



## PE Curriculum 2020-21

### Intent:

The PE department offer a broad and balanced curriculum in Keys Stage 3 and Key Stage 4. The intent of the curriculum offer is to expose our students to as many sports as possible in order to allow them to find a gateway into sport. Please see our delivery grids for the sports that we offer during the course of a school year.

Due to the fact that our students have historically scored lower on their assessment of an individual sport, the amount of sports that we offer at GCSE level has been expanded over the last 2 academic years to include, Table Tennis, Cycling, Swimming and Athletics. This is to enable students to participate in an individual sport in order to make progress and attain a greater score for that particular part of the course.

In order to further the initial passion that students display for particular sports within lessons we also provide an engaging extra-curricular program. Our extracurricular program is targeted at a variety of students. We have clubs such as the Healthy Active Lifestyles club which is aimed at students to simply come down and enjoy being active by taking part in a variety of fun activities and not necessarily sports. We also have clubs which are aimed at raising participation, where students can come and take part in a sport that they enjoy and “have a kick around”. Furthermore, we have clubs where students can take part in expert coaching sessions aimed at performance improvement. These clubs such as Rugby, Football, Netball and Basketball allow students to train for the school teams and represent the school against others in district and county competitions.

The PE department have also established several links with local sports clubs in order to encourage our students to not only be active within school time but also to engage in sport outside of school hours. PE staff have worked hard in order to branch out and make close links with Worcester Warriors Rugby Club, Alcester Rugby Club, Studley Cricket Club, Redditch Basketball Club and Kingsley Fire Fox Netball Club.

It is also the PE department’s intent to provide our students with leadership responsibilities within lessons. These tasks might be as simple as being a captain or leading a warm up within lessons. Sometimes the leadership responsibilities will take the form of planning a progressive practice on the focus of the lesson and delivering it to their peers. In Year9 students can also apply to be Sports Leaders. Within this role the students help out with our extracurricular program, go to other schools and deliver sports sessions and help out during Primary School sports competitions and sports days.

Within the Key Stage 4 offer, PE offers both a traditional GCSE qualification and a vocational qualification. This allows our students the opportunity to be successful within sport/PE at Key Stage 4. During the options choices process the PE staff are on hand in order to guide learners to the course that most suits them as an individual. For example, some students are more successful when sitting examinations and find the biological side of PE interesting and therefore a GCSE PE qualification would be most suitable to them. Others may be more successful when being assessed through coursework based tasks and through leading sports sessions and therefore would be better off completing our offer of a Cambridge National in Sport qualification. We feel that by offering both of the courses stated above that we are able to provide our students with a choice that may foster interest and passion that they can take onto life after school i.e. college, sixth form, career in sport.



### Implementation:

All teachers have a good subject knowledge of a wide variety of sports that are offered through the PE departments Core PE program. This is reflected in the schemes of work that have been created in the last year, learning works and QA process. Each member of the PE department leads at least two extracurricular clubs per week. The member of staff chosen to run each club is selected based on their sporting expertise. Therefore, we have expert coaches on each sporting club and this is highlighted by the number of students attending each club and the progress they make. The success of our sports teams is also reflective of the quality of teaching within PE lessons and quality of coaching during practices.

The PE department also have outstanding knowledge of subject content at Key Stage 4 level. This is due to the quality of internal department training on topics within both GCSE PE and Cambridge National Sport qualifications. Each member of staff is proactive in seeking out opportunities for CPD when they need it. PE staff have attended courses for gaps in knowledge regarding coursework content, liaised with other schools in order to ensure marking is accurate by carrying out mock moderations and have become examiners and moderators for the exam board. All knowledge gained through such CPD is passed onto other members through departmental meetings.

