cross Country; Assessment is</b> based on their time to complete the course. Students aim to improve their times from week one to week 6.</p> <p>Personal challenges are set by each student. <b>NO EMB for this.</b></p>
Summer A	<p>Sports Day Prep - athletics 1 x double lesson and / or</p> <p>Cricket (Soft ball) 1 double lesson or Rounders - students can choose which one they want to take part in.</p>	<p>Sports Day Prep - students select and practice their individual athletic event. Skills developed are individual to each event.</p> <p>Cricket; Kwik/ diamond Cricket (soft ball)</p> <ul style="list-style-type: none"> <li>* Batting - correct batting technique - striking the ball, aiming / placing the strike</li> <li>* Fielding skills - bowling underarm/ overarm with speed</li> <li>* long and short fielding / throwing in general</li> <li>* long and short barriers</li> <li>* Development of wicket keeper skills- basic keeping skills.</li> </ul>	<p>EMB; Cricket</p> <p>Students are assessed on 4 skills in isolation from all taught. They then perform these skills in small competitive situations / game play.</p> <p><b>No EMB for this.</b></p>



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<b>Summer B</b>	<p>Students are given a choice between activities;</p> <p>Rounders or Tennis</p>	<p>Continue to practice and develop the skills learned in Summer A. Students work on analysis of performance, fault correction and tactics in game situations. Students to continue to develop the skills they completed in yr8. * skills are based around striking and fielding</p> <p>More practice time to see more consistent display of techniques.</p>	<p>Cricket/ Rounders</p> <p>Students are assessed on 4 skills in isolation from all taught. They then perform these skills in small competitive situations / game play.</p>
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<b>Academic Year</b>  <u>Year; 10</u>	<b>Content.</b> <b>Unit title and brief outline of content.</b>  <b>All lessons are double lessons.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
<b>Autumn A;</b>  <b>Focus on health &amp; wellbeing, enjoyment of sport and exercise. The yr10 curriculum should allow all students to work on their own personal health / wellbeing goals &amp; know how to do this outside of lesson time.</b>	Football 1 x double PE lesson @ MP  or Netball @ UHS depending on timetables and space available.	Football; * core football skills - students are placed in teams at the start of the unit and their objectives are to work together across the unit to develop their skills, roles and responsibilities (Sport Ed). Developing this from their yr9 work they will play in competition and run their own tournaments etc.. * Continued skill development across both sets of games; outfield play attacking & defending; goal keeping skill development. They will also develop their refereeing knowledge & understanding.	<b>Netball; Students are not assessed in this unit - they are given an effort grade.</b>  As part of the unit of work students will develop their own drills, take on leadership roles & responsibilities and take part in round-robin competitions so they understand how these run.
<b>Autumn B -</b>  <b>Some students may have the opportunity to attend the Wimbledon Junior Tennis initiative for the term.</b>	Netball 1 x double lesson per week  (Or Volleyball depending on Space available)	Students will be put into team at the start of the unit of work - they will remain in there teams and take part in a 5 week competition. They must come up with their own warm up routine and warm up drills. Each member of the team will be responsible for an aspect of the team development. Umpiring, coaching, leading, captain etc.. Each week they will play a number of other teams, reflect on their team performances and plan for the following week to improve their game play / tactics.	<b>Netball; Students do not receive an EMB for this. They are given an effort grade.</b>  As part of the unit of work students will develop their own drills, take on leadership roles & responsibilities and take part in round-robin competitions so they understand how these run.

