AAN Physical Education CURRICULUM MAP

Curriculum rationale & design	**Vision** - Physical Education at Astrea Academy Netherwood: Building Foundations for Life At Astrea Academy Netherwood, our vision for Physical Education is to ignite a lifelong passion for movement in every scholar. We believe that an active life is a richer, healthier, and more joyful life. Our mission is to empower all scholars to engage with physical activity, not just as participants, but as future leaders, coaches, and ambassadors for well-being. We deliver on this promise through a dynamic and inclusive curriculum designed to inspire participation, build confidence, and cultivate a love for a healthy, active lifestyle that extends far beyond the school gates. This is enriched by our vast extracurricular programme, which our scholars embrace with tremendous enthusiasm and success. **Our Core Aims:** ○ To Nurture Whole-Person Well-being: We develop the physical, social, and mental resilience of every scholar, providing the tools for a balanced and fulfilling life. ○ To Inspire Excellence: We provide an engaging and challenging curriculum that encourages scholars to surpass their own expectations and discover their unique potential. ○ To Foster a Lifelong Love of Sport: We create excellent opportunities for all scholars to build positive, lasting relationships with sport and physical activity. ○ To Cultivate a Thriving Community: We are committed to a first-class teaching environment where staff and scholars work together with joy and dedication, celebrating every victory on the path to success. ○ To Build Belonging and Belief: We ensure every scholar feels valued as part of a team, believes in their limitless potential, and flourishes in a supportive environment. **How We Achieve This:** By embedding the essential attitudes, skills, and knowledge of leadership, and by creating memorable experiences throughout each scholar's journey, we prepare them for a bright and active future. **Our Legacy:** When scholars leave Astrea Academy Netherwood, they will carry with them the competence, confidence, and enthusiasm to perform safely and effectively in a wide range of sports. They will be equipped to thrive in recreational pursuits, competitive arenas, or both—ready to lead, participate, and inspire in the next chapter of their lives. The Physical Education curriculum at Astrea Academy Netherwood is intentionally designed to be far more than a series of games and activities. It is a vital, dynamic, and integral part of our whole-school mission to develop well-rounded, resilient, and knowledgeable young people. Our curriculum

is built on the firm belief that physical literacy is a fundamental component of a complete education, equipping scholars with the tools they need for lifelong wellbeing and success.

1. Cultivating Lifelong Health and Informed Leadership

Our primary objective is to provide scholars with the deep knowledge and practical skills necessary to understand, value, and maintain a healthy, active lifestyle. This extends beyond physical proficiency in sports; it encompasses:

Theoretical Understanding: Scholars learn the 'why' behind the 'what' – the physiological, nutritional, and psychological principles of health and performance.

Practical Application: Through a broad and balanced range of activities (invasion games, net/wall games, striking/fielding, athletics, gymnastics, dance, and outdoor education), scholars develop motor competence, tactical awareness, and creativity.

Leadership and Advocacy: We explicitly teach scholars how to support and influence others—including peers and family members—to make positive health choices. This empowers them to become advocates for healthy living within their immediate and wider communities.

2. Fostering Personal Excellence and Character Development

We are committed to providing a challenging and supportive environment where every scholar is encouraged to "become the best version of themselves." Our curriculum is a vehicle for character education, where we:

Promote Resilience and Self-Challenge: Carefully sequenced lessons provide opportunities for scholars to set personal goals, embrace difficulty, and learn from both success and failure. We celebrate effort and progress as much as outcome.

Build Respect and Tolerance: Through teamwork, cooperation, and competition, scholars learn to appreciate the efforts and abilities of others. They are taught to be gracious in victory, resilient in defeat, and to value diversity, recognising the strengths that different individuals bring to a team.

Develop Core Values: Integrity, respect, responsibility, and sportsmanship are explicitly taught, modelled, and expected in every practical session.

3. Enhancing the Wider School and Community

Our ambition is for PE to have a profound and positive impact across the entire school community. We actively seek to:

Support Holistic Development: The skills honed in PE—such as teamwork, problem-solving, leadership, and perseverance—directly support scholars' learning and personal development in other curriculum areas.

Make Noteworthy Contributions: Scholars are given opportunities to lead, organise, and contribute through sports leadership programmes, officiating house events, coaching younger students, and representing the school. This fosters a sense of pride, belonging, and responsibility.

