

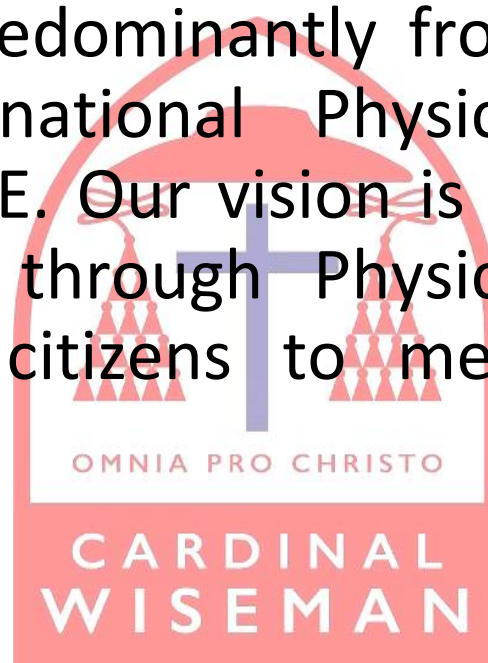


loving  
hopeful  
attentive  
faith-filled  
generous  
eloquent  
intentional  
learned  
prophetic  
wise  
grateful  
discerning  
compassionate  
active  
truthful

**P.E Departments**  
**Curriculum Model- Me In P.E**  
**OMNIA PRO CHRISTO**

# Introduction

Over the last 2 years, the P.E. department have worked tirelessly to transform our curriculum. We have been inspired by the direction of various P.E. curriculums to develop the whole child, alongside the whole school moving to a knowledge-based curriculum. We have drawn inspiration from research predominantly from Youth Sports Trust, International Physical Literacy Association and AFPE. Our vision is to improve pupils holistically, through Physical Literacy, to be successful citizens to meet today's challenges.



Organisations which have helped inspire our curriculum



## Intent of the P.E Department

To develop Physical **Literacy** through the development of **knowledge**, **physical competences** and **character**. Giving the pupils improved life chances through a healthier and more active lifestyle.

**Physical Competencies-** The development of pupils physical literacy and fundamental skills through a sequenced practical curriculum which encompasses a broad range of sporting and physical activities.

**Knowledge-** Learning about the human body and how to lead a healthy and active lifestyle. This includes nutrition and the short and long term effects of exercise. Pupils will also learn about inspirational sporting icons and the different careers in P.E.

**Character-** The development of pupils' character through our Me In P.E system.

### *Our Key Concepts*

#### 1. Physical Competencies

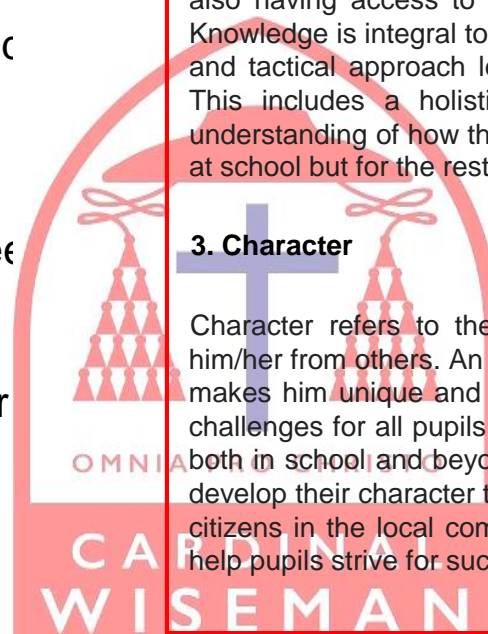
Physical competencies is a type of learning in which repetition results in enduring changes in an individual's capability to perform a specific task. Our pupils get the opportunity to experience many conventional and non-conventional sports and physical activities. We as a department develop the pupil's ability to perform the skills required in each activity in order to build physical literacy and self-confidence. If pupils can perform confidently, this increases their social development but also builds character and the chances of lifelong participation. Also in activities such as dance and gymnastics pupils learn how to control and move with fluency and control. As a part of learning and participating in a variety of sporting activities pupils are given the opportunity to compete against each other. This requires them to think and make personal skill decisions and movements but also work together to outwit others.

#### 2. Knowledge

Knowledge is at the heart of the curriculum within Physical Education. With the school approach to pedagogy through a knowledge-engaged curriculum, this key strand outlines the importance of the 'E' in PE. The opportunity to be physically active is a foundation of the purpose of P.E, however also having access to powerful knowledge which leads to positive wellbeing is a human right. Knowledge is integral to developing performance across a range of physical activities: this technical and tactical approach lends itself to both recreational and through to competitive environments. This includes a holistic approach to a child incorporating mind and body. Developing an understanding of how their own body works and why is vital to staying healthy not just for their time at school but for the rest of their lives.

#### 3. Character

Character refers to the sum of an individual's qualities and characteristics which differentiate him/her from others. An individual's character is actually an amalgamation of his/her qualities which makes him unique and helps him stand apart from the rest. Our subject provides many personal challenges for all pupils in our community that are vital for a strong education. In order to succeed both in school and beyond, resilience and social skills are key. P.E offers the opportunity for all to develop their character that can then lead to success in the workplace and in pupils becoming good citizens in the local community. Life is a combination of personal wins and losses, P.E serves to help pupils strive for success but also to have the character to cope with challenge and loss.



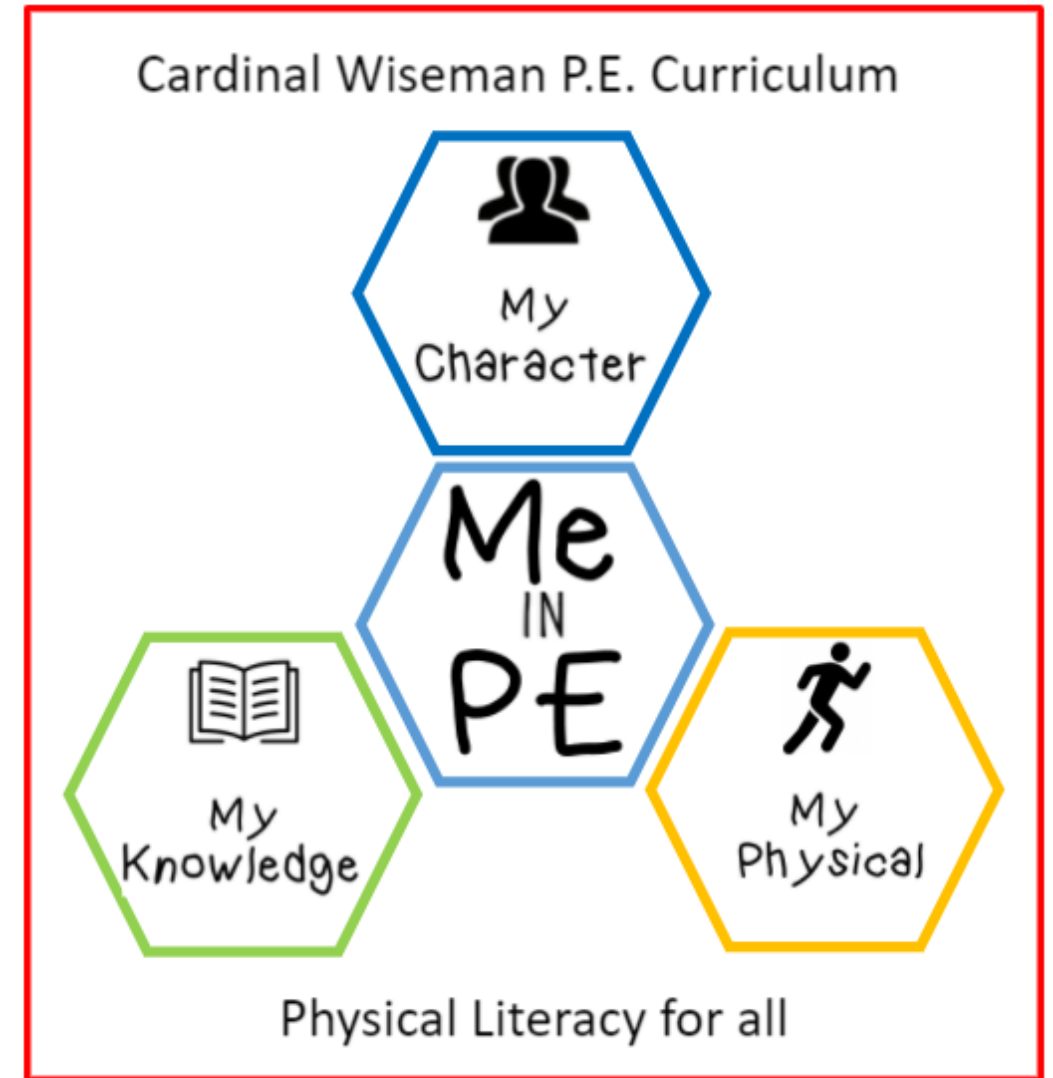
## How do we measure Physical Literacy - Me In P.E.

