



The Halifax Academy

P.E.

“I’ve failed over and over and over again in my life. And that is why I succeed.”

Michael Jordan

As well as meeting the needs of the National Curriculum, the way we teach PE embraces our school's core pillars of Heart, Mind, Connect. Our unique approach aims to deliver a high-quality education for all students, fostering an ethos of learning and participation. All students are entitled to a broad and balanced curriculum that is engaging and inclusive, enabling every student to fulfil their potential and enhance their opportunities in life. Activities are tailored and sequenced to encourage all students to live a healthy and active lifestyle and becoming passionate, life-long participants.

In order for students to access a high-quality education, our PE curriculum is sequenced using a 5-phased approach. Through a phased approach, the curriculum has been sequenced to allow students to gradually build a depth of physical skill in a wide range of sporting contexts. PE is a vital part of school life and ultimately students' future well-being. Technical proficiency of physical skills will be developed through regular conditioned practices. Activities will be interleaved and structured to allow ongoing development through our phased approach.

In the early phases, the curriculum is designed to create physically literate students with the aim of exploration (learning to play), focussing on fundamental movement skills, gradually increasing the depth of understanding of the key principles. We begin with 'movement through play' based around an ABC approach which focusses on agility, balance and coordination in young children. Our young pupils also benefit from our use of the Teaching Games for Understanding (TGFU) model, which uses PE as a medium for facilitating children's wider learning through a gamed approach.

Within Phase 3 (Learning to apply), students will learn to develop and applying core sport specific skills. Students will build on and apply fundamental skills into competitive sport specific practices. Students will develop the skill, knowledge and confidence to participate in accessible specific sport practices in a competitive environment, along with increasing their knowledge of the rules and regulations of a range of sports.

Within Phase 4 (Learning to transfer), students learn to develop, apply sport specific, tactical and decision-making skills. Students will develop more advanced sport specific skills and will be introduced to tactical and regulation principles and these will be applied in a competitive environment. Students will build on the underlying principles through skill practices which will be embedded into conditioned practices and competitive situations. In the later stages of this phase, students will build on the complexity of their tactical awareness and understanding.

Within Phase 5 (Learning for lifelong love of sport), students develop their physical, mental and social capacity in order to promote lifelong participation. Aimed to develop students that can demonstrate and apply advanced physical skills, a range of tactical proficiencies, a deep understanding of the rules and regulations principles and an ability to apply all of these within a broad range of sport specific competitions. The Sport Education model is utilised to develop mental and social capacity to develop a wide range of interpersonal skills and promote lifelong participation. The model aims to develop core values that can be applied to the wider world (e.g. equality, respect, sportsmanship, fair play).

The curriculum is supported by students having access to a variety of extra-curricular opportunities, to ensure students can access a broad range of sports and activities. This is aimed at increasing student enjoyment and participation, to encourage all students to live a healthy and active lifestyle. Students are given opportunities to go to local clubs and represent the academy in Calderdale school competitions. When it comes to fostering connections with the outside world and linking PE to careers learning, we have connections with various local institutions including the Cricket Asylum, FC Halifax Town, a local boxing club and Calderdale School Games/competitions.



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Our curriculum is designed to be fully inclusive so that the needs of all of our students are met, giving them the opportunity to be the best version of themselves. This ensures the most disadvantaged learners in our community are supported, enabling every student to fulfil their potential and enhance their opportunities in life. We have the same high expectations of all our students and we do not narrow the curriculum based on prior attainment. We have a relentless view that no student will be disadvantaged in the PE curriculum. Equality and celebrating individual differences are promoted throughout our PE curriculum. We aim to break down barriers that exist within sport and society. All students will be provided with a challenging sequential journey of learning, regardless of their starting points and socio-economic situation.

PE lessons are vital in developing our students' physical health and psychological health, so they can thrive in the wider world. The well-being and social development of our students is fostered in participating in a broad range of sports and activities. We endeavour to develop independent learners throughout our curriculum. We challenge our students and push them out of their comfort zones, to develop their core values which will prevent them from giving up when faced with setbacks in life. We aim to instil the view point that our students have a voice to change the world - Nobody is too small to make a difference.