	Create a Vibrant School Culture: Our inter-house programme, extracurricular clubs, and competitive fixtures are designed to be inclusive and celebratory, strengthening school spirit and providing shared experiences that unite our community. In essence, the PE curriculum at Astrea Academy Netherwood is a purposeful and ambitious programme. It is designed not only to develop physical skills but to nurture healthy, active, respectful, and confident individuals who are equipped to lead and inspire others. We believe that by providing these foundational experiences, we are making a critical investment in our scholars' long-term health, happiness, and capacity to contribute positively to the world around them.
Curriculum aims	The aim of our curriculum is to empower all scholars with the knowledge, skills, and resilience to lead a healthy, active lifestyle, to become respectful leaders and team players, and to make positive contributions to the school community and beyond.
Assessment	Scholars complete two trust-wide assessments per year. Scholars also complete mastery quizzes each half-term along with regular in class assessments within topics. Each lesson begins with recall questions to quiz, recap, and consolidate scholars' knowledge. Scholars in KS3 will complete a summative assessment linking to Btec sport after Christmas to start embedding key terminology and key knowledge surrounding Btec in preparation for KS4. Scholars begin to think about practical assessment in Btec sport requiring a scholar to perform to a high level in a team or individual sport.

2025 2026	**Autumn 1 Unit 1**	**Autumn 2 Unit 2**	**Spring 1 Unit 3**	**Spring 2 Unit 4**	**Summer 1 Unit 5**	**Summer Unit 6**
Year 7	○ Football ○ Netball/handball ○ Badminton ○ Table Tennis ○ Dance Understanding of key rules linking to the sports. Understanding of how to complete key skills which are used when competing in the sport/activity. **Football -**				**<u>Athletics</u>** Long Jump High Jump Shot Javelin 100m & 200m 400m Relay **Athletics**	**<u>Summative Assessment</u>** (first 2 weeks - 1 lesson theory, 1 lesson assessment and marking) **<u>Striking and Fielding</u>** Tennis Rounders Cricket (focus on 1 sport only for the remainder of the school year - this will rotate throughout KS3) **Cricket**

	Passing – Scholars working in pairs, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of a defender. Dribbling – Scholars working through cones, building towards dribbling towards a defender. Shooting, Dead ball striking, moving towards shooting with a rolling ball. Looking at both power and placement. Tackling – Movement towards the attacker, leg positioning, strength in the tackle. **Netball** Passing – Scholars working in pairs on the three types of pass, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of an opposition player. Pivoting – How to perform and why. Working in 3's. Find a pass. Shooting. Technique shown and working alone, from different angles. **Handball** Passing & Catching – passing lines, using weaker hand, introducing defenders. Shooting – drive shot and jump shot. Practice in small goals – hoops to aim for, no GK's, add in GK's as progression. Defending techniques – interceptions, play a 2 v 1 build up to 4 v 2, 8 v 4. Overload attackers Goalkeeping – basic position, high saves, low saves. **Badminton** Serves – working diagonally across courts, short and long serves. Forehand and back hand. Overhead clears - In pairs, one feeding and one performing. Building up to rallying. Drop shots - In pairs, one feeding and one performing. Building up to performing in a rally. Net shots – working in pairs inside service line, control. **Table Tennis** Serves – Basic forehand and backhand serves, focusing on control, spin (backspin/topspin), and accuracy. Serving diagonally and targeting different areas of the table.	Sprint events - Whole group focusing on sprint start. How to get in to sprint position. Sprint technique and then dip finish. Shot Putt – Working in 3's. One performs whilst 2 observe and give feedback. Rotate group. Footwork shown and clean palm, dirty fingers. Long jump – Run up, take off foot drills. Flight in the air and landing. High jump - Bounding, Run up, take off foot drills and flight. Introduction of Fosbury flop. Javelin – All teacher led. Working in 4's. Demonstration of phases and then throw/return on teacher command. Working towards Dorothy Hyman Barnsley Athletics June 2026	Batting – grip and defensive shots. Groups of 4. Feeder, batter, wicketkeeper and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduces fielding skills. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. **Rounders** Batting – grip and technique Groups of 4. Feeder, batter, backstop and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduces fielding skills. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. **Tennis** Serves – working diagonally across courts, short and long serves. basic underarm serve and overhead serve. Overhead clears - In pairs, one feeding and one performing. Building up to rallying. Drop shots - In pairs, one feeding and one performing. Building up to performing in a rally. Net shots – working in pairs inside service line, control.