Me in P.E is the name of the curriculum model at Cardinal Wiseman Catholic School. It allows us to assess pupils' progress and assess pupils without levels after levels were removed from the National Curriculum in 2014.




Our intent is to give pupils improved life chances through a healthier and more active lifestyle. To achieve this we need to develop Physical Literacy through the development of knowledge, physical competences and character. The Me In P.E model allows us to plan, assess and communicate what we see as the most vital elements of physical literacy.

We started with the 'Head, Heart, Hands' and 'My Personal Best' models created by Association of P.E and Youth Sports Trust respectively. We then researched **the demographics of** our local area and created a bespoke curriculum that meets the needs of the pupils we serve. Our Cardinal Wiseman model takes both of the aforementioned models and merges them with our intent: **To develop Physical Literacy through the development of knowledge, physical competences and character**, to create the CW Me In P.E. Curriculum.

We have used these strands to create a sequenced, broad and balanced curriculum for all pupils to improve their physical literacy and have a positive and engaging P.E. experience. These intentions are shared and discussed with pupils regularly.



## Breakdown of each Me in P.E. Key Concept and how it is assessed

Which Me am I	What is the focus of this Me	Why this Me is important	How is it assessed?
	<p>Physical Me is focused on pupils' ability to physical skills and levels of fitness. Being able to have strong fundamentals are vital in being physically literate and participating or competing in a range of physical activities both during their education and beyond.</p>	<p>Having strong physical skills allows pupils to have the fundamental movement skills pupils require to lead a healthy and active lifestyle. Being healthy and fit allows for an improved quality of life.</p>	<p>Physical Me is assessed through teacher judgement. Staff have a tracking sheet and assess pupils against a set list of specific criteria. Physical Me holds a 40% weighting in the overall score.</p>
	<p>Knowledge Me is focused on helping pupils understand their body and how to lead a healthy and active lifestyle. Independent learning books used for homework cover a variety of topics such as how the body works, how to live a healthy and balanced lifestyle and sporting icons. Lesson activity specific knowledge allows for pupils to understand how to access, enjoy and understand that specific activity.</p>	<p>Knowledge of how to lead a healthy lifestyle is vital in becoming physically literate and leading a longer, a happier life. It is also important to understand how our bodies work. Every pupil deserves to leave school with the knowledge of how to lead a healthier, longer life through physical activity. This allows for educated informed choices on their chosen lifestyle.</p>	<p>Knowledge in P.E. can be seen in lessons and in home learning booklets. Activity specific knowledge is taught and assessed in lessons. However, broader theoretical concepts are delivered through home learning and assessed through written assessments in whole school assessment weeks. Knowledge Me holds 30% weighting in the overall score.</p>
	<p>My Character gives pupils the social and personal skills to be confident, successful young citizens. This includes leadership and teamwork skills as well as the <b>development</b> of persistence, resilience, confidence and motivation.</p>	<p>P.E. is not about developing <b>elite</b> sports performers but strong, confident young people who can leave school and take their strong characteristics and apply in all their ventures to be successful in society, including the workplace.</p>	<p>My Character is assessed through teacher judgement. Staff have a tracking sheet and assess pupils against a set list of specific criteria. Character Me holds a 30% weighting in the overall score.</p>

# How do we sequence and deliver on all key concepts?

1. Sequenced assessment system.
2. Sequenced practical skills through broad range of activities.
3. Sequencing of important knowledge and delivery through independent home learning booklets.

## Key Stage 3 Cardinal Wiseman Key Concept focuses

Year 7	Year 8	Year 9
<b>Physical competency: Focus 40%</b> Fundamental and Foundation Skills.	<b>Physical competency: Focus 40%</b> Asserting Skill Acquisition and Basic Leadership.	<b>Physical competency: Focus 40%</b> Developing Advanced Skills, Tactical Understanding and Leadership.
<b>Character Development: Focus 30%</b> Self Efficacy and Perseverance.	<b>Character Development: Focus 30%</b> Social Competence and Resilience.	<b>Character Development: Focus 30%</b> Confidence and Motivation.
<b>Knowledge: Focus 30%</b> Health and Active Lifestyle.	<b>Knowledge: Focus 30%</b> Effects of Exercise and Body Systems.	<b>Knowledge: Focus 30%</b> Components of Fitness.