EYFS Statutory Framework 2021 - Physical Development NC - PE

	Term 1	Term 2	Term 3
New learning	<p>Use the muscles in their hands and arms to make big movements and bring together hand and eye movements.</p> <p>Begin to mix sand and water together using large and small tools.</p> <p>Explore one handed tools to create changes in materials.</p> <p>Draws freely using lots of circles, lines and to and fro scribbles.</p> <p>Sit on a balance bike and ride up and down.</p> <p>PE lessons Setting routines for PE and following commands.</p> <p>Remember movements and positions.</p> <p>Balancing use different body parts.</p> <p>Travelling in a variety of ways Negotiating space.</p>	<p>Mix flour and water together to achieve the correct consistency to make play dough using smaller tools with confidence.</p> <p>Begin to use techniques such as mix, spread and knead.</p> <p>Move and rotate lower arms and wrists.</p> <p>Begin to develop ball skills including.</p> <p>Begin to draw with increasing complexity and details, such as representing a face with a circle, including details that are important to them.</p> <p>Begin to confidently use one handed tools to create changes in materials included scissors and sticks in mud and sand.</p> <p>Balance and ride scooters and balance bikes stopping and starting and not crashing into things.</p> <p>PE lessons Learn to accurately throw and catch a large ball standing still and throwing a catching with a friend. Throw and catch at a target developing aim.</p> <p>Copy moves and positions, moving in response to music, movement to communicate mood, sequencing movements.</p>	<p>Combine a range of movements with ease and accuracy.</p> <p>Sit at a table using core muscles to establish the correct posture ready for writing.</p> <p>Use a range of large and small apparatus indoors and outdoors.</p> <p>To represent pictures, showing their own interests.</p> <p>Use one handed tools with confidence.</p> <p>Ride a two wheeled bike.</p> <p>Hold a pencil using tripod grip.</p> <p>PE lessons Safety balancing on a range of equipment, travelling across equipment at varying heights, jumping and landing.</p> <p>Throwing and catching objects of different shapes and sizes.</p> <p>Running distances.</p> <p>Negotiating objects.</p>



Curriculum Overview - P.E. Phase 1



Year 1 Learning to play	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Introduced Content	<p>1. ABC's Through play, master basic movements including running & jumping and stopping and starting. Develop balance, agility and coordination and begin to apply in a range of activities.</p> <p>EYFS: ABC's</p>	<p>2. Object Control Explore balls, projectiles, and extended hand-held equipment to discover how they behave and can be manipulated by throwing, catching, striking and pushing.</p> <p>EYFS: Object Control</p>	<p>3. Gymnastics Discover different ways to travel, balance and move up and down levels.</p> <p>EYFS: Gymnastics</p>	<p>4. Dance Perform dances using simple movement patterns; mirror and copy dances.</p> <p>EYFS: Dance</p>	<p>5. Competitive Games Participate in team games and develop simple tactics for attacking and defending.</p> <p>EYFS: Competitive Games</p>	<p>6. Sports Day Activities Compete in friendly competition and apply movement patterns, skills and characteristics of fair play.</p> <p>EYFS: Sports Day Activities ABC's:1</p>
Revisited Content						



Curriculum Overview - P.E.

Phase 2



Year 2 Exploring movement and action	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content Introduced	<p>7. ABC's Develop fundamental movements; extend agility, balance and coordination; move at speed in different directions safely and with control.</p>	<p>8. Dance Copy and remember simple moves; perform basic actions with control and consistency; link new moves to create a simple dance; explore rhythm, speed and direction; develop control of movement and balance; safety when using equipment/apparatus.</p>	<p>9. Object Control Become familiar with a variety of different balls; move different balls using different parts of the body/equipment; develop throwing, catching, bouncing, rolling, striking and kicking skills across a variety of different balls.</p>	<p>10. Gymnastics Copy and remember simple moves; perform basic actions with control and consistency; body shape shapes; balances; link new moves to create a simple sequence; develop control of movement and balance; safety when using equipment/apparatus.</p>	<p>11. Invasion Games Combine fundamental movements with skills; pass and stop a ball with a partner or in small sided games; develop understanding of attack and defence; invading opponents' area; develop simple tactics for attack and defence; small sided team games across different sports.</p>	<p>12. Sports Day Activities Apply agility, balance and coordination whilst running, jumping, throwing, catching, skipping and hopping across a range of different activities and/or events..</p>
Content Revisited	EYFS ABC's: 1	EYFS ABC's: 1	EYFS ABC's: 1	EYFS Gymnastics: 3	EYFS Competitive Games: 5	EYFS Sports Day Activities: 6 ABC's: 1, 7



Curriculum Overview - P.E.