	Forehand drive – In pairs, one feeding and one performing. Developing consistency and control. Progressing to rallying using forehand shots. Backhand drive – In pairs, one feeding and one performing. Emphasis on control and correct technique. Building up to continuous backhand rallies. Push shots (short game) – Working in pairs close to the table. Developing touch and control, keeping the ball low. Progressing into controlled rallies mixing pushes and drives. **Dance** Basic actions and movement patterns – Exploring fundamental movements (e.g. travel, turn, jump, gesture). Developing coordination, control, and use of space. Compositional skills – In pairs or small groups, creating short sequences using set actions. Focus on timing, levels, direction, and flow. Building towards linking movements into a short routine. Copy and repeat (teacher-led phrases) – Learning and performing short movement phrases. Emphasis on accuracy, rhythm, and body control. Progressing to performing with increased confidence and expression. Performance and expression – Developing use of facial expression, dynamics, and musicality. Performing short sequences individually or in groups, with focus on timing and audience awareness.		
Year 8	○ Football ○ Netball/handball ○ Badminton ○ Table Tennis ○ Dance Understanding of key rules linking to the sports.	**Athletics** Long Jump High Jump Shot Javelin 100m & 200m 400m Relay	**Summative Assessment** (first 2 weeks - 1 lesson theory, 1 lesson assessment and marking) **Striking and Fielding** Tennis Rounders Cricket (focus on 1 sport only for the remainder of the school year - this will rotate throughout KS3)

	Understanding of how to complete key skills which are used when competing in the sport/activity. **Football -** Passing – Scholars working in pairs, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of a defender. Dribbling – Scholars working through cones, building towards dribbling towards a defender. Shooting, Dead ball striking, moving towards shooting with a rolling ball. Looking at both power and placement. Tackling – Movement towards the attacker, leg positioning, strength in the tackle. **Netball** Passing – Scholars working in pairs on the three types of pass, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of an opposition player. Pivoting – How to perform and why. Working in 3's. Find a pass. Shooting. Technique shown and working alone, from different angles. **Handball** Passing & Catching – passing lines, using weaker hand, introducing defenders. Shooting – drive shot and jump shot. Practice in small goals – hoops to aim for, no GK's, add in GK's as progression. Defending techniques – interceptions, play a 2 v 1 build up to 4 v 2, 8 v 4. Overload attackers Goalkeeping – basic position, high saves, low saves. **Badminton** Serves – working diagonally across courts, short and long serves. Forehand and back hand. Overhead clears - In pairs, one feeding and one performing. Building up to rallying. Drop shots - In pairs, one feeding and one performing. Building up to performing in a rally. Net shots – working in pairs inside service line, control. **Table Tennis**	**Athletics** Sprint events - Whole group focusing on sprint start. How to get in to sprint position. Sprint technique and then dip finish. Shot Putt – Working in 3's. One performs whilst 2 observe and give feedback. Rotate group. Footwork shown and clean palm, dirty fingers. Long jump – Run up, take off foot drills. Flight in the air and landing. High jump - Bounding, Run up, take off foot drills and flight. Introduction of Fosbury flop. Javelin – All teacher led. Working in 4's. Demonstration of phases and then throw/return on teacher command.	**Cricket** Batting – grip and defensive shots. Groups of 4. Feeder, batter, wicket keeper and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduction of more advanced bowl ing skills such as applying spin. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. Increasing complexity of the skills. **Rounders** Batting – grip and technique Groups of 4. Feeder, batter, backstop and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduces fielding skills. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. **Tennis** Serves – working diagonally across courts, short and long serves. basic underarm serve and overhead serve. Overhead clears - In pairs, one feeding and one performing. Building up to rallying. Drop shots - In pairs, one feeding and one performing. Building up to performing in a rally. Net shots – working in pairs inside service line, control.

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Year 9	Badminton Rugby Football Fitness Testing/components of fitness	**Athletics** Long Jump High Jump	**Summative Assessment** (first 2 weeks - 1 lesson theory, 1 lesson assessment and marking) **Striking and Fielding**