# Our current sequencing of practical elements delivered across a range of activities

Activities	Invasion games	Net/Wall/Racket	Striking and Fielding	Gymnastics	Swimming	Athletics	Fitness and Outdoor Ed	Dance
Year 7	<b>FUNDamental and Foundation Skills</b>							
	Rules and Regs			Basic Gym Safety	Pool Side Safety	Basic Run Technique	Basic Fitness Room Safety	Cultural Dances
	Ball Mastery and decision making	Grip/ Body Position	Catching/ Throwing	Flight	Water Confidence	Basic Sprint Technique	Circuit training foundation exercises	Formation/ Pathway of movement
	Passing/ Shooting	Ball/ Shuttle Familiarisation and the basic shots	Fielding Techniques	Balances	Water Entry/ Exit	Field events introduction	Team Building- Communication and Orienteering of map structures.	5 category of action Physical Skills
	Opposed game Dev (Small)	Basic Footwork	Striking Techniques	Basic Elements	Basic Stroke Development	Competition	Short/ Long term effects of exercise	Basic Performance Interpretive Skills
Year 8	<b>Asserting Skill Acquisition and Basic Leadership</b>							
								Recognised Pieces
	Ball Mastery/ Control	Advanced footwork	Intermediate Throw/ Catch	Group Routines	Pool Safety/ Entry and Exit	Recap track and field techniques	Methods of training Foundation	R.A.D.S
	Intermediate Pass/ Shoot	Intermediate Skill Acquisition (Spin)	Develop Shot Selection	Advanced Balancing	Stroke Development	Field Event progression	Long term effects of exercise	Stimulus Ideas
	Basic Tactics/ Development Opposed Game Dev (Large) Importance of Width and depth	Game tactics	Game tactics	Acrobatic Skills	Diving	Pacing/ Running Tactics	Basic map reading skills and navigation of space	Choreographic devices
Leading/ Create Drills	Leading/ Create Drills	Leading/ Create Drills	Advanced rolls	Coaching Stroke Develop	Leading/ Create Drills	Creation of basic training session	Leading/ Create MOTIF	
Year 9	<b>Development of Foundation Knowledge for KS4 Pathways</b>							
								Professional Repertoire
	Introduction of positions Opposed Game Dev (Full) Importance of positioning	Doubles/group play	Advanced striking skills	Basic Elements recap	Entry and surface diving	Recap track and field techniques	Skill related fitness sessions	Creative Intentions
	Advance Pass/Shoot	Develop tactical knowledge	Advanced fielding skills	Basic Trampoline skills	Basic life saving	Advanced Techniques/ Tactics	Health Related Fitness Sessions	Stylistic qualities of dance
		Advanced skill acquisition	Fielding Tactics	Vault Progression	Personal Survival	Starts and finishes for track events	Independent Fitness Leadership Sessions	Relationships
	Movement of the court	Positioning/ structure of player	Flight Development	Starts and Finishes	Coaching Specific Event to Small group		MOTIF development	
<b>P.E Professional Pathway</b>								
<b>Dance Professional Pathway</b>								
Year 11	<b>My Personal Physical Activity Pathway- Post 16</b>							
	Pupils Get half termly optional choices. Pupils must decide what activities they most enjoy and keep them most active.Promotion of life long participation for all.							Choreography Development for practical performance
								Creative intentions of Piece Personal reflection of work
								Responding to a Stimulus Brief

# Interleaving the Sequenced Curriculum

Although we appreciate that many of the sequenced topics cross over multiple key concepts, we have mapped where the biggest opportunities are. This ensures that all key concepts are interleaved across all year groups.

Predominantly PHYSICAL.

Predominantly KNOWLEDGE.

Predominantly CHARACTER.

	Key Concepts	Physical Competencies	Knowledge	Character				
<b>CORE PE Sequencing Curriculum Map</b>								
Year 11	<b>Hg Personal Sports Pathway- Pool 15 Sports Journey</b>							
	<p>Capable of half hourly optional sessions. Pupils must decide what activities they most enjoy and keep them most active. Promotion of life long participation for all.</p> <p style="text-align: right;"><b>Choreography Development for Coreline Inclusion of Dance</b></p> <p style="text-align: right;"><b>Personal reflection</b></p> <p style="text-align: right;"><b>Responding to a Stimulus Brief</b></p>							
Year 10	<b>Sport Education and Sports Leadership</b>							
	<b>Sports Leadership Focus through skills, tactics and competition development</b>							
	<p><b>Leading/Assessing Tactics</b></p> <p><b>Marking</b></p> <p><b>Game play</b></p> <p><b>Assessing/Supporting Positional Awareness and</b></p>	<p><b>Game Management</b></p> <p><b>Advanced Tactical Analysis</b></p> <p><b>Game Play</b></p> <p><b>Advanced Tactical Analysis</b></p> <p><b>Marking/Positional</b></p>	<p><b>Striking Tactics</b></p> <p><b>Game Management</b></p> <p><b>Game Play</b></p> <p><b>Assessing of Fielding Skills</b></p>	<p><b>Basic Elements</b></p> <p><b>Advanced Tact</b></p> <p><b>Techniques</b></p> <p><b>Advanced competing skills</b></p> <p><b>Translating evidence</b></p>	<p><b>Integration Only assessment from Year 10 Individual classes</b></p>	<p><b>Competition</b></p> <p><b>Range of Field Events</b></p> <p><b>Event Set Up</b></p> <p><b>Measuring, Timing and Officialing</b></p>	<p><b>Independent Filmmaking Training</b></p> <p><b>Filmers Programme</b></p> <p><b>Training and Communication in Filmmaking &amp; Sports Leadership</b></p>	<p><b>Evaluation</b></p> <p><b>Appreciation of Professional Development as a Performer or performer only</b></p>
Year 9	<b>Development of Foundation Knowledge for KS4 Pathway</b>							
	<p><b>Introduction of activities</b></p> <p><b>Importance of participation</b></p> <p><b>Advanced Fun/School</b></p>	<p><b>Banking/group play</b></p> <p><b>Developing tactical knowledge</b></p> <p><b>Advanced skill acquisition</b></p> <p><b>Honouring of the sport</b></p>	<p><b>Advanced striking skills</b></p> <p><b>Advanced Fielding skills</b></p> <p><b>Fielding Tactics</b></p> <p><b>Positioning/ awareness of</b></p>	<p><b>Basic Elements range</b></p> <p><b>Basic Translating skills</b></p> <p><b>Basic life saving</b></p> <p><b>Personal Survival</b></p> <p><b>Stroke and Pitches</b></p>	<p><b>Entry and surface diving</b></p> <p><b>Basic life saving</b></p> <p><b>Personal Survival</b></p> <p><b>Stroke and Pitches</b></p>	<p><b>Range track and field techniques</b></p> <p><b>Advanced Techniques/ Tactics</b></p> <p><b>Stroke and Pitches for track events</b></p> <p><b>Cracking Specifics</b></p> <p><b>Event in Small groups</b></p>	<p><b>Skill related Filmmaking sessions</b></p> <p><b>Health Related Filmmaking</b></p> <p><b>Independent Filmmaking Leadership Sessions</b></p>	<p><b>Coreline Inclusion</b></p> <p><b>Stipulated qualities of dance</b></p> <p><b>Relationships</b></p> <p><b>NOTIF Development</b></p>
	<b>P.E Professional Pathway</b>							
	<b>Senior Professional Pathway</b>							
Year 8	<b>Advanced Skill Acquisition and Basic Leadership</b>							
	<p><b>Ball Handling/ Control</b></p> <p><b>Intermediate Fun/School</b></p> <p><b>Basic Tactics/ Development</b></p> <p><b>Leading/ Coreline Drills</b></p>	<p><b>Advanced Footwork</b></p> <p><b>Intermediate Skill Acquisition (Solo)</b></p> <p><b>Game tactics</b></p> <p><b>Leading/ Coreline Drills</b></p>	<p><b>Intermediate Throwing/ Catch</b></p> <p><b>Developing Shot Selection</b></p> <p><b>Game tactics</b></p> <p><b>Leading/ Coreline Drills</b></p>	<p><b>Group Routines</b></p> <p><b>Advanced Balancing</b></p> <p><b>Barrel Skills</b></p> <p><b>Advanced rolls</b></p>	<p><b>Pool Safety/ Entry and Exit</b></p> <p><b>Stroke Development</b></p> <p><b>Diving</b></p> <p><b>Cracking Stroke Drilling</b></p>	<p><b>Range track and field techniques</b></p> <p><b>Field Event progression</b></p> <p><b>Passing/ Bouncing Tactics</b></p> <p><b>Leading/ Coreline Drills</b></p>	<p><b>Methods of training</b></p> <p><b>Long term effects of exercise</b></p> <p><b>Basic map reading skills and navigation of maps</b></p> <p><b>Coreline of basic training sessions</b></p>	<p><b>R.A.D.S</b></p> <p><b>Stimulus Ideas</b></p> <p><b>Choreographic devices</b></p> <p><b>Leading/ Coreline NOTIF</b></p>
	<b>FMJ Journal and Foundation Skills</b>							
	Year 7	<p><b>Rules and Regs</b></p> <p><b>Ball Handling and Decision making</b></p> <p><b>Passing/ Shooting</b></p> <p><b>Opposite game area (Small)</b></p>	<p><b>Grip/ Body Position</b></p> <p><b>Ball/ Shuttle Familiarisation and the Passing Role</b></p> <p><b>Basic Footwork</b></p>	<p><b>Catching/ Throwing</b></p> <p><b>Fielding Techniques</b></p> <p><b>Striking Techniques</b></p>	<p><b>Basic Gun Safety</b></p> <p><b>Flight</b></p> <p><b>Balancers</b></p> <p><b>Basic Elements</b></p>	<p><b>Pool Side Safety</b></p> <p><b>Water Confidence</b></p> <p><b>Water Entry/ Exit</b></p> <p><b>Basic Stroke Development</b></p>	<p><b>Basic Run Technique</b></p> <p><b>Basic Sprint Technique</b></p> <p><b>Field events introduction</b></p> <p><b>Competition</b></p>	<p><b>Basic Fitness Run Safety</b></p> <p><b>Circuit training</b></p> <p><b>Team Building/ Communication and Organisation of men</b></p> <p><b>Short/ Long term effects of exercise</b></p>
<p><b>Activities</b></p> <p>Invasion games</p>		<p><b>Activities</b></p> <p>Net/Wall/ Racket</p>	<p><b>Activities</b></p> <p>Throwing and Catching</p>	<p><b>Activities</b></p> <p>Gymnastics</p>	<p><b>Activities</b></p> <p>Swimming</p>	<p><b>Activities</b></p> <p>Art/ DCS</p>	<p><b>Activities</b></p> <p>Games and Outdoors</p>	<p><b>Activities</b></p> <p>Dance</p>
<p><b>My Physical</b></p>		<p><b>My Physical</b></p>	<p><b>My Physical</b></p>	<p><b>My Character</b></p>	<p><b>My Character</b></p>	<p><b>My Knowledge</b></p>	<p><b>My Knowledge</b></p>	
<b>Building on Previous Experiences</b>								
<p><b>Sports Leader Year 7 Introduction</b></p>	<p><b>Team Building</b></p> <p>Students are taught and assessed on the importance of team work and building</p>	<p><b>Basic Tactics</b></p> <p>Students are taught and assessed on tactics of attacking space and decision making.</p>	<p><b>Basic FMJ Journal</b></p> <p>Students are assessed on their basic FMJ Journal skills from previous sessions</p>	<p><b>Basic Skills</b></p> <p>Students are assessed on their basic skills from previous learning.</p>	<p><b>Knowledge</b></p> <p>Students are taught and assessed on basic knowledge surrounding health and fitness as well as effects of exercise and diet.</p>	<p><b>Baseline Training</b></p> <p>Students are taught and assessed on health related components of fitness, before and after this unit of work.</p>	<p><b>Sports Leader Awards</b></p> <p><b>Gold</b></p> <p><b>Silver</b></p> <p><b>Bronze</b></p>	