Year 3 Developing fundamental movement	Term 1			Term 2			Term 3											
	Half Term 1			Half Term 2			Half Term 3											
	Half Term 1			Half Term 2			Half Term 3											
Content Introduced	<p>13. Invasion Games Be aware of the importance of space; use space to support a teammate; sending and receiving skills; maintaining possession with some success; move with a ball towards an opponent's goal or scoring area as an individual and as part of a team; defend opponents and attempt to win possession; decision making; attack and defence principles and tactics; competitive small sided games; play to basic/modified rules.</p>			<p>14. Gymnastics Display movement with control and fluency; use of some travel; introduce changes in speed, direction and levels; plan a short sequence independently or with partner; move in unison with a partner; perform short sequences with a partner; safety when using equipment/apparatus; with support, identify how performances could be improved.</p>			<p>15. Object Control Control a variety of balls; send an object accurately to a target; develop one handed throwing; catching from different speeds, heights and bounces; use a range of equipment to further enhance control across a variety of balls; apply skills in small sided modified games.</p>			<p>16. Dance Display movement with control and fluency; use of some travel; introduce changes in speed, direction and levels; introduce canon and unison into dances; plan a short dance independently or with partner; perform short dances with a partner; safety when using equipment/apparatus; identify how performances could be improved.</p>			<p>17. Striking & Fielding Strike still balls with some consistency and accuracy; develop some consistency striking a slow-moving ball from a bowler; send and receive throws with some accuracy; underarm and overarm throwing with increased accuracy; catching skills with increased accuracy; underarm bowl at a target; use of teamwork to field effectively; play to basic rules in modified games such as Cricket and Rounders.</p>			<p>18. Athletics Develop one handed throwing skills; apply running and jumping skills in combination; explore one and two footed take-off and landing when jumping; use of control and balance when jumping (standing); variation of running speeds; compete against others across a range of different activities and/or events in running, throwing and jumping.</p>		
	Invasion Games: 5, 11 Object Control: 2, 9			Gymnastics: 3, 10			Object Control: 2, 9			Dance: 4, 8			Object Control: 2, 9, 15			Sports Day Activities: 6, 12 ABC's: 1, 7		
	Content Revisited																	



Curriculum Overview - P.E.



Year 4 Developing fluency in fundamental movement	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Content Introduced	<p>19. Invasion Games Perform basic skills consistently and with control; increase distance of passes; demonstrate attack and defence principles; maintaining possession with more success; use possession to help create scoring chances; defend in 1v1 situations; awareness of how to transition from defence to attack upon winning possession; start to use appropriate tactics to increase chances of scoring/being successful.</p>	<p>20. Dance Develop confidence and competency when performing moves; use a wide range of simple travel techniques; changes in speed, direction and levels; plan dances with basic motifs and movement patterns; use of formations, canon and unison within a dance; use of apparatus; plan and perform short-medium partner/small group dances which display increased fluency, body control and innovation; describe and evaluate dances using some key terminology.</p>	<p>21. Net & Wall Racket grip; use a range of basic racket skills; ball control and manipulation; return a ball to a partner with reasonable control and consistency; use a variety of shots; use of footwork to prepare for return; to choose and use a range of simple tactics in modified games.</p>	<p>22. Gymnastics Safely perform balances individually and with a partner; develop confidence and competency when performing moves; use a wide range of simple travel techniques; changes in speed, direction and levels; plan and perform short-medium partner/small group sequences which display increased fluency, body control and innovation; describe and evaluate sequences using some key terminology.</p>	<p>23. Striking & Fielding Use underarm and overarm throwing with increased accuracy; catching with increased consistency; some consistency striking slow moving bowl/after a bounce; bowl a ball with some accuracy and consistency; use simple tactics for different situations; activities include modified cricket/rounders.</p>	<p>24. Athletics Jump for distance and height; land jumps using control and balance; run for speed; demonstrate a difference between sprinting and longer distance running; demonstrate different throwing techniques; throw with power at a target area with some accuracy; throw for distance; compete against others in athletic style events.</p>
	<p>Invasion Games: 11, 13 Object Control: 2, 9, 15 Competitive Games: 5</p>	<p>Dance: 4, 8, 16</p>	<p>Dance: 4, 8, 16</p>	<p>Gymnastics: 3, 10, 14</p>	<p>Object Control: 2, 9, 15 Striking & Fielding: 17 Net & Wall: 21</p>	<p>Sports Day Activities: 6, 12 Athletics: 18 ABC's: 1, 7</p>
Content Revisited						