Some successful teaching strategies that have developed from the CPD meetings that the PE department have are the Super 6 resource and 9 mark planner resource. The Super 6 resource is a termly competition which aims to engage the students through bi-weekly competitive scoring. Students can score points by predicting scores/results of real life football games correctly and most importantly, by answering GCSE PE questions correctly. This is used as an exit ticket in order to check learning/progress throughout one or two lessons. Once the students have completed this task, their teacher takes it away and marks the score predictions and exam answers and provides feedback on any gaps in knowledge (if students answer all questions correctly they are given a stretch task). At the start of the next lesson each student will look at their feedback and try and improve their answer on the back of the resource. This teaching method provides the students with a competitive edge to theory lessons as they can see where they lie in the table compared to other students but most importantly it allows the teachers to regularly track progress and enables the students to practice exam technique and address any gaps in knowledge.

The 9 mark planner resource boosted our last cohort of GCSE PE students score for extended answers questions considerably during the last examination series. This resource allows students to break down a 9 mark question into three lots of 3 marks questions. This allows the students not only to systematically think about their answer but it also allows the students to structure their answer into three clear paragraphs allowing the marker to see clearly where to reward marks in the response.

### Impact:



## STUDLEY HIGH SCHOOL

ALWAYS AIMING HIGHER

The impact of our Key Stage 3 core PE curriculum offer is reflected in the amount of students that we have attend extracurricular clubs on a weekly basis. This is showing that as a department we are engaging our students in sport and exercise and they are able to make independent decisions in order to partake in a healthy, active lifestyle.

The impact of our extra-curricular offer has a direct influence on students' attendance. If students know that they have a club to look forward to or if they are taking part in a fixture against another school they will make sure they are in school if they are feeling a little under the weather. This has an impact on the schools attendance figures. Furthermore, the more students are in school, the more they are in lessons and the more progress they will make. Therefore, our extracurricular program has a positive impact on the schools grades.

The impact of the new schemes of work at GCSE and vocational level alongside the quality of teaching within theory lessons has allowed the students to make great progress and attain a fantastic set of results. 96% of our GCSE cohort last year achieved 4+ and 82% achieved 5+. Some of the headline figures from the data analysis show that 3rd best SPI in school the PE department recorded the 3rd best residual in school, 100% of students have GCSE PE grade in the open bucket and all PP students achieved above a Grade.



Delivery Grid for GCSE PE

Year 11 GCSE PE Delivery Grid					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Socio-Cultural Influences in Sport</p> <p>Assessment: Topic will be addressed in Component 2 Mock Paper</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students able to identify user groups who struggle to take part in sport and the reasons why.</p> <p>Students to suggest how barriers can be overcome.</p> <p>Students able to evaluate the advantages and disadvantages of commercialisation in sport.</p> <p>Students able to evaluate the appropriateness of positive and negative sporting behaviour.</p>	<p>Sport Psychology</p> <p>Assessment: Topic will be addressed in Components 2 Mock Paper</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students able to identify different form of feedback, practice and guidance.</p> <p>Students able to explain the positives and negatives of each type of feedback, guidance and practice.</p>	<p>Recap of topics;</p> <p>Applied Anatomy and Physiology</p> <p>Physical Training</p> <p>Socio-Cultural Influences</p> <p>Health, Fitness and Well-Being</p> <p>Assessment: N/A</p> <p>Essential Skills/Knowledge</p> <p>AO1 - Identify/state knowledge</p> <p>AO2 - Explain content and link to sport</p> <p>AO3 - Evaluate/Analyse</p>		<p>Revision Techniques</p>	<p>GCSE Exams</p>



<p>Practical: Basketball/Netball</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>	<p>Practical: Handball/Football</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>	<p>Practical Moderation Preparation</p>			
<b>Year 10 GCSE PE Delivery Grid</b>					
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p>Cardio-Respiratory System</p> <p>Assessment: End of Unit test at end of Term 2</p> <p><b>Essential Skills/Knowledge</b> Students able to identify components of the Cardio-Respiratory system Students able to apply the role of the Cardio-Respiratory system to sporting performance.</p>		<p>Biomechanics and Effects of Exercise</p> <p>Assessment: End of Unit Test at End of Term 4</p> <p><b>Essential Skills/Knowledge</b> Students able to identify different classifications of levers and link them to sporting performance. Students able to identify axis and planes and apply them to sporting movements. Students able to explain short term and long term effects of exercise on the body systems.</p>		<p>Controlled Assessment</p> <p>Creating, Implementing, Monitoring and Evaluating a Personal Exercise Program.</p> <p><b>Essential Skills/Knowledge</b> Students able to identify weaknesses from fitness test results. Students must select an appropriate method of training and principles of training in order to improve their weakness. Students will implement a training program and evaluate the effectiveness of their testing and implementation.</p>	
<p>Practical: Badminton/Handball/Basketball</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>		<p>Practical: Table Tennis/Trampolining</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>		<p>Practical: Athletics/Rock Climbing</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>	