M.E. IN PE STRANDS: THINKING M.E. - SOCIAL M.E. - HEALTHY M.E. - PRACTICAL M.E.



# Sport License - Baseline Testing

At the start of KS3, pupils are baseline tested using a variety of fitness tests.

This gives us an idea of where pupils are in terms of their Physical ME when they join us.

It allows us to depict gaps in their fundamental skills and target groups for specific weaknesses.

They can achieve: bronze, silver, gold and platinum awards in their Sport License.


## Sport License- Fitness and Skills Test

**THE BIG QUESTION** Do I have the fundamental skills in order to gain a level on the sports licence?

**THE SMALL QUESTION** Can I complete the Fitness and Skill tests to gain a medal criterion?

### Section 1- Fitness Tests


#### 30 Metre Sprint Test



Run as fast as possible for 30 m from a standing or rolling start. Time is recorded and compared with normative data.

30 meter Sprint Rating	Male	Female
Excellent	< 4.0	< 4.5
Above Average	4.2 - 4.0	4.6 - 4.5
Average	4.4 - 4.3	4.8 - 4.7
Below Average	4.6 - 4.5	5.0 - 4.9
Poor	> 4.6	> 5.0


#### Wall Toss Test



Participant stands exactly two metres from a smooth-surfaced wall.  
Participant throws the ball with one hand and catches with the other and repeats.  
Non-participant counts number of successful catches in 30 seconds.

Rating	Scores (in 30 seconds)
Excellent	> 35
Good	30 - 35
Average	20 - 30
Fair	15 - 20
Poor	< 15

#### 12 Min Cooper Test




The total distance run or walk round a marked area in 12 minutes is recorded and compared with the published tables.

Age	Gender	Very good	Good	Average	Fair	Very bad
10-11	M	1700-1800 m	1500-1600 m	1300-1400 m	1100-1200 m	900-1000 m
10-11	F	1600-1700 m	1400-1500 m	1200-1300 m	1000-1100 m	800-900 m

### Section 2- Skills Tests


#### Test 1- Throwing Gates

- Stand with your partner either sides of the gate.
- Using the ball provided start to throw and catch with your partner.
- Move back after 10 throws to the next coned area.




#### Test 2- Football Passing Gates

- Stand with your partner either sides of the gate.
- Using the ball provided start to pass your football to your partner.
- Move back 10 complete passes to the next coned area.



#### Test 3- Agility and Communication Gates

- Using the two different skill tests.
- You now have to move outside of the cones and make as many passes of the ball as possible in the time frame.
- Use your communication and agility to master the test.



# Practical Resource Cards – Examples of lesson resources

## Athletics- Shot Put Techniques

**THE BIG QUESTION**

Can you perform skills and tactics when outwitting opponents?

**THE SMALL QUESTION**

Can I recall the teaching points of throwing a shotput?

**Progress Check**

**Questions**

Identify 3 aspects of the shot put technique?

Explain the glide technique and why each element is important?

Compare and contrast the Glide technique with the rotation technique.

Scaffolding

### Section 1- Initial task

#### Knowledge Task

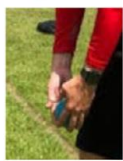
Can you list 5 health and safety points when 'Pushing' the shot put?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### How to hold and pick up



- Bend down with a straight back.
- Collect in 2 hands
- Push up with legs not back



### Shot Put Teaching Points

#### 1 The 'Finger tip' Chin Hold



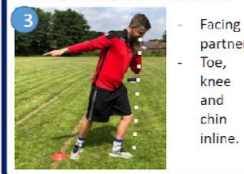
- Shotput in fingertips.
- Place under chin for stability.