Curriculum Overview - P.E. Phase 3



Year 5 Developing fluency in fundamental movement	Term 1			Term 2		Term 3		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6		
Content Introduced	<p>25. Invasion Games Decision making to choose correct skill or action required when under pressure; perform skills whilst under pressure with some consistency; play in a range of positions and understand how to play them; use space to support a teammate/maintain possession; combine with teammates; work as a team to gain possession; combine skills to beat opponents; start to increase tactical understanding.</p>	<p>26. Gymnastics/Dance Create and perform longer, more complex sequences/dances; use of apparatus where appropriate; use of canon, matching & mirroring with a partner or in small groups; refine movements to enhance sequences; understand importance of body shape, tension and extension. Move fluently and in an expressive manner; plan simple dances to music; recognise what good performance looks like and identify ways for others to improve.</p>	<p>27. OAA Work effectively with a partner and in small groups to solve problems; work cooperatively; value importance of teamwork; explore ways different ways of communicating; contribute to team ideas and strategy to solve problems; navigate around an area using simple map/grid reading skills; plan and apply effective strategies to solve problems.</p>	<p>28. Net & Wall Develop and use a wider range of skills at match speed and in return; select and perform appropriate skills with more consistency; forehand and backhand; understand importance of developing footwear in preparation for returns; gain tactical understanding and start to make decisions when to use them; start to vary shot selection based on match situation/ demands.</p>	<p>29. Striking & Fielding To begin to develop skills in isolation and combination; identify and utilise gaps in fielding; increased consistency when striking a slow-moving ball/bowl; fielding techniques and tactics; choose appropriate tactics when fielding or batting in competitive games.</p>	<p>30. Athletics Explore running intensity and pace required for different events; introduce pacing for running events; control at take-off and landing; perform jumps with some technique; increased accuracy and technique when throwing for distance; begin to reflect on performance and how to improve; measurements/ timings in athletic style events.</p>	<p>31. Swimming (All terms) Develop water confidence through basic strokes such as breaststroke, front crawl and back stroke.</p>	<p>Sports Day Activities: 6, 12 Athletics: 18, 24-ABC's: 1, 7</p>
	<p>Invasion Games: 11, 13, 19 Object Control: 2, 9, 15 Competitive Games: 5</p>	<p>Dance: 4, 8, 16, 20 Gymnastics: 3, 10, 14, 22</p>		<p>Object Control: 2, 9, 15 Net & Wall: 21 Striking & Fielding: 17, 23</p>	<p>Object Control: 2, 9, 15 Striking & Fielding: 17, 23 Net & Wall: 21, 28</p>			
Content Revisited								



Curriculum Overview - P.E.



Year 6 Refining and applying fundamental movement	Term 1			Term 2		Term 3		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6		
Content Introduced	<p>32. Invasion Games Perform skills with increased accuracy and consistency; perform skills whilst under pressure with increased success; combine skills to beat opponents; appropriately adapt actions to situations; create and use space to help maintain possession; movement off the ball to lose opposition; anticipating play; choose and implement a range of tactics to attack and defend; evaluate own and others performance and identify areas for improvement.</p>	<p>33. Gymnastics/Dance Arrange and use apparatus to enhance sequences; incorporate counter balance/counter tension with a partner; display good body tension and extension; develop own sequences individually or in small groups. Perform dances fluently and with control; work creatively and imaginatively individually, or in small groups to choreograph simple routines; motifs; plan dances in response to counts/beats in music; analyse performance and give feedback to others.</p>	<p>34. OAA Solve more complex problems by working collaboratively with a partner and as part of a small group; take more responsibility for a role in tasks; take leadership opportunities; understand what makes a good leader; critical thinking helps formulate ideas and strategy; effective decision making when choosing the best method to solve a problem; orientate and navigate around a course; reflect on performance and adapt methods to improve future performance.</p>	<p>35. Net & Wall Use consistency and accuracy to hold a rally with a partner; effective decision making when choosing shot selection in a match situation; understand and apply rules into matches; compete against others; start to consider how shot selection can out-manoeuvre opponents; use shot selection based on opponents' position on court to win points; identify and use a variety of targets in matches; reflect on own and others performance to improve performance.</p>	<p>36. Striking & Fielding Strike a bowled ball with consistency; striking into space; to perform skills in games which impact on outcome; effective decision making which impacts on outcome; use appropriate tactics across different roles (batter, bowler, fielder); develop understanding of cricket and rounders rules through modified, competitive games; reflect on own and others performance to improve performance.</p>	<p>37. Athletics Enhance running technique; select and apply the appropriate pace for running events/scenarios within a race; baton exchange technique and execution, jump for height and distance using good technique; increased accuracy and technique when throwing for distance; components of fitness; reflection on performance; improve on personal bests.</p>	<p>38. Swimming (All terms) Develop water confidence through basic strokes such as breaststroke, front crawl and back stroke.</p>	
	<p>Invasion Games: 11, 13, 19, 25 Object Control: 2, 9, 15 Competitive Games: 5</p>	<p>Dance: 4, 8, 16, 20 Gymnastics: 3, 10, 14, 22 Gymnastics/Dance: 26</p>	<p>OAA: 27</p>	<p>Object Control: 2, 9, 15 Net & Wall: 21, 28 Striking & Fielding: 17, 23, 29</p>	<p>Object Control: 2, 9, 15 Striking & Fielding: 17, 23, 29 Net & Wall: 21, 28, 35</p>	<p>Sports Day Activities: 6, 12 Athletics: 18, 24, 30 ABC's: 1, 7 Swimming: 31</p>		
Content Revisited								