	Netball/Handball Understanding of key rules linking to the sports. Understanding of how to complete key skills which are used when competing in the sport/activity. **Football -** Passing – Scholars working in pairs, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of a defender. Dribbling – Scholars working through cones, building towards dribbling towards a defender. Shooting, Dead ball striking, moving towards shooting with a rolling ball. Looking at both power and placement. Tackling – Movement towards the attacker, leg positioning, strength in the tackle. **Netball** Passing – Scholars working in pairs on the three types of pass, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of an opposition player. Pivoting – How to perform and why. Working in 3's. Find a pass. Shooting. Technique shown and working alone, from different angles. **Handball** Passing & Catching – passing lines, using weaker hand, introducing defenders. Shooting – drive shot and jump shot. Practice in small goals – hoops to aim for, no GK's, add in GK's as progression. Defending techniques – interceptions, play a 2 v 1 build up to 4 v 2, 8 v 4. Overload attackers Goalkeeping – basic position, high saves, low saves. **Badminton** Serves – working diagonally across courts, short and long serves. Forehand and back hand. Overhead clears - In pairs, one feeding and one performing. Building up to rallying.	Shot Javelin 100m & 200m 400m Relay **Athletics** Sprint events - Whole group focusing on sprint start. How to get in to sprint position. Sprint technique and then dip finish. Shot Putt – Working in 3's. One performs whilst 2 observe and give feedback. Rotate group. Footwork shown and clean palm, dirty fingers. Long jump – Run up, take off foot drills. Flight in the air and landing. High jump - Bounding, Run up, take off foot drills and flight. Introduction of Fosbury flop. Javelin – All teacher led. Working in 4's. Demonstration of phases and then throw/return on teacher command.	Tennis Rounders Cricket (focus on 1 sport only for the remainder of the school year - this will rotate throughout KS3) **Rounders** Batting – grip and technique Groups of 4. Feeder, batter, backstop and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduces fielding skills. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. **Tennis** Serves – working diagonally across courts, short and long serves. Aiming for specific parts of the court, e.g. front and back lines. Overhead clears. In pairs, one feeding and one performing. Building up to rallying. Using specific shots to win a point. Accurate scoring during game. **Cricket** Batting – grip and defensive shots. Groups of 4. Feeder, batter, wicket keeper and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduction of more advanced bowling skills such as applying spin. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. Increasing complexity of the skills.

	Drop shots - In pairs, one feeding and one performing. Building up to performing in a rally. Net shots – working in pairs inside service line, control. **Rugby** Passing – Developing lateral passing technique (left and right), focusing on accuracy and timing. Working in pairs and small groups, progressing from stationary to moving passes. Catching and handling – In pairs, one feeding and one receiving. Emphasis on soft hands and control. Progressing into continuous passing drills and small-sided games. Evasion skills – Practising side steps, changes of direction, and running lines. Working 1v1 to beat a defender, building into conditioned games. Tagging / tackling (age-appropriate) – Introducing safe tagging or tackling technique. In pairs or small groups, focusing on positioning and control. Progressing into game scenarios. **Fitness Testing/components of fitness** Aerobic endurance (e.g. beep test) – Performing and recording scores. Developing pacing strategies and understanding cardiovascular fitness. Speed and agility (e.g. 30m sprint, Illinois agility test) – In pairs, timing and recording performances. Focus on technique and quick changes of direction. Strength and muscular endurance (e.g. press-ups, sit-ups) – Completing set repetitions with correct technique. Recording results and aiming to improve performance. Flexibility (e.g. sit and reach test) – Measuring range of movement safely. Understanding the importance of flexibility and tracking progress over time.		Scholars now looking at Btec Sport as an option for KS4. Looking at components of fitness linking to each sport, what types of people play sports, are they team/individual sports. Scholars need to know the rules and regulations of sports and how to umpire different sports correctly. Leadership opportunities specifically warm ups and skill based activities.
Year 10	Badminton Football Netball/handball Table Tennis Healthy Active Lifestyle Understanding of key rules linking to the sports.	**Athletics** Long Jump High Jump Shot Javelin 100m & 200m 400m Relay	**Striking and Fielding** Tennis Rounders Cricket **Rounders** Batting – grip and technique

	Understanding of how to complete key skills which are used when competing in the sport/activity. **Football -** Passing – Scholars working in pairs, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of a defender. Dribbling – Scholars working through cones, building towards dribbling towards a defender. Shooting, Dead ball striking, moving towards shooting with a rolling ball. Looking at both power and placement. Tackling – Movement towards the attacker, leg positioning, strength in the tackle. **Netball** Passing – Scholars working in pairs on the three types of pass, increasing distance and changing part of foot. Build up to working in 3's and 4's. Introduction of an opposition player. Pivoting – How to perform and why. Working in 3's. Find a pass. Shooting. Technique shown and working alone, from different angles. **Handball** Passing & Catching – passing lines, using weaker hand, introducing defenders. Shooting – drive shot and jump shot. Practice in small goals – hoops to aim for, no GK's, add in GK's as progression. Defending techniques – interceptions, play a 2 v 1 build up to 4 v 2, 8 v 4. Overload attackers Goalkeeping – basic position, high saves, low saves. **Badminton** Serves – working diagonally across courts, short and long serves. Forehand and back hand. Overhead clears - In pairs, one feeding and one performing. Building up to rallying. Drop shots - In pairs, one feeding and one performing. Building up to performing in a rally. Net shots – working in pairs inside service line, control. **Healthy Active Lifestyles**	**Athletics** Sprint events - Whole group focusing on sprint start. How to get in to sprint position. Sprint technique and then dip finish. Shot Putt – Working in 3's. One performs whilst 2 observe and give feedback. Rotate group. Footwork shown and clean palm, dirty fingers. Long jump – Run up, take off foot drills. Flight in the air and landing. High jump - Bounding, Run up, take off foot drills and flight. Introduction of Fosbury flop. Javelin – All teacher led. Working in 4's. Demonstration of phases and then throw/return on teacher command.	Groups of 4. Feeder, batter, backstop and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduces fielding skills. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. **Tennis** Serves – working diagonally across courts, short and long serves. Aiming for specific parts of the court, e.g. front and back lines. Overhead clears. In pairs, one feeding and one performing. Building up to rallying. Using specific shots to win a point. Accurate scoring during game. **Cricket** Batting – grip and defensive shots. Groups of 4. Feeder, batter, wicket keeper and fielder. Rotate rolls. Bowling – In pairs bowling towards each other. Introduction of more advanced bowl ing skills such as applying spin. Fielding – Throwing and catching towards each other. The in pairs, chase and return drill. Increasing complexity of the skills. Scholars now looking at Btec Sport as an option for KS4. Looking at components of fitness linking to each sport, what types of people play sports, are they team/individual sports. Scholars need to know the rules and regulations of sports and how to umpire

	Components of fitness – Identifying and understanding key components (e.g. cardiovascular endurance, strength, flexibility). Applying knowledge to different activities and sports. Physical activity and exercise – Exploring different types of activity (aerobic, strength, flexibility). Participating in practical sessions and understanding benefits for health and wellbeing. Training methods – Learning basic training types (e.g. continuous, interval, circuit training). In small groups, performing and designing simple workouts. Lifestyle choices and wellbeing – Understanding the importance of nutrition, hydration, sleep, and mental wellbeing. Discussing how choices impact health and performance. Table Tennis Serves – Basic forehand and backhand serves, focusing on control, spin (backspin/topspin), and accuracy. Serving diagonally and targeting different areas of the table. Forehand drive – In pairs, one feeding and one performing. Developing consistency and control. Progressing to rallying using forehand shots. Backhand drive – In pairs, one feeding and one performing. Emphasis on control and correct technique. Building up to continuous backhand rallies. Push shots (short game) – Working in pairs close to the table. Developing touch and control, keeping the ball low. Progressing into controlled rallies mixing pushes and drives.			different sports correctly. Leadership opportunities specifically warm ups and skill based activities.
Year 11	**Option Blocks** **Badminton** **Football** **Healthy Active Lifestyles** **Table Tennis** Practical knowledge of performance and specific skills which will be	**Option Blocks** **Football** **Healthy Active Lifestyles** **Handball** **Netball** Practical knowledge of performance	**Y11 Exams** **Football, Fitness Suite, Rounders** Practical knowledge of performance and specific skills which will be needed to develop throughout the offer in each year group. Football – Passing, Dribbling, Shooting, Movement, Tackling, beating an opponent. Tactical approaches and strategies to outwit opponents. Developing knowledge of advanced rules.	

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	Lifestyle choices and wellbeing – Understanding the importance of nutrition, hydration, sleep, and mental wellbeing. Discussing how choices impact health and performance. Table Tennis Serves – Basic forehand and backhand serves, focusing on control, spin (backspin/topspin), and accuracy. Serving diagonally and targeting different areas of the table. Forehand drive – In pairs, one feeding and one performing. Developing consistency and control. Progressing to rallying using forehand shots. Backhand drive – In pairs, one feeding and one performing. Emphasis on control and correct technique. Building up to continuous backhand rallies. Push shots (short game) – Working in pairs close to the table. Developing touch and control, keeping the ball low. Progressing into controlled rallies mixing pushes and drives.	groups, performing and designing simple workouts. Lifestyle choices and wellbeing – Understanding the importance of nutrition, hydration, sleep, and mental wellbeing. Discussing how choices impact health and performance. Handball Passing & Catching – passing lines, using weaker hand, introducing defenders. Shooting – drive shot and jump shot. Practice in small goals – hoops to aim for, no GK's, add in GK's as progression. Defending techniques – interceptions, play a 2 v 1 build up to 4 v 2, 8 v 4. Overload attackers Goalkeeping – basic position, high saves, low saves.	
