

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>Skill introduction <u>Activity will be chosen depending on interest/capability of student.</u></p> <p>Assessment method: Formal teacher assessment (Pitch level moving forward for next half term and beyond)</p> <p>[Develop their technique and improve their performance in other competitive sports]</p>	<p>Skill recap <u>Activity will be chosen depending on interest/capability of student.</u></p> <p>Assessment method: Informal Me in PE wall display.</p> <p>[Develop their technique and improve their performance in other competitive sports]</p>	<p>Skill development - <u>Speed, agility, balance, reaction and co-ordination</u> <u>Activities chosen depending on capability of students.</u></p> <p>Assessment method: Informal Me in PE wall display.</p> <p>[Develop their technique and improve their performance in other competitive sports]</p>	<p>Team Sports <u>Football, badminton doubles and basketball.</u> <u>Tactics and strategies.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p> <p>[Use and develop a variety of tactics and strategies to overcome opponents in team and individual games; for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>	<p>Team Sports <u>Football, badminton doubles and basketball.</u> <u>Tactics and strategies.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p> <p>[Use and develop a variety of tactics and strategies to overcome opponents in team and individual games; for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>
Autumn 2	<p>Balance and Agility <u>(learning terms and core body response to movement)</u></p> <p>Assessment method: Informal target lead established by national averages.</p> <p>[Develop their technique to improve their performance in competitive sports for example, athletics and gymnastics]</p>	<p>Fitness for physical health <u>Range of fitness tests to develop skills from previous half term.</u></p> <p>Formal assessment: performance observations in comparison to national average.</p> <p>[Develop their technique and improve their performance in other competitive sports for example, athletics and gymnastics]</p>	<p>Fitness for physical health <u>Range of fitness tests to develop skills from previous half term.</u></p> <p>Formal assessment: performance observations in comparison to national average.</p> <p>[Develop their technique and improve their performance in other competitive sports for example, athletics and gymnastics]</p>	<p>Individual sports Badminton, table tennis and fitness challenges. <u>Tactics and strategies.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p> <p>[Use and develop a variety of tactics and strategies to overcome opponents in team and individual games; for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>	<p>Individual sports Badminton, table tennis and fitness challenges. <u>Tactics and strategies.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p> <p>[Use and develop a variety of tactics and strategies to overcome opponents in team and individual games; for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>

<p>Spring 1</p>	<p><u>Rules and regulation in individual sports.</u> <u>Learn basic rules and look at how they are implemented in different sports.</u></p> <p>Assessment method: Formal assessment, written test. Results recorded (pitch 1.5)</p> <p>[Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group]</p>	<p><u>Rules and regulation in a range of sports.</u> <u>Develop basic rules and an understanding of their ability to impact on game play in both individual and team sports.</u></p> <p>Assessment method: Formal assessment, written test. Results recorded (pitch 2)</p> <p>[Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best]</p>	<p><u>Rules and regulation in range of sports.</u> <u>Develop basic rules and an understanding of their ability to impact on game play in both individual and team sports. Start to enquire how tactics are linked to rules and regulations.</u></p> <p>Assessment method: Formal assessment, written test. Results recorded (Pitch 2.5)</p> <p>[Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best]</p>	<p><u>Umpiring/refereeing team sports, using advice upon observation to enhance teamwork and relation of skill/teamwork to performance.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p> <p>[Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group]</p>	<p><u>Physical activity to enhance concentration: Student choice activities; release for extra academic sessions.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p>
<p>Spring 2</p>	<p><u>Understanding gameplay: Rounders- basic rule implementation.</u></p> <p>Assessment method: Informal Assessment - Feedback from teacher</p> <p>[Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>(Cricket can also be used during this period as a tool to explore tactics and strategies)</p>	<p><u>Understanding gameplay: Rounders- basic rule implementation (catch up for missed pandemic unit).</u></p> <p>Assessment method: Formal Assessment – criteria sheet provided for recording student achievement.</p> <p>[Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>	<p><u>Understanding gameplay: Rounders- complex rule implementation with the use of tactics and competitive play.</u></p> <p>Assessment method: Informal Assessment – team feedback on team strengths and weaknesses.</p> <p>[Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p>	<p><u>Understanding gameplay: Rounders- complex rule and fielding position exploration.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p> <p>[evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best]</p>	<p><u>Physical activity to enhance concentration: Student choice activities; release for extra academic sessions.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p>

		(Cricket can also be used during this period as a tool to explore tactics and strategies)	(Cricket can also be used during this period as a tool to explore tactics and strategies)	(Cricket can also be used during this period as a tool to explore tactics and strategies)	
Summer 1	<p><u>Sports day preparation (dependent on sports day set up and activity selection)</u></p> <p>Formal assessment: performance observations in comparison to national average.</p> <p>[Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best]</p>	<p><u>Sports day preparation (dependent on sports day set up and activity selection)</u></p> <p>Formal assessment: performance observations in comparison to national average.</p> <p>[Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best]</p>	<p><u>Sports day preparation (dependent on sports day set up and activity selection)</u></p> <p>Formal assessment: performance observations in comparison to national average.</p> <p>[Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best]</p>	<p><u>Sports day preparation (dependent on sports day set up and activity selection)</u></p> <p>Formal assessment: performance observations in comparison to national average.</p> <p>[Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best]</p>	<p><u>Physical activity to enhance concentration: Student choice activities; release for extra academic sessions.</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p>
Summer 2	<p><u>Understanding the intellectual partnership of mentally and physically challenging activities.</u></p> <p>Assessment method: Formal assessment, written and performance-based end of year test.</p> <p>[Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group]</p>	<p><u>Understanding the intellectual partnership of mentally and physically challenging activities.</u></p> <p>Assessment method: Formal assessment, written and performance-based end of year test. (gauge who should be thinking about taking up Assessment PE at the end of year 9)</p> <p>[Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group]</p>	<p><u>Understanding the intellectual partnership of mentally and physically challenging activities.</u></p> <p>Assessment method: Formal assessment, written and performance-based end of year test. (used to ensure those wishing to take Assessment PE will be able to complete successfully)</p> <p>[Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group]</p>	<p><u>intellectual partnership of mentally and physically challenging activities.</u></p> <p><u>Orienteering</u></p> <p>Assessment method: Formal assessment not required, continuous self and peer assessment throughout lessons for personal development.</p> <p>[Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group]</p>	

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