Curriculum Overview - P.E.



Year 7 Developing and applying basic core sport specific skills	Term 1			Term 2		Term 3
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>39. Football Basic ball control, dribbling, short passing, shooting, tackling, man-marking.</p> <p>40. Netball Ball familiarisation, basic passing and receiving, footwork and pivoting, shooting, marking, positions.</p> <p>41. Basketball Basic ball familiarisation, basic passing and receiving, dribbling, shooting (set shot / layup shot), man-marking.</p> <p>Rules and regulations of sports/activities covered.</p>	<p>42. Dance Aesthetics and fluency in small choreographed sequences, motifs - basic levels and formations, canon, unison, timings - beat recognition.</p> <p>43. HRF Introduction to heart rate/ breathing - MSFT, components of skill related fitness (coordination - hand wall toss, reaction time - ruler drop, agility - Illinois agility run, balance - standing stork, power - vertical/ broad jump), basic circuit training, sustained running - distance and hear rate recovery (12min cooper run), introduction to training methods (continuous training, fartlek training, interval training, SAQ training, hill sprints, plyometric training).</p>	<p>44. Handball Ball familiarisation and basic passing (one handed throwing and two handed catching), dominant hand dribbling, shooting, feinting.</p> <p>45. OAA Team building, listening skills, pacing, basic map skills, basic orienteering skills (symbols, keys, compass points, route choice). Rules and regulations of sports/ activities covered.</p>	<p>46. Badminton Racket/shuttle familiarisation, grip and ready position, basic rules and regulations (singles/ doubles), basic backhand and forehand serve, overhead clear, drop shot, rallying.</p> <p>47. Dodgeball Ball familiarisation, throwing (underarm/overarm) and catching, basic dodging, ducking, diving, blocking, jumping, rebounds. Rules and regulations of sports/activities covered.</p>	<p>48. Cricket Ball Familiarisation, throwing (underarm/ overarm) and catching, basic batting (correct grip, straight drive), fielding (long barrier), bowling techniques.</p> <p>49. Rounders Ball familiarisation, throwing (underarm/ overarm) and catching, basic batting (stance), bowling, ground fielding (basic interceptions/long barrier), post work.</p> <p>50. Athletics Basic sprinting technique (100m/200m), basic sprint start position, relay (basic changeover) pacing for long distance (400m/800m), basic principles of throwing and jumping (shot put, discus, ball throw, long jump), health and safety. Rules and regulations of sports/activities covered.</p>	

Content Introduced



Curriculum Overview - P.E.