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<b>Spring A - B</b>	<p>Cycling &amp; Trampetting, Volleyball &amp; Cross Country / general fitness and well-being</p> <p>(Linked to mental health &amp; diet / nutrition) Lessons will begin with a link to 'This girl can' and general emotional, physical and social health.</p>	<p>Across the 12 weeks students will enjoy 3 week taster blocks on 4 different activity areas - the motivation for this is for them to explore what they enjoy, experience new activities to encourage life long participation.</p> <p>Skills developed;</p> <p>Teamwork and individual resilience across all topic areas.</p> <p>many different physical skills across all new topic areas - students explore what their body can do &amp; what fitness is needed for each activity area.</p>	<b>No EMB grade for this- they are given an effort grade.</b>
<b>Spring B</b>	<p>Cycling &amp; Trampetting, Volleyball &amp; Cross Country / general fitness and well-being</p> <p>(Linked to mental health &amp; diet / nutrition) Lessons will begin with a link to 'This girl can' and general emotional, physical and social health.</p>	<p>Skills developed;</p> <p>Teamwork and individual resilience across all topic areas.</p> <p>many different physical skills across all new topic areas - students explore what their body can do &amp; what fitness is needed for each activity area.</p>	<b>No EMB grade for this- they are given an effort grade.</b>
<b>Summer A - B</b>	<p>Sports Day Prep - athletics 1 x double lesson</p> <p>and / or</p> <p>Cricket (Soft ball) 1 double lesson or Rounders - students can choose which one they want to take part in.</p>	<p>Sports Day Prep - students select and practice their individual athletic event.</p> <p>Cricket; Kwik/ diamond Cricket (soft ball)</p> <ul style="list-style-type: none"> <li>* Batting - correct batting technique - striking the ball, aiming / placing the strike</li> <li>* Fielding skills - bowling underarm/ overarm with speed</li> <li>* long and short fielding / throwing</li> <li>* long and short barriers</li> <li>* Development of wicket keeper skills- basic keeping skills.</li> </ul>	<b>No EMB grade for this- they are given an effort grade.</b>

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<b>Summer B</b>	<p>Students are given a choice between activities; this also depends on the timetable;</p> <p>Rounders, cricket or Tennis depending on space available.</p>	Continue to practice and develop the skills learned in Summer A. Students work on analysis of performance, fault correction and tactics in game situations. Students to continue to develop the skills they started to look at previously. More practice time to see more consistent display of techniques.	<b>No EMB grade for this- they are given an effort grade.</b>
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<b>Academic Year</b>	<b>Content. Unit title and brief outline of content.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
<u><b>Year; 11</b></u>	<b>2 x single lessons per week</b>		
<b>Autumn A/B</b>  <b>Focus on health &amp; wellbeing, enjoyment of sport and exercise; the yr11 curriculum is designed to support students mental &amp; physical health and to offer some stress relieve by encouraging fun and enjoyment, social play and physical effort.</b>	<p>Practical options in a recreational session; students can choose their activity for the lesson. Options available are changed weekly due to space available;</p> <p>Rock climbing The use of the gym / fitness Trampoline Badminton / Volleyball Dodgeball / Benchball</p>	<p>Skills; Each activity offers the opportunity to work on the skills required for that sport.</p> <p>Students can choose to play recreationally or to add competitive elements.</p>	<b>No EMB grade for this- they are given an effort grade.</b>

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<p><b>Spring A/B</b></p>	<p>Practical options in a recreational setting - mindfulness and meditation techniques are explored in this term. Students are also shown ways to look after their stress relief at home through exercise.</p> <p>(Links to mental health &amp; diet / nutrition)</p> <p>Rock climbing The use of the gym / fitness Walking / jogging Badminton Dodgeball / Benchball Basketball Cycling</p>	<p>Skills;</p> <ul style="list-style-type: none"> <li>* Mindfulness</li> <li>* Stress relief techniques</li> <li>* Physical skills to improve fitness</li> <li>* Social skills in play</li> </ul> <p>Each activity offers the opportunity to work on the skills required for that sport. Students can choose to play recreationally or to add competitive elements.</p>	<p><b>No EMB grade for this- they are given an effort grade.</b></p>
<p><b>Summer A up until study leave.</b></p>	<p>Practical options are modified in the summer term;</p> <p>Rounders Cricket / Kwik cricket Dodgeball / Benchball Athletic events Aerobics / HITT sessions Sports Leadership</p>	<p>Skills;</p> <ul style="list-style-type: none"> <li>* striking &amp; fielding skills</li> <li>* teamwork</li> <li>* organisation</li> <li>* use of voice</li> <li>* communicational skills</li> <li>* ability to listen effectively</li> <li>* physical skills to improve core fitness</li> </ul>	<p><b>No EMB grade for this- they are given an effort grade.</b></p>