#### 2 The 'L-Shaped' stance



- 'L' Shaped stance.
- Back foot (strongest foot) facing partner.
- Allows for starting low.

#### 3 Toe, Knee, Chin- Bounce



- Facing partner.
- Toe, knee and chin inline.

#### 4 'High 5' - Turn and push



- Turn
- Rotate
- Push arm up
- Finish with 'High 5'

## Section 2- Progress pathways

STEPS to SUCCESS

### Pathway 1

Technique: 'STANDING TECHNIQUE'

- Shot put rests in the fingertips, tucked into the side of your neck.
- 'L' shaped stance and bend your knees
- Chin, knee and toe all in line
- Twist your hips, transferring the weight from the back to the front foot
- Keep your elbow high, push the shot into the sky.

### Pathway 2

Technique: 'GLIDING TECHNIQUE'

- Stand on throw line and take one big step back.
- Two feet together in 'Toe, Knee, Chin' BEND DOWN LOW
- Right foot step back to green.
- Left foot step back to red.
- Twist your hips, transferring the weight lifting up.
- Keep your elbow high, push the shot into the sky.

### Pathway 3

Technique: 'SUPER GLIDE TECHNIQUE'

- Stand on throw line and take two big step back.
- Two feet together in 'Toe, Knee, Chin' BEND DOWN LOW
- Right foot step back to green.
- Left foot step back to red.
- Twist your hips, transferring the weight lifting up.
- Keep your elbow high, push the shot into the sky.

## Section 3- Reviewing your partner

Checklist:

- Review their grip
- Review their stance
- Review Toe, Knee, Chin
- Review twist and release
- Review 'High 5'

What went well?  
What could they improve on next?

These are 2 example of the type of resources used in practical lessons.

The spoken word and demonstration fades from memory so these resource cards enable pupils to see a model of what is required in their performance.

They also allow for stretch/challenge tasks, planning of questioning and differentiation.

**BATTLESHIP**  
THE TACTICAL COMBAT GAME

Serving Technique (With Spin/ Deception)

**THE BIG QUESTION**

How can I improve my table tennis performance?

**THE SMALL QUESTION**

How to perform a forehand push and back hand service.

1



**Serving musts!**

- Hold ball on flat palm
- Hold above table
- Throw ball in the air and hit - on way down
- Bounce on each side of the net
- Do not hit the net

**Progress Check**

I can \_\_\_\_\_  
My partner can \_\_\_\_\_

### Questions

Name 3 Teaching points when performing a serve?

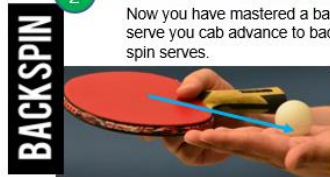
What are the common mistakes when serving?

Explain how to perform a back hand to a serve using 3 teaching points?

Evaluate the importance of a serve in a table tennis match discussing how to add spin and the importance of spin?

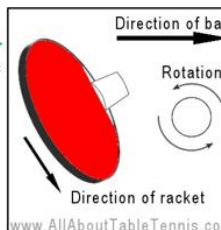
Differentiation

2



BACKSPIN

Now you have mastered a basic serve you can advance to back spin serves.



### Accuracy Pathway 1

**Teacher Challenge**

The aim of the game is to serve to your partner hitting both pieces of paper



- Stand behind your line
- Use the technique points from the other page to do the correct serve technique.

How to make your Challenge harder?

- Try an do this forehand and backhand.
- Try and coach your partner the correct skill

What are the coaching points of a serve?



### Advanced Accuracy Pathway 2

**Teacher Challenge**

The aim of the game is to sink your opponents battleships! By using the backhand flick serve.



- Stand behind your service line
- For the serve to be legal it must not hit the net and hit both sides of the table

Try serving the shuttle 15 times across the line from position 1.

**BATTLESHIP**  
THE TACTICAL COMBAT GAME

The ships you need:

- 1 Cone Ship
- 2 Cone Ship
- 3 Cone Ship

### Back Spin Pathway 3

Collect the cones: If you hit their cone, its YOURS to put on YOUR side.



The winner is the one with the most cones on there side.

**Teacher Challenge**

On your court play a match to 7 points. If a player scores using the spin serve this will be worth 3 points. All other points are worth 1. Winner of the point wins the serve.



Evaluate your partners performance in today's lesson in a short paragraph. Try to use good grammar.

Can you use this to coach others?

### In Game Serving Mission

In order to pass your serving mission.

- Complete successful basic serve which does not get returned
- Complete a forehand and backhand serve which do not get returned
- Complete backspin serve that does not get returned

In the game situations today a serve that is not returned is worth 2 points not 1!

# Sequencing the P.E. Knowledge Curriculum

A1	A2	Sp1	Sp2	Su1	Su2
Unit title: Importance of health and fitness	Unit title: Introduction Healthy and active lifestyle	Unit title: Healthy and active lifestyle	Determined after assessment week 1	Unit title: Nutrition 1	Unit title: Nutrition 2
Big question: What is the relation	Big Question: Do I have a healthy and active lifestyle	Big Question: What are the barriers to having an active lifestyle?		Big Question: What are the strands for a healthy diet?	Big Question: Do I make the best food choices for my body?
Careers in Sport and Physical Activity	Unit title: Short Term effects of exercise on the body system	Unit title: Long term effects of exercise on the body systems	Unit title: Sporting Heroes	Unit title: My Body -cardio respiratory	Unit title: My Body- Muscular Skeletal
Big Question: What jobs and careers are there in Physical Education?	Big Question: How does exercise effect my body systems when I exercise?	Big Question: What are the benefits of life long physical activity?	Big Question: Who are role models in sport we should all know about?	Big Question: How does my body supply oxygen to the muscles?	Big Question: How does my body move?
Unit title: fitness?	Unit title: Fitness	Unit title: Fitness Testing	Unit title: Fitness Testing	Unit title: Fitness Methods	Unit title: Principles of Training
Big Question: What are the skill components of fitness?	Big Question: What are the physical components of fitness?	Big Question: How can we test skill components of fitness?	Big Question: How can we test physical components of fitness?	Big Question: How can I improve my physical components?	Big Question: How can I create my own training programme?
Unit title: Body Systems	Unit title: Components of Fitness	Unit title: Principles of training	Unit title: Body Systems	Unit title: Components of Fitness and Principles of Training	Unit title: Body Systems
Big Question: What are the characteristics and functions of the body systems?	Big Question: How can we break down sports performance fitness requirements?	Big Question: How do we achieved improvements over time in our fitness?	Big Question: How do the body systems help me move	Big Question: How can we use principles to improve specific elements of fitness?	Big Question: How can What are the short and long term effects of exercise?
Unit title: Body Systems	Unit title: Revision & Exam /Fitness Testing and Methods of training	Unit title: Synoptic Paper	Unit title: Synoptic Paper and Resit	Unit title: Synoptic Paper	Unit title: Synoptic Paper
Big Question:	Big Question: Am I ready for my exam	Big Question: Can I create a training programme for my client	Big Question: Can I review my training programme for my client	Big Question: Can I create A 4 week training programme for my client	Big Question: Can I review my clients performance in the training programme and analyse my design?

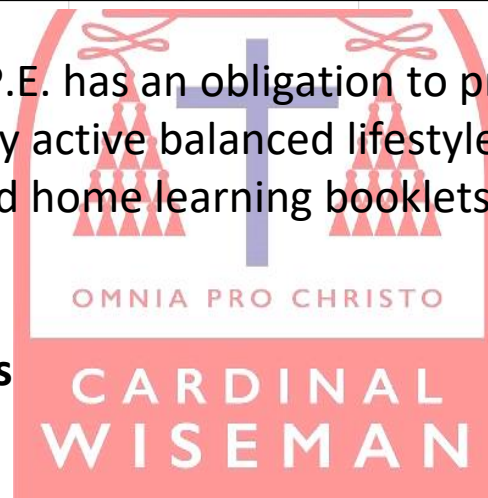
In P.E., domain specific knowledge is taught during specific activities. However we recognise the importance of health and wellbeing knowledge. This cannot always be delivered during curriculum time, where the focus is keeping pupils physically active. That is why we have designed a wider-reaching and ambitious scheme for delivering knowledge of P.E.

As a Department we looked at what knowledge P.E. has an obligation to provide to all pupils. We decided that understanding the importance of having a healthy active balanced lifestyle is key to achieving our aim of physical literacy for all. We then mapped out these topics and created home learning booklets alongside 2 assessments for years 7-9.

**Year 7 – Healthy and active lifestyles**

**Year 8 – Effects of exercise and my Body systems**

**Year 9 – Components of fitness**



# Homework/Independent learning

**Week 1 – P.E. Year 7 Core P.E.**

**Section 1 - Healthy and active lifestyles**

Knowledge Quiz

No.	Question	Answer
1	What does being healthy mean?	
2	What does being active mean?	
3	What does Over fat mean?	
4	What is an example of a sedentary lifestyle?	
5	Give 2 impacts of a sedentary lifestyle?	
6	How can we recharge the body?	
7	Why is being active important?	
8	What are the benefits of an active lifestyle?	
9	Why is behaviour important?	
10	What does Obese mean?	

Application task 1:

What does it mean to have an active and healthy lifestyle?

You need to either provide 5 bullet points which include an example or write in paragraphs. Make sure you use the knowledge organiser to help you. You need to do your best to fill all lines.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Week 1 homework starts with a knowledge quiz and task - these are printed in specifically-designed booklets.

**Week 2 – P.E. Year 7 Core P.E.**

**Section 1 - Healthy and active lifestyles**

Knowledge Quiz

No.	Question	Answer
1	What does being healthy mean?	Being healthy means to look after your body including wellbeing
2	What does being active mean?	Being active means any body movement that works your muscles and uses energy.
3	What does Over fat mean?	weighing more than the expected weight for height and gender
4	What is an example of a sedentary lifestyle?	a lifestyle with no or irregular physical activity. This includes sitting, reading, watching television & playing video games
5	Give 2 impacts of a sedentary lifestyle?	1. Heart disease 2. Type 2 diabetes
6	How can we recharge the body?	More sleep and eating healthy foods
7	Why is being active important?	Because it give you energy and makes you feel great
8	What are the benefits of an active lifestyle?	1. Boosts self esteem 2. Reduces stress and anxiety 3. Improves fitness levels
	Why is behaviour important?	Because it helps you stay safe
	What does Obese mean?	weighing significantly more than expected.

YOUR TASK IS TO LOOK OVER YOUR ANSWER AND ADD ANY RED PEN WHERE YOU CAN IMPROVE. DO THIS ON LAST WEEK HOMEWORK. YOU ALSO HAVE 2 REFLECTION TASKS TO COMPLETE.

2. In week 2 pupils are given the answers on google classroom where they need to reflect on the previous week's homework.

**Week 2- Reflection for Week 4 – P.E. Year 7 Autumn Term 1 - Healthy Active Lifestyles**

Instructions

Mark and correct your answers to the knowledge check from week 1 using a red pen.

Use a red pen to make your improvements on the application task on week 1.

Complete reflection task below using your knowledge from week 1

Please reflect on your answer and compare them to your teacher then select an option from below. You will then need to complete that selection underneath as this weeks homework reflection task.

Your Reflection Task

Now you know what it means to have a healthy and active well balanced lifestyle you need to look and reflect on how you are currently living.

Below write 3 things you do that would contribute towards a healthy and active lifestyle?

Tip: Make sure you say what you do and why it is good?

- 1.
- 2.
- 3.

3. As well as reflecting on week 2, pupils have to use the knowledge to complete a reflection task. After this the same cycle repeats itself.

# Assessment Week

Physical Education - Muscular Skeletal System

Year 7- Tracking Point 1

Instructions for learners:

- Write your name in the table above.
- Answer all questions.
- Write your answers in the spaces provided.

Information and advice:

- This assessment has a total of 30 marks.
- Read each question carefully. Highlight the keywords.
- Keep an eye on the time, and check your answers thoroughly if you have time at the end of this assessment.
- You have 30 minutes to complete this assessment.

Name: \_\_\_\_\_ Form: \_\_\_\_\_  
PE Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Score: /30 Percentage: %

Section 1 - Multiple choice questions: (20 Marks)

Please circle the appropriate answers for each of the questions below:

- What is the name of the bone that protects the brain? (1 mark)
  - Patella
  - Cranium
  - Pelvis
  - Femur
- What is the name of the bones that make up the fingers? (1 mark)
  - Scapula
  - Cranium
  - Phalanges
  - Femur
- Which one of the following bones is located in the upper leg? (1 mark)
  - Femur
  - Fibula
  - Radius
  - Tibia
- Which one of the following bones is located in the lower arm? (1 mark)
  - Scapula
  - Radius
  - Femur
  - Humerus

1. In whole school assessment weeks, pupils complete a written paper showing their knowledge.

ASSESSMENT TRACKING POINT 2

Class/Date: June 2020

Focus Assessment: TRACKING POINT 2

Marks/Praise: ELLA

Common Strengths

- Q 4 LOWER ARM BONE
- Q 5 - 3 TYPES
- Q 12 - CARPAC
- Q 16 - SMOOTH
- SKELETAL MUSCLE
- SKELETAL BONES
- BONES IN LEG

Misconceptions or Areas for Development

- Q 4 LOWER ARM BONE
- Q 13 - STERNUM
- Q 14 - BICEP LOCATION
- FLEXION + EXTENSION

Pupil Actions

- MUSCLE + LOCATION
- SKELETAL MUSCLE BONE ACTIVITY
- PRACTICAL JOINT ACTIONS
- WEIGHTS
- BASKETBALL
- DANCE
- GYMNASTICS

2. Staff mark the assessment papers and complete a whole class feedback sheet. This shows areas of strength and explains misconceptions or areas that require improvement.

Task 2 - Use the following link and go and read the web page. Please complete the diagrams below:

<https://www.bbc.co.uk/bitesize/guides/zpkr82p/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zq3sbk7/revision/1>

a) Please label all of the bones in the skeleton:

1	
2	
3	
4	
5	
6	
7	
8	
9	

3. Pupils are required to read that feedback and complete a reflection on google classroom and address areas identified.

# How we record and share progress with all stakeholders and deliver assessment without levels.

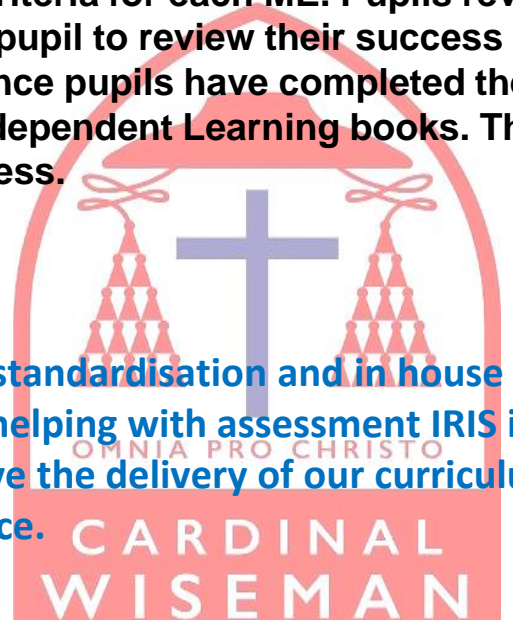
Staff plan lessons based on the Me's in P.E and assess pupils' success on a spreadsheet. This process is ongoing as staff update tracking sheets regularly.

Class	Class List:	SEN	PP	Score	My Physical' (Physical Competencies)								My Character' (Character)				Knowledge			Sports Licence Score (Baseline)				
					movement skills across 3 or more activities *	control skills across 3 or more activities *	control skills across 3 or more activities *	I can perform activity-specific fundamental skills in opposed game practices in 3 or more of activities.	I can show the physical fitness to meet the demands of activities undertaken.	I can perform activity-specific fundamental skills when performing as an individual.	I can complete 10 metres swimming.	I can complete 25 metres swimming.	Overall Score (Self-efficacy).	I can recognise when I have done something well (Self-efficacy).	I can take feedback and apply it to improve (Self-efficacy + Perseverance).	I can fail and maintain my motivation to keep trying (Perseverance).	I can approach new challenges with confidence and persist until I improve (Self-efficacy + perseverance).	Overall Score	Assessment point 1		Assessment point 2	Overall Score		
	John Smith			54	1	2	3	1	2	3	1	2	3	15	1	2	3	1	2	3	20	10	30	

Each term, pupils receive a report. This shows all the criteria for each ME. Pupils review what they have achieved and provide a space for each pupil to review their success and plan what they want to target in future assessments. Once pupils have completed their review, P.E staff ask them to keep the report in their Independent Learning books. This is so they can refer to them and show parents their progress.



IRIS connect plays a vital role in standardisation and in house department training. As well as helping with assessment IRIS is used to share lessons and help improve the delivery of our curriculum and help staff to develop their practice.



YEAR 7		Tracking Point:	Date:
Me In P.E Report Card.		Name:	Class:
Tracking area raw scores:		Total Score:	
Colour	My Physical	Achieved	
	I can perform movement skills across 3 or more activities.*		
	I can perform object control skills across 3 or more activities.*		
	I can perform body control skills across 3 or more activities.*		
	I can perform activity-specific fundamental skills in opposed game practices in 3 or more of activities.		
	I can show the physical fitness to meet the demands of activities undertaken.		
	I can perform activity-specific fundamental skills when performing as an individual.		
	I can complete 10 metres swimming.		
	I can complete 25 metres swimming.		
Total for this section			
Colour	My Character	Achieved	
	I approach physical activities with the belief that I can be successful (Self-efficacy).		
	I can recognise when I have done something well (Self-efficacy).		
	I can take feedback and apply it to improve (Self-efficacy + Perseverance).		
	I can fail and maintain my motivation to keep trying (Perseverance).		
	I can approach new challenges with confidence and persist until I improve (Self-efficacy + perseverance)		
Total for this section			
Colour	My Knowledge	Date completed	Score/30
	Tracking point 1 Exam		
	Tracking point 2 Exam		
Total for this section			

### Tracking point Practical Review:

Using the ME in PE review, please highlight a physical and a character area that you have achieved in your pink highlighter. Please use the bullet points below to outline a physical and character areas you are going to work on this half term.

What are the 2 Areas you are going to focus on this half term?

Physical\_ME\_target: \_\_\_\_\_

How can you achieve this target?  
 \_\_\_\_\_  
 \_\_\_\_\_

Character\_ME\_target: \_\_\_\_\_

How can you achieve this target?  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher use: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

Above is an example of a pupil reflection sheet. Once completed pupils stick them in their home learning booklet to show parents and help them talk about their progress in P.E.

## Year 7 Assessment Grid

Physical competency Focus 40% = Fundamental and foundation skills

Character Development Focus 30% = Self Efficacy and Perseverance

Knowledge Focus 30% = Health and Active Lifestyle

1	I can perform movement skills across 3 or more activities.*	My Physical
2	I can perform object control skills across 3 or more activities.*	
3	I can perform body control skills across 3 or more activities.*	
4	I can perform activity-specific fundamental skills in opposed game practices in 3 or more of activities.	
5	I can show the physical fitness to meet the demands of activities undertaken.	
6	I can perform activity-specific fundamental skills when performing as an individual.	
7	I can complete 10 metres swimming.	
8	I can complete 25 metres swimming.	
9	I approach physical activities with the belief that I can be successful (Self-efficacy).	My Character
10	I can recognise when I have done something well (Self-efficacy).	
11	I can take feedback and apply it to improve (Self-efficacy + Perseverance).	
12	I can fail and maintain my motivation to keep trying (Perseverance).	
13	I can approach new challenges with confidence and persist until I improve (Self-efficacy + perseverance)	
14	I understand the difference between health and fitness and can describe both terms (AP 1)	My Knowledge
15	I understand the 4 main elements of a healthy and active lifestyle (AP 1)	
16	I know what a sedentary lifestyle is and its impact (AP 1)	
17	I understand barriers to an active lifestyle and strategies to overcome them (AP 1)	
18	I understand the energy balance scale and how to apply it to my lifestyle (AP 2)	
19	I understand the importance of food labels and calories in my diet (AP 2)	
20	I understand the positives and negatives of eating healthy (AP 2)	

## Year 7 Cardinal Wiseman Key Concept focuses



## Year 8 Assessment Grid

Physical competency Focus 40% = Asserting Skill Acquisition and Basic Leadership

Character Development Focus 30% = Social Competence and Resilience

Knowledge Focus 30% = Effects of exercise and My body systems

1	I can demonstrate a skill/movement in isolation when assisted through instruction.	My Physical
2	I have the ability to outwit an opponent during a physical activity.	
3	I can perform with control and consistency when composing body movements.	
4	I can perform activity-specific fundamental skills in game based situations in 3 or more of activities.	
5	I can show the physical fitness to meet the demands of activities undertaken.	
6	I can demonstrate sport specific skills in more competitive situations with control and accuracy.	
7	I can complete advanced stroke technique (1,2,3 Techniques).	
8	I am able to demonstrate a range of racing technique (1,2,3 Techniques).	
9	I can offer peers positive and constructive feedback to improve performance.	My Character
10	I work well as a member of a team, demonstrating strong communication and listening skills when with others (Social Competencies).	
11	I am able to lead others within smaller group activities (Social Competences).	
12	I am able to make good decisions within challenging situations (Resilience).	
13	I can demonstrate good sportsmanship when winning or losing (Resilience).	
14	What are the short term effects of exercise (AP 1).	My Knowledge
15	What are the long term effects of exercise (AP 1).	
16	What careers are there in sport health and fitness industries (AP 1).	
18	What are the functions of the skeleton (AP 2).	
19	What are the names of my main muscles and bones (AP 2).	
20	What 3 types of muscle does my body have (AP 2).	

## Year 8 Cardinal Wiseman Key Concept focuses



Year 9 Assessment Grid

**Physical competency Focus 40%** = Developing advanced skills, tactical understanding and leadership.

**Character Development Focus 30%**= Confidence and Motivation

**Knowledge Focus 30%** = Component of fitness

1	I can demonstrate accurate, complex and fluent skills through instruction.	My Physical
2	I can demonstrate advanced skills in isolation.	
3	I can demonstrate advanced skills in competitive situations.	
4	I am able to apply tactics required to overcome opponents in a team based activity.	
5	I am able to apply tactics required to overcome opponents in an individual based activity.	
6	I am able to change/lead tactics in order to change the outcome of a situation.	
7	I can show the physical fitness to meet the demands of activities undertaken.	
8	I can complete a range of rescue techniques when challenged with a personal survival scenario.	
9	I am confident in my physical performance across a range of physical activity areas (Confidence).	My Character
10	I am confident when leading others within group activities (Confidence).	
11	I am confident when competing in front of others (Confidence).	
12	I am able to motivate myself when given a difficult task to master (Motivation).	
13	I am able to motivate others through my leadership style within tasks (Motivation).	
14	Explain the health components of fitness (AP 1).	My Knowledge
15	Explain the skill components of fitness (AP 1).	
16	What tests are used to measure components of fitness (AP 1).	
18	What methods of training are used to improve components of fitness (AP 2).	
19	How do principles of training help me to reach my fitness or performance goals (AP 2).	

Year 9 Cardinal Wiseman Key  
Concept focuses





## Key Stage 4 – Practical lessons which are purposeful, targeted and lead by research

Understanding youth personalities to help young people get active is a research document created by Sport England. The study looked at youth personalities, behaviors and attitudes towards sport. Below shows what motivations were involved in this. The study also refers to 3 sporting attitudes. At Key Stage 4 we have questioned pupils to find out their sporting personalities. This then allows us to group pupils based on this theory.

The differences in levels of these motivations and attitudes amongst different young people were key to identifying the personality types

### Attitudes



### Motivations



## Sporting Attitude



Positive



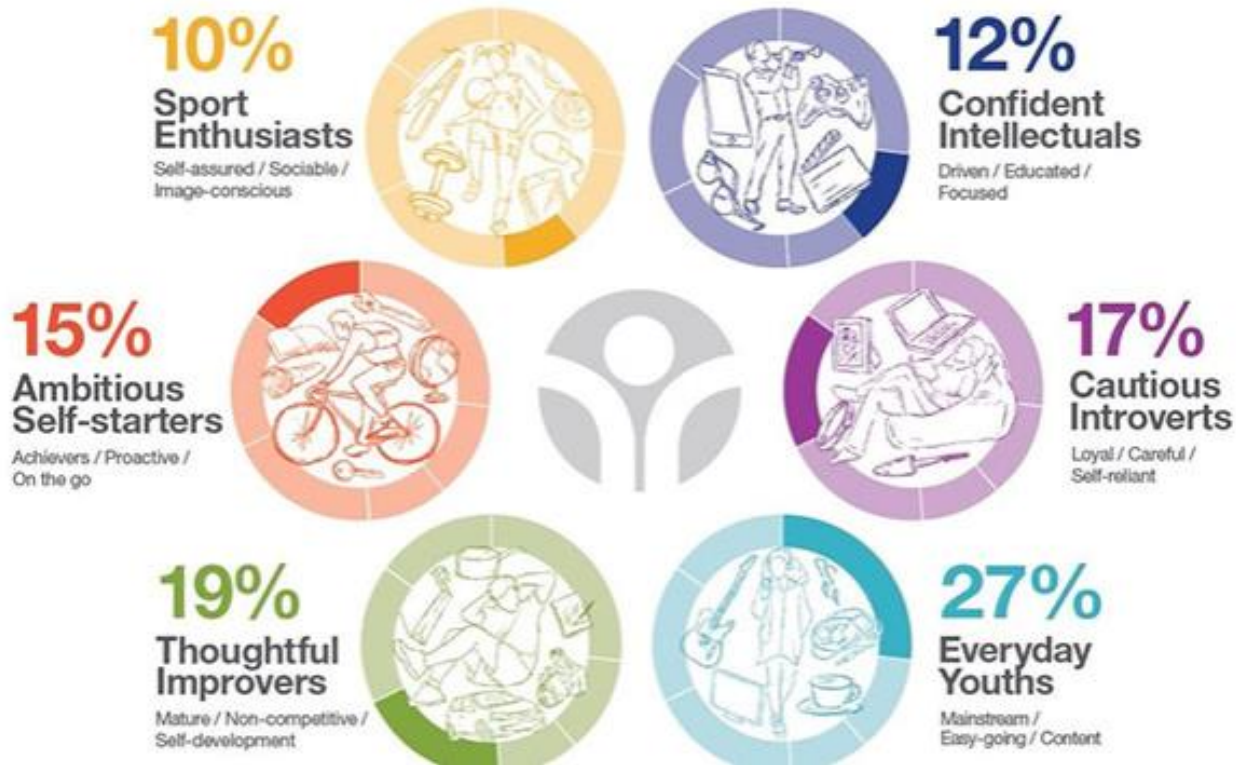
Functional



Uninterested

# Key Stage 4 – Practical lessons which are purposeful, targeted and lead by research

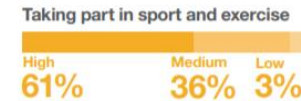
Below shows the personality types and also an example of some of the information we can use to plan lessons for them. We believe at this stage of their physical literacy development, it is vital to tap into their sporting personalities and provide a bespoke plan to their physical literacy development.



## A closer look: sport and exercise

Sport Enthusiasts

Attitude to sport and exercise



Compared to other groups: 1st ●●●●●

How they normally take part

- More likely to take part as part of a club or organised group
- More likely to be committed to turn up regularly

Top reasons to take part for all young people are:

- To stay fit
- To have fun
- To stay healthy

Why Sport Enthusiasts take part

More important

- To improve their performance
- To compete
- To develop themselves
- To achieve goals

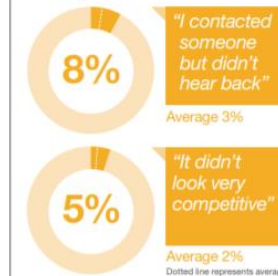
Less important

- To improve their appearance

Most common barriers for all young people are:

- "I haven't got round to looking yet" (43%)
- "I couldn't find anywhere convenient to take part" (43%)

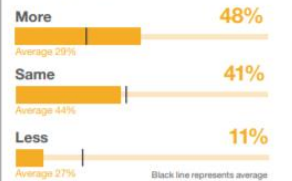
What stops Sport Enthusiasts taking part



Sport at school



Participation in sport now vs. a year ago



How sporty and physically active their friends and family are



Top sports currently played



Sports they want to play include American football, football and boxing.