Year 7 Developing and applying basic core sport specific skills	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>Fundamental movement skills (kicking, throwing, catching, awareness, control of ball, coordination).</p> <p>Fundamental invasion skills (space, basic concepts of attack and defence, invading, possession, making decisions, anticipation).</p> <p>Basic rules and regulations from sports previously covered. Checking for misconceptions and incorrect practices.</p>	<p>Fundamental movement skills (running forwards and backwards, side stepping, jumping, coordination).</p> <p>Dance - Fluency and control of movement, creativity, imagination, motifs.</p> <p>HRF - Basic knowledge relating to heart, lungs and blood vessels. Application of the importance of fitness to context.</p> <p>Checking for misconceptions and incorrect practices.</p>	<p>Handball - Basic movement and skills gained from previous invasion games.</p> <p>Fundamental movement skills (throwing, catching, awareness, coordination)</p> <p>Fundamental invasion skills (space, basic concepts of attack and defence, invading, possession, making decisions, anticipation).</p> <p>OAA - Solving basic problems, working as a team.</p> <p>Basic rules and regulations from sports previously covered. Checking for misconceptions and incorrect practices.</p>	<p>Fundamental movement skills (throwing, catching, awareness, running forwards and backwards, side stepping, coordination).</p> <p>Basic rules and regulations from sports previously covered. Checking for misconceptions and incorrect practices.</p>	<p>Fundamental movement skills (throwing, catching, awareness, coordination).</p> <p>Striking and Fielding - Space in field, working as a team, aiming and hitting targets, striking a bowled ball, basic fielding techniques.</p> <p>Athletics - Running for speed/stamina, pacing, combinations of running and jumping (height/distance), throwing techniques.</p> <p>Basic rules and regulations from sports previously covered. Checking for misconceptions and incorrect practices.</p>	

Content
Revisited



Curriculum Overview - P.E. Phase 4



Year 8 Developing and applying advanced sport specific skills	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>51. Football Outside of foot and long passing, basic turns, dribbling to overcome defender, shooting accuracy and power, marking off the ball, movement and space, basic formations.</p> <p>52. Netball Passing and receiving on the move (footwork and pivoting), shooting - one hand, rebounding, finding effective space, shadowing, interceptions, attacking and defensive play.</p> <p>53. Basketball Passing and receiving on the move (pivoting, triple threat), dribbling (alternate hands) shooting (jump shot, rebounding), finding effective space, interceptions, attacking and defensive play.</p> <p>Invasion: Participate, coach, or officiate a game within the main rules, laws and regulations of the sport. Aware of team tactics to overcome opponents.</p>	<p>54. Dance Develop creativity and imagination within choreographed sequences using compositional ideas - variations of basic skills, motifs - theme, formations, union, mirroring, levels, contrast, accumulation, projection, expressions and climax.</p> <p>55. HRF Different heart rates - MSFT (aerobic endurance), components of physical fitness (body composition - BMI, muscular strength - grip dynamometer, muscular endurance - 1min press/sit up, flexibility - sit and reach, speed - 30m sprint), sustained running - pacing and terrains (12min cooper run), training methods (weight training, circuit training, static/dynamic/PNF stretching, sprint training, interval training).</p>	<p>56. Handball One handed catching, non-dominant hand dribbling, jump passing, jump shots, intercepting, screening with no ball, positions, finding effective space, attacking and defensive play. Participate, coach, or officiate a game within the main rules, laws and regulations of the sport. Aware of team tactics to overcome opponents.</p> <p>57. OAA Trust, confidence, communication, teamwork, overcoming challenges, using maps effectively, orienteering skills (contours and plan/choosing safe route).</p>	<p>58. Badminton Service (accuracy) and returns, underarm clear/lob shot, smash shot, block, net play, forehand drive, basic shot selection.</p> <p>59. Dodgeball Attacking throwing (accuracy and power), catching variations, snatch, dodging, ducking, dive and catch, blocking.</p>	<p>60. Cricket Fielding (accuracy of throws, one hand retrieval, short barrier), batting (sweep, pull, cut), bowling (run up, fast, swing), running between wickets (run outs), wicket keeping.</p> <p>61. Rounders Fielding (accuracy of throws, one hand retrieval, short barrier, post work), batting timing, bowling (fast, donkey drop), base running (run outs), backstopping.</p> <p>62. Athletics Sprinting technique (100m/200m), sprint start position (phases - on your marks, get set, go), relay (changeover - upsweep/down sweep) pacing for long distance (400m/800m), more advanced principles of throwing and jumping (shot put - glide, discus - glide, ball throw - release angle, long jump - take off, flight), Rules and laws of throwing events.</p>	

Content Introduced



Curriculum Overview - P.E.



Year 8 Developing and applying advanced sport specific skills	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	<p>Football - Basic control, passing, dribbling, shooting (accuracy, power, passing into space).</p> <p>Netball - Basic passing techniques (principles, transference of body weight, passing for distance, accuracy, speed, into space).</p> <p>Basketball - Basic passing techniques, dribbling, shooting (passing for distance, accuracy, speed, into space).</p>	<p>Dance - Aesthetics and fluency in small choreographed sequences.</p> <p>HRF - Components of skill related fitness - fitness testing, circuit training, training methods.</p>	<p>Handball - Basic passing and receiving, dribbling, shooting (passing for distance, accuracy, speed, into space).</p> <p>OAA - Working in teams, basic map skills, basic orienteering skills (symbols, keys, compass points, route choice).</p>	<p>Badminton - Basic rules and regulations, service techniques and rules, forehand and backhand shots (body positioning to link to new knowledge).</p> <p>Dodgeball - Throwing (underarm/overarm), basic dodging, ducking, diving, blocking, jumping.</p>	<p>Cricket/Rounders - Fundamentals of throwing and catching, bowling, fielding, batting, general game play.</p> <p>Athletics - Basic movements, technique for movement, basic principles/technique related to track and field events taught.</p>	

Revisited
Content



Curriculum Overview - P.E.



Year 9 Developing, applying sport specific, tactical and decision-making skills	Term 1		Term 2		Term 3	
	Half Term 1		Half Term 3		Half Term 5	
	Half Term 2		Half Term 4		Half Term 6	
<p>63. Football Basic attacking principles (when to pass / dribble / shoot). Basic defensive principles (when to tackle - jockeying). Basic tactical understanding (adapting formations, basic style of play).</p> <p>64. Netball Basic attacking principles (when to pass, selection of pass, advanced footwork, when to shoot, shooting with step, set pieces). Basic defensive principles (zonal marking, timing of interceptions), tactical and positional awareness (basic style of play).</p> <p>65. Basketball Basic attacking principles (when to pass, selection of pass, when to dribble, when to shoot, selection of shot, 3-man weave). Basic defensive principles (zonal marking, timing of interceptions) and tactical and positional awareness (formations and basic style of play).</p>	<p>66. Boxing Safety, stance (southpaw/ orthodox), footwork (effective movement), pad/bag work, basic punches (jab, cross, hook, uppercut), combinations.</p> <p>67. HRF Different training zones and immediate effects of exercise - MSFT, fitness testing, designing and implementing a basic training programme plan - incorporating F.I.T.T principles of training.</p>	<p>68. Handball Basic attacking principles (when to pass, selection of pass, when to dribble, when to shoot, selection of shot, creating and utilising space). Basic defensive principles (tackling, blocking, stealing, zonal marking, timing of interceptions) and tactical and positional awareness (formations and basic style of play).</p> <p>69. Badminton Backhand drive, advanced net play (playing into space), backhand clear, disguised shots, apply basic attacking and defensive strategies in competitive situations (positioning), basic tactical awareness.</p>	<p>70. Tag Rugby Passing and receiving under pressure, effective use of space, ball carrying, scoring try, restarting play, basic attacking and defensive play, rules and regulations.</p> <p>71. Dodgeball Basic attacking principles (selection of throw, angle/ distance of throw, disguise). Basic defensive principles (back of court, facing ball).</p>	<p>72. Cricket Applying basic batting and fielding strategies in competitive situations, basic tactical awareness (batting into space, shot selection, timing, attacking/ defensive batting, batting calls, fielding positions, backing up fielding positions, bowling selection - spin, speed, power).</p> <p>73. Rounders Applying basic batting and fielding strategies in competitive situations, basic tactical awareness (batting into space, shot selection, timing, attacking/ defensive batting, fielding positions, covering important bases, backing up fielding positions, bowling - accuracy, speed).</p> <p>74. Athletics Advanced sprinting technique (100m/200m - speed, power, drive phase), effective sprint start position (reaction time), relay (changeover - upswEEP/ down sweep, tactics - starting positions, changeovers) pacing for long distance (400m/800m, tactics, components of fitness), more advanced principles of throwing and jumping (shot put - rotation, discus - rotation, javelin - standing, long/triple jump - air time, landing).</p>		



Curriculum Overview - P.E.



Year 9 Developing, applying sport specific, tactical and decision-making skills	Term 1		Term 2		Term 3		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Content Revisited	<p>Invasion - Range of passing, pass and move into effective space, overcoming defenders, accuracy and power of shot, distance shooting, positional awareness, gameplay, formations.</p>	<p>HRF - Components of physical related fitness - fitness testing, circuit training, training methods.</p>	<p>Handball - Range of passing, pass and move into effective space, overcoming defenders, accuracy and power of shot, distance shooting, positional awareness, gameplay, formations, team attack and defensive tactics.</p> <p>Badminton - Basic attacking and defensive shot selection, body positioning.</p>	<p>Tag Rugby - Basic skills and knowledge gained from previous invasion games (pass and move into effective space, overcoming defenders, positional awareness, gameplay, formations.)</p> <p>Dodgeball - Attacking throwing - shot selection, dodging, ducking, diving, blocking.</p>	<p>Cricket/Rounders - Fundamental batting and fielding skills (short/long barrier, different batting shots, bowling technique, rules and gameplay).</p> <p>Athletics - Techniques and principles of track and field events taught.</p>		



Curriculum Overview - P.E.

Phase 5

Year 10
Developing, applying sport specific, tactical and decision-making skills



Year 10 Developing, applying sport specific, tactical and decision-making skills	Term 1		Term 2		Term 3	
	Half Term 1		Half Term 3		Half Term 5	
	Half Term 2		Half Term 4		Half Term 6	
<p>75. Football Attacking principles (fakes, dummies, speed and width, overlapping runs, switch of play). Defending principles (timing of tackle, closing down, channelling - showing onto weaker foot, goal side). Tactical understanding to overcome opponents (adapting formations, positions), style of play based on scenarios - avoiding transitions, counter attacking plays, playing out from the back, long ball, high defensive press).</p> <p>76. Netball Attacking principles (passing on the move, speed, width of court, split landings, support runs). Defending principles (zonal defending, timing interceptions). Tactical understanding to overcome opponents (positions, style of play based on scenarios - avoiding transitions, counter attacking plays).</p> <p>77. Basketball Attacking principles (passing on the move, speed, width of court, support runs). Defending principles (zonal defending, timing interceptions). Tactical understanding to overcome opponents (positions, style of play based on scenarios - avoiding transitions, counter attacking plays).</p>	<p>78. Boxing Stance (switch between stances), footwork (moving in and out, sliding steps), blocking, pad/bag work (effective coach), punching technique (jab, cross, hook, uppercut - power and speed), complex combinations. Basic attacking and defensive techniques/strategies.</p> <p>79. HRF Fitness testing, PEP - designing and implementing a training programme plan - incorporating F.I.T and additional principles of training.</p>	<p>80. Handball Attacking principles (passing on the move, speed, width of court, support runs). Defending principles (zonal defending, timing interceptions). Tactical understanding to overcome opponents (positions, style of play based on scenarios - avoiding transitions, counter attacking plays).</p> <p>81. Badminton Application of advanced shot selection (playing shuttle into space), apply more advanced attacking and defensive strategies in competitive situations (doubles formations), tactical understanding to overcome opponents.</p>	<p>82. Tag Rugby Attacking principles (when to run, when to pass, when to kick, creating and utilising space). Defensive principles (tackling, marking, defensive line) and tactical and positional awareness (formations and basic style of play).</p> <p>83. Dodgeball Attacking and defensive strategies (initiating the attacking, attacking together, counter attack, positions, behind blocker), tactical understanding to overcome opponents based on scenarios.</p>	<p>84. Cricket Applying more advance batting and fielding strategies in competitive situations, tactical awareness (batting into space, shot selection dependent of fielding positions, timing, range of attacking/defensive batting, effective batting calls running between wickets, fielding positions (slip - reaction time), backing up fielding positions, bowling selection - spin, speed, power), umpiring.</p> <p>85. Rounders Applying more advance batting and fielding strategies in competitive situations, tactical awareness (batting into space, shot selection dependent of fielding positions, timing, range of attacking/defensive batting, effective base running, fielding positions, covering important bases, backing up fielding positions, bowling selection - variation, tactics, speed, power), getting two batters out.</p> <p>86. Athletics Applying rules/laws, strategy, tactics and advanced techniques in all track and field events, to overcome opponents in direct competition.</p>		

Content Introduced



Curriculum Overview - P.E.



Year10 Developing, applying sport specific, tactical and deci- sion-making skills	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Revisited Content	Invasion - Basic attacking and defensive principles, and tactical understanding.	Boxing - