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| **Subject** | Core PE  | Year Group 7 |  |  |
| **Unit/Topic** | **Physical ME****Competitive Games (team and individual)****DEVELOPING** | **Physical ME****OAA** | **Physical ME** **Dance/Athletics****Gymnastics**  | **Social ME****Lead 3 part warm up**  | **Thinking ME**  | **Personal ME** |
| **Skills** | Performance skills and techniques focused on success/attack/winning  | Team workTrust Problem solvingCollaboration EvaluationReflection  | Observe and replicate movementsBody Control/management Creativity Collaboration  | Leading Self/GroupCommunication Listening RespectRecallPlanning Collaborative working | Tactical and technical understanding Making decisions Adherence to rulesObservational skills | Self Review Understand assessment in PE Resilience Self Worth through engagement in EnrichDetermination |
| **Knowledge** | Technical and Tactical principles of success/Attack/winning | Respond effectively to mental and physical challenges  | Develop key motifsmovement patternsObserve/copy/repeat Timing Split timesAngles of releaseWeight transfer | What is a high quality 3 part warm up  | Rules and regulationsAware of Perfect Model (Observation)Technical terminology | ATLME in PE assessment terminology DSE |
| **Recall/review from previous learning** | Application of concepts of attack/success across a range of sportsPositive and proactive skill transfer across sports/skills | Apply prior learning and experience to new challenges | Positive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretchesAdapt WU routine to each sporting activity | Use of assessment to plan for further development through application to new activities | Self-review of previous learning and plan for further success and development  |
| **Assessment** | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher QuestioningEnd of unit summative assessment in each activity  | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher Questioning End of unit ‘instructions’ writing task | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activityx 3 End of T2 T4 T6 | Formative via Self/PeerTeacher Questioning Student action plan/review x 3 End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Understand that we all have role to play in sport..we just need to understand the basic principles behind a role and in doing it well | Understand that we all have our very own super powers that may well become useful in challenging contexts | Break down stereotypical views of gender bias in sportUnderstanding of the wider world/culture through Dance/Gym | Importance of good communicationAdaptation in order to match warm up to needs of sport and individuals ability  | Understand need for rules and regulations in sportPlaying by the rules | Clarity on strengths and areas in need of development Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology  | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Literacy : instructions text type | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |

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| **Subject** | Core PE  | Year Group 8 |  |  |
| **Unit/Topic** | Physical MECompetitive Games (team and individual)CONSISTENT  | Physical MEOAA | Physical ME Dance/AthleticsGymnastics/HAL  | Social METake on Role of official/Judge | Thinking ME  | Personal ME |
| **Skills** | Performance skills and techniques focused on defending/transition from possession/attack  | Team workTrust Problem solvingCollaboration EvaluationReflection  | Observe and replicate movementsBody Control/management Creativity Collaboration  | Leading Self/GroupResponsibilityHonestyCommunication RecallPlanning Collaborative working | Tactical and technical understanding of both attack and defencePerformance analysis EBI/WWWAdherence to rulesObservation and analysis  | Self Review Understand assessment in PE Resilience Self Worth through engagement in EnrichDetermination  |
| **Knowledge** | Technical and Tactical principles of defending  | Respond effectively to mental and physical challenges  | Develop key motifsmovement patternsObserve/copy/repeat Timing  | What is a high quality 3 part warm up Role of an officialQualities of good official  | Rules and regulationsAware of Perfect technical Model and fault correction for both attack/defence(Analysis/Evaluation)Technical terminology for attacking/defending | ATLME in PE assessment terminology DSE |
| **Recall/review from previous learning** | Application of concepts Defending Positive and proactive skill transfer across sports/skills | Apply prior learning and experience to new challenges | Application of concepts of attack/success across a range of sportsPositive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretchesAdapt WU routine to each sporting activity | Use of assessment to plan for further development through application to new activities | Self-review of previous learning and plan for further success and development  |
| **Assessment** | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher QuestioningEnd of unit summative assessment in each activity  | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher Questioning End of unit ‘instructions’ writing task | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activityx 3 End of T2 T4 T6 | Formative via Self/PeerTeacher Questioning Student action plan/review x 3 End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Understand that we all have role to play in sport..we just understand the basic principles behind a role and doing it well  | Understand that we all have our very own super powers that may well become useful in challenging contexts | Break down stereotypical views of gender bias in sportUnderstanding of the wider world/culture through Dance/Gym | Importance of good communicationAdaptation in order to match warm up to needs of sport and individuals ability  | Understand roles of officials in sport and the need to show respectPlaying by the rules | Clarity on strengths and areas in need of development Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology  | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Literacy : instructions text type | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |

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| **Subject** | Core PE  | Year Group 9/10 |  |  |
| **Unit/Topic** | Physical MECompetitive Games (team and individual)EXCELLENCE  | Physical MEOAA | Physical ME Dance/AthleticsGymnastics /HAL | Social METake on a Leadership roles in sport education | Thinking ME  | Personal ME |
| **Skills** | Performance skills and techniques focused on full version of the game/activity  | Team workTrust Problem solvingCollaboration EvaluationReflection  | Observe and replicate more advanced movementsBody Control/management Creativity Collaboration  | LeadershipSelf/GroupCommunication RecallPlanning Collaborative working | Tactical and technical understanding of full performance Adherence to rulesObservation, evaluation and analysis  | Self Review Understand assessment in PE Resilience Self Worth through engagement in EnrichDetermination |
| **Knowledge** | Advanced Technical and Tactical principles matched to full version of the game  | Respond effectively to mental and physical challenges  | Advanced technical and compositional principles  | Roles in sportTechnicalConditioning Official  | Rules and regulationsAware of Perfect technical Model and fault correction for both attack/defence(Analysis/Evaluation)Technical terminology for attacking/defending | ATLME in PE assessment terminology DSE |
| **Recall/review from previous learning** | Application of concepts of attacking and Defending Positive and proactive skill transfer across sports/skills | Apply prior learning and experience to new challenges | Application of concepts of attack/success across a range of sportsPositive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretchesAdapt WU routine to each sporting activity | Use of assessment to plan for further development through application to new activities | Self-review of previous learning and plan for further success and development  |
| **Assessment** | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher QuestioningEnd of unit summative assessment in each activity  | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher Questioning End of unit ‘instructions’ writing task | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activityx 3 End of T2 T4 T6 | Formative via Self/PeerTeacher Questioning Student action plan/review x 3 End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Understand that we all have role to play in sport..we just understand the basic principles behind a role and doing it well  | Understand that we all have our very own super powers that may well become useful in challenging contexts | Break down stereotypical views of gender bias in sportUnderstanding of the wider world/culture through Dance/Gym | Importance of good communicationAdaptation in order to match warm up to needs of sport and individuals ability  | Understand RESPECT and need for fair play  | Clarity on strengths and areas in need of development Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology  | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |

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| **Subject Core PE**  | Year 11 Core PE  |
| **NC Area**  | **Overcome opponents in Competitive Games** Football/Netball/DodgeballBadminton(team and individual) | **Improve performance skills via**TrampoliningDance  | **Personal Best** Healthy Active Lifestyle  | Rules/Tactics | Self assessment of ME Healthy Participation  |
| **Concept Focus**  | Physical MEEXCELLENCE  | Physical ME  | Social MELeadership roles in sport | Thinking ME  | Personal ME |
| **Skills** | Performance skills and techniques focused on full version of the game/activity  | Observe and replicate movementsBody Control/management Creativity Collaboration  | Leader: Communication RecallPlanning Collaborative workingOfficial and judge  | Tactical and technical understanding of full version of the activityAdherence to rulesEvaluation, observation and analysis  | Self Review Understand assessment in PE  |
| **Knowledge** | Advanced Technical and Tactical principles matched to full version of the game  | Assessment criteria Routines to be learnedPerformance skills  | Ability to take on a role in sportTechnicalConditioning Official  | Rules and regulationsAware of Perfect technical Model and fault correction for both attack/defence(Analysis/Evaluation)Technical terminology Compositional ideas | ATLME in PE assessment terminology DSEExpectations  |
| **Recall/review from previous learning** | Positive and proactive skill transfer across sports/skills | Application of concepts of attack/success across a range of sportsPositive and proactive skill transfer across sports/skills | Tier 3 terminology (pulse raisers/dynamic stretchesAdapt WU routine to each sporting activity |  | Self-review of previous learning and plan for further success and development  |
| **Assessment** | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activity | Formative via Self/PeerTeacher Questioning End of unit ‘instructions’ writing task | Formative via Self/PeerTeacher Questioning End of unit summative assessment in each activityx 3 End of T2 T4 T6 | Formative via Self/PeerTeacher Questioning Student action plan/review x 3 End of T2 T4 T6 |
| **Cultural Capital, Equality, Diversity Inclusion** | Benefits of participation in sport aside of competition  | Break down stereotypical views of gender bias in sportUnderstanding of the wider world/culture through Dance/Gym | Mental wellbeingUse PE/Sport as positive strategy in managing wellness  | RESPECT and need for fair play  | Clarity on strengths and areas in need of development Understand that we are all unique and possess strengths that may well be different to peers |
| **Literacy/Numeracy** | Encourage use of Tier 3 Terminology  | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology | Encourage use of Tier 3 Terminology |