Year 9 GCSE PE Delivery Grid					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Leadership and Personal Exercise Program with CNAT group.</p> <p>Assessment made throughout Winter Term</p> <p>Students grouped into CN/GCSE groups before Christmas Holidays</p>		<p>Healthy, Fitness and Well-Being</p> <p>Assessment: End of Unit Test at end of Term 4.</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students able to define health, fitness and well-being. Students able to evaluate impact of lifestyle on health.</p>		<p>Musco-Skeletal System</p> <p>Assessment: End of Unit Test at end of Term 6</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students able to identify components of the Musco-Skeletal system Students able to apply the role of the Musco-Skeletal system to sporting performance.</p>	
<p>Practical:</p> <p>Combined with CNAT Group</p>		<p>Practical: Badminton/Football/Netball</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students to apply different techniques and tactics within isolated and game play situations.</p>		<p>Practical: Athletics</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students to apply different techniques and tactics within isolated and game play situations.</p>	



Delivery Grid for Cambridge National Sport

Year 11 Cambridge National Delivery Grid					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Outdoor Activities</p> <p>LO2: Benefits of OA</p> <p>Assessment: Write up of LO2</p> <p><b>Essential Skills/Knowledge;</b> Students able to identify the benefits of mental, physical and social health when participating in Outdoor Activities.</p>	<p>Contemporary Issues</p> <p>Preparation for Second Attempt Exam in January</p> <p>Assessment takes form in end of LO exam</p>	<p>Outdoor Activities</p> <p>LO4: Developing knowledge and skills during OA</p> <p>Assessment : Witness statement from teacher</p> <p><b>Essential Skills/Knowledge;</b> Students able to participate in two Outdoor Activities safely and with confidence. Students able to manage equipment and risks safely.</p>	<p>Outdoor Activities</p> <p>LO3: Planning an OA Session</p> <p>Assessment: Students are to plan and write up and Outdoor Activity Session.</p> <p><b>Essential Skills/Knowledge;</b> Students able to plan suitable tasks to form an Outdoor Activities session plan. Students able to plan to implement safety procedures for an OA session.</p>	<p>GCSE Exams</p>	<p>GCSE Exams</p>



<p>Practical:</p> <p>LO1/LO2</p> <p>Assessment: Performance in individual and team sports</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>	<p>Practical:</p> <p>LO1/LO2</p> <p>Assessment: Performance in individual and team sports. Teachers to write 2 x Witness Statements for each student.</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>		
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**Year 10 Cambridge National Delivery Grid**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Sports Leadership:</p> <p>LO3: Delivery of Sports Leadership Session</p> <p>Assessment: Witness Statement of Sport Session Delivery</p> <p>LO4 - Evaluation of Sports Leadership Session</p> <p><b>Essential Skills/Knowledge;</b> Students able to identify</p>	<p>Contemporary Issues</p> <p>Preparation for exam unit in May</p> <p>Assessment takes form in end of LO exam</p> <p><b>Essential Skills/Knowledge;</b> Students able to identify user groups and explain why they struggle to take part in sport. Students able to suggest solutions to barriers to sport. Students able to explain the impact of the media on popular/unpopular sports. Students able to evaluate the importance of Olympic/Paralympic values. Students able to explain the importance of positive sporting behaviour. Students able to suggest advantages and disadvantages of hosting major sporting events.</p>			<p>Outdoor Activities</p> <p>LO1: Different Types of Outdoor Activities</p> <p>Assessment: LO1 - Written Assignment on Different Types of Outdoor Activities</p> <p><b>Essential Skills/Knowledge;</b> Students able to identify different types of Outdoor Activities. Students able to explain how outdoor activities are ran and a variety of rules/competitions. Students able to identify how people can get involved in local and national outdoor activities.</p>	





<p>strengths and weaknesses of sports leader plan and delivery. Students able to suggest improvement methods for future sessions.</p>	<p>Students able to identify National Governing Bodies within sport and explain their role in sport development. Students able to identify performance enhancing drugs and suggest reasons why athletes succumb to taking them.</p>				
<p>Practical  LO3: Officiating in Sport  Assessment: Teacher witness statement to be produced of student's ability at officiating in a sport.</p>	<p>Practical:  LO1/LO2  Assessment: Performance in individual and team sports  <b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>	<p>Practical:  LO1/LO2  Assessment: Performance in individual and team sports  <b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>			



Year 9 Cambridge National Delivery Grid					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>Sports Leadership</p> <p>LO1: Roles and Responsibilities of Sports Leaders</p> <p>Assessment: LO1 presentation on Roles and Responsibilities of Sports Leaders</p> <p><b>Essential Skills/Knowledge;</b> Students to be able to identify leadership roles within sport. Students to be able to explain what skills they need in order to be successful in their leadership role. Students to be able to evaluate leadership styles within case studies.</p>	<p>Sports Leadership</p> <p>LO2: Planning a safe sports session</p> <p>Assessment: LO2 Planning a Leadership session and Risk Assessment</p> <p><b>Essential Skills/Knowledge;</b> Students to be able to plan appropriate activities for the delivery of a sports leader's session to younger students. Students to be able to identify risks and implement safety procedures.</p>		<p>Sports Leadership</p> <p>LO3: Delivery of Sports Leadership Session</p> <p>Assessment: LO3 - Witness Statement of Sport Session Delivery</p> <p>LO4 - Evaluation of Sports Leadership Session</p> <p><b>Essential Skills/Knowledge;</b> Students to be able to deliver sports leaders session applying appropriate skills to ensure safety and learning of younger students. Students able to reflect and evaluate their plan and delivery of their sports leaders' session.</p>
<p>Leadership and Personal Exercise Program with GCSE group.</p> <p>Assessment made throughout Winter Term</p> <p>Students grouped into CN/GCSE groups before Christmas Holidays</p>					



<p>Practical:  Combined with GCSE Group</p>	<p>Practical:  LO1/LO2</p> <p>Assessment: Performance in individual and team sports</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>	<p>Practical:  LO1/LO2</p> <p>Assessment: Performance in individual and team sports</p> <p><b>Essential Skills/Knowledge</b> Students to apply different techniques and tactics within isolated and game play situations.</p>	<p>Practical</p> <p>LO4: Applying Improvement Methods to Improve Performance</p> <p>Assessment: LO4 create an analysis of performance based on performance data within a sport</p> <p><b>Essential Skills/Knowledge;</b> Students able to identify areas of weakness within a sporting performance. Students to apply knowledge of skill classification. Students able to explain why particular skills are important in sport. Students able to design practices to aid improvement. Students able to measure improvement.</p>
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Delivery Grid for Boys Core PE

		BOYS															
		Term 1 - 8 weeks (16 lessons)				Term 2 - 7 weeks (14 lessons)			Term 3 - 6 weeks (12 lessons)		Term 4 - 6 weeks (12 lessons)		Term 5 - 5 weeks (10 lessons)		Term 6 - 7 weeks (14 lessons)		
Y7	2 hours per week	Baseline x 4	OAA x 4 lessons	X Country x 4 lessons	Basketball x 2 lessons	Basketball x 4 lessons	Rugby x 6 lessons	Badminton x 6 lessons	Fitness/HAL x 6 lessons	Table Tennis x 6 lessons	Football x 6 lessons	Trampolining x 6 lessons	Athletics x 8 lessons	Handball x 2 lessons	Handball x 4 lessons	Roulers x 5 lessons	Cricket x 5 lessons
		Assessment Point: lesson 1-4	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 8	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 5	Assessment Point: Lesson 5





BOYS														
Term 1 - 8 weeks (12 lessons)			Term 2 - 7 weeks (10-11 lessons)			Term 3 - 6 weeks (9 lessons)		Term 4 - 6 weeks (9 lessons)		Term 5 - 5 weeks (7-8 lessons)		Term 6 - 7 weeks (10-11 lessons)		
Y9 1.5 hours per week	X Country x 4 lessons	Handball x 4 lessons												
	Team Teach on Double Groups	Team Teach on Double Groups	Basketball x 4 lessons	Rugby x 5 lessons	Badminton x 6 lessons	Fitness/H AL x 4 lessons	Table Tennis x 5 lessons	Football x 5 lessons	Trampoli ning x 4 lessons				Cricket x 6 lessons	
	Skill Focus: Teamwork, Communication, Invasion, Attacking/ Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/ Defensive Tactics.	Team Teach on Double Groups	Skill Focus: Teamwork, Trust, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Movement , Finding Space, Attacking/ Defensive Tactics.	Skill Focus: General Fitness, Health and Wellbeing	Skill Focus: Movement, Finding Space, Attacking/ Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/ Defensive Tactics.	Skill Focus: Asthetics, Body Control, Tension, Health and Safety	Athletics x 8 lessons	Skill Focus: Performing at maximal levels, evaluation, Tactics, Components of Fitness..	Rounders x 5 lessons	Skill Focus: Communication, Finding Space, Attacking/Defensi ve Tactics.	Skill Focus: Communi cation, Finding Space, Attacking/ Defensive Tactics.
	Assessm ent Point: N/A	Assessm ent Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessme nt Point: Lesson 6	Assessm ent Point: Lesson 6	Assessme nt Point: Lesson 6	Assess ment Point: Lesson 6	Assess ment Point: Lesson 6	Assessment Point: Lesson 8	Assessment Point: Lesson 8	Assessment Point: Lesson 7	Assessm ent Point: Lesson 7	Assessm ent Point: Lesson 7



BOYS													
Term 1 - 8 weeks (12 lessons)			Term 2 - 7 weeks (10-11 lessons)			Term 3 - 6 weeks (9 lessons)		Term 4 - 6 weeks (9 lessons)		Term 5 - 5 weeks (7-8 lessons)		Term 6 - 7 weeks (10-11 lessons)	
Y10 1.5 hours per week	X Country x 4 lessons	Handball x 4 lessons											
	Team Teach on Double Groups	Team Teach on Double Groups											
	Skill Focus: Teamwork, Communication, Invasion, Attacking/ Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/ Defensive Tactics.	Basketball x 4 lessons										
	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Team Teach on Double Groups										
			Skill Focus: Teamwork, Trust, Communication										
			Assessment Point: Lesson 6										
				Rugby x 5 lessons									
				Skill Focus: Teamwork, Trust, Communication, Invasion, Attacking/Defensive Tactics.									
				Assessment Point: Lesson 6									
					Badminton x 6 lessons								
					Skill Focus: Movement , Finding Space, Attacking/ Defensive Tactics.								
					Assessment Point: Lesson 6								
						Fitness/H AL x 4 lessons							
					Skill Focus: General Fitness, Health and Wellbeing								
					Assessment Point: Lesson 6								
						Table Tennis x 5 lessons							
						Skill Focus: Movement, Finding Space, Attacking/ Defensive Tactics.							
						Assessment Point: Lesson 6							
							Football x 5 lessons						
							Skill Focus: Teamwork, Communication, Invasion, Attacking/ Defensive Tactics.						
							Assessment Point: Lesson 6						
								Trampoli ning x 4 lessons					
								Skill Focus: Asthetics, Body Control, Tension, Health and Safety					
								Assessment Point: Lesson 6					
									Athletics x 8 lessons				
									Skill Focus: Performing at maximal levels, evaluation, Tactics, Components of Fitness..				
									Assessment Point: Lesson 8				
										Rounders x 5 lessons			
										Skill Focus: Communication, Finding Space, Attacking/Defensi ve Tactics.			
										Assessment Point: Lesson 7			
											Cricket x 6 lessons		
											Skill Focus: Communi cation, Finding Space, Attacking/ Defensive Tactics.		
											Assessment Point: Lesson 7		



BOYS												
Term 1 - 8 weeks (12 lessons)		Term 2 - 7 weeks (10-11 lessons)		Term 3 - 6 weeks (9 lessons)		Term 4 - 6 weeks (9 lessons)		Term 5 - 5 weeks (7-8 lessons)		Term 6 - 7 weeks (10-11 lessons)		
Y11 1.5 hours per week	Handball x 6 lessons	Basketball x 6 lessons	Rugby x 6 lessons	Badminton x 5 lessons	Fitness/HAL x 5 lessons	Table Tennis x 4 lessons	Football x 5 lessons	Trampolining x 4 lessons	Athletics x 8 lessons			
	Team Teach on Double Groups	Team Teach on Double Groups	Skill Focus: Teamwork, Trust, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Movement, Finding Space, Attacking/Defensive Tactics.	Skill Focus: General Fitness, Health and Wellbeing.	Skill Focus: Movement, Finding Space, Attacking/Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Asthetics, Body Control, Tension, Health and Safety.	Skill Focus: Performing at maximal levels, evaluation, Tactics, Components of Fitness..			
	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: N/A			





Delivery Grid for Girls Core PE

		Y7 - GIRLS															
		Term 1 - 8 weeks (16 LESSONS)				Term 2 - 7 weeks (14 LESSONS)			Term 3 - 6 weeks (12 LESSONS)		Term 4 - 6 weeks (12 LESSONS)		Term 5 - 5 weeks (10 LESSONS)		Term 6 - 7 weeks (14 LESSONS)		
Y7	2 hours per week	Baseline x 4	Badmint on x 6 lessons	X Country x 4 lessons	OAA x 2 lessons	OAA x 2 lessons	Netball x 6 lessons	Fitness x 6 lessons	Trampoli ning x 6 lessons	Dance x 6 lessons	Gymnast ics x 6 lessons	Table Tennis x 6 lessons	Athletics x 8 lessons	Football x 2 lessons	Football x 4 lessons	Handball x 6 lessons	Rounder s x 5 lessons
		Skill Focus: N/A	Team Teach on Double Groups	Team Teach on Double Groups	Team Teach on Double Groups	Team Teach on Double Groups	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: General Fitness, Health and Wellbeing.	Skill Focus: Asthetics, Body Control, Tension, Health and Safety.	Skill Focus: Asthetics, Body Control, Tension, Health and Safety.	Skill Focus: Asthetics, Body Control, Tension, Health and Safety.	Skill Focus: Movement, Finding Space, Attacking/Defensive Tactics.	Skill Focus: Performing at maximal levels, evaluation, Tactics, Components of Fitness..	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.
		Assessment Point: lesson 1-4	Assessment Point: Lesson 6	Assessment Point: N/A	Assessment Point: N/A	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 8	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 5	Assessment Point: Lesson 5



Y8 - GIRLS															
Term 1 - 8 weeks (16 LESSONS)			Term 2 - 7 weeks (14 LESSONS)			Term 3 - 6 weeks (12 LESSONS)		Term 4 - 6 weeks (12 LESSONS)		Term 5 - 5 weeks (10 LESSONS)		Term 6 - 7 weeks (14 LESSONS)			
Y8 2 hours per week	X Country x 4 lessons	Badminton x 6 lessons													
	Team Teach on Double Groups	Team Teach on Double Groups	OAA x 6 lessons	Netball x 6 lessons	Fitness x 6 lessons	Trampoline x 6 lessons	Dance x 6 lessons	Gymnastics x 6 lessons	Table Tennis x 6 lessons	Athletics x 8 lessons	Football x 2 lessons	Football x 4 lessons	Handball x 6 lessons	Rounders x 5 lessons	
	Skill Focus: Perseverance, Personal Best, General Fitness	Skill Focus: Teamwork, Trust, Communication	Skill Focus: Teamwork, Trust, Communication	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: General Fitness, Health and Wellbeing.	Skill Focus: Athletics, Body Control, Tension, Health and Safety.	Skill Focus: Athletics, Body Control, Tension, Health and Safety.	Skill Focus: Athletics, Body Control, Tension, Health and Safety.	Skill Focus: Movement, Finding Space, Attacking/Defensive Tactics.	Skill Focus: Performing at maximal levels, evaluation, Tactics, Components of Fitness..	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Communication, Finding Space, Attacking/Defensive Tactics.	Skill Focus: Communication, Finding Space, Attacking/Defensive Tactics.
	Assessment Point: N/A	Assessment Point: Lesson 6	Assessment Point: N/A	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 8	Assessment Point: Lesson 6	Assessment Point: Lesson 6	Assessment Point: Lesson 5	Assessment Point: Lesson 5	



Y9 - GIRLS											
Term 1 - 8 weeks (12 LESSONS)		Term 2 - 7 weeks (10-11 LESSONS)		Term 3 - 6 weeks (9 LESSONS)		Term 4 - 6 weeks (9 LESSONS)		Term 5 - 5 weeks (7-8 LESSONS)		Term 6 - 7 weeks (10-11 LESSONS)	
Y9 1.5 hours per week	X Country x 4 lessons	Badminton x 8 lessons	Netball x 5 lessons	Fitness x 5 lessons	Trampoline x 5 lessons	Dance x 5 lessons	Gymnastics x 5 lessons	Table Tennis x 4 lessons	Athletics x 8 lessons	Football x 4 lessons	Rounders x 5 lessons
	Team Teach on Double Groups  Skill Focus: Perseverance, Personal Best, General Fitness	Team Teach on Double Groups  Skill Focus: Teamwork, Trust, Communication	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: General Fitness, Health and Wellbeing.	Skill Focus: Athletics, Body Control, Tension, Health and Safety.	Skill Focus: Athletics, Body Control, Tension, Health and Safety.	Skill Focus: Athletics, Body Control, Tension, Health and Safety.	Skill Focus: Finding Space, Attacking/Defensive Tactics.	Skill Focus: Performing at maximal levels, evaluation, Tactics, Components of Fitness..	Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.	Skill Focus: Communication, Finding Space, Attacking/Defensive Tactics.
	Assessment Point: N/A	Assessment Point: Lesson 7&8	Assessment Point: Lesson 5	Assessment Point: Lesson 5	Assessment Point: Lesson 5	Assessment Point: Lesson 5	Assessment Point: Lesson 5	Assessment Point: Lesson 5	Assessment Point: Lesson 8	Assessment Point: Lesson 4	Assessment Point: Lesson 5





Y11 - GIRLS											
Y11 1.5 hours per week	Term 1 - 8 weeks (12 LESSONS)		Term 2 - 7 weeks (10-11 LESSONS)		Term 3 - 6 weeks (9 LESSONS)		Term 4 - 6 weeks (9 LESSONS)		Term 5 - 5 weeks (7-8 LESSONS)	Term 6 - 7 weeks (10-11 LESSONS)	
		Handball x 6 lessons  Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.  Assessment Point: Lesson 5	Badminton x 6 lessons  Team Teach on Double Groups  Skill Focus: Teamwork, Trust, Communication  Assessment Point: N/A	Netball x 5 lessons  Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.  Assessment Point: N/A	Fitness x 5 lessons  Skill Focus: General Fitness, Health and Wellbeing.  Assessment Point: N/A	Trampolining x 5 lessons  Skill Focus: Athletics, Body Control, Tension, Health and Safety.  Assessment Point: N/A	Dance x 5 lessons  Skill Focus: Athletics, Body Control, Tension, Health and Safety.  Assessment Point: N/A	Gymnastics x 5 lessons  Skill Focus: Athletics, Body Control, Tension, Health and Safety.  Assessment Point: N/A	Table Tennis x 4 lessons  Skill Focus: Movement, Finding Space, Attacking/Defensive Tactics.  Assessment Point: N/A	Athletics x 8 lessons  Skill Focus: Performing at maximal levels, evaluation, Tactics, Components of Fitness..  Assessment Point: N/A	Football x 4 lessons  Skill Focus: Teamwork, Communication, Invasion, Attacking/Defensive Tactics.  Assessment Point: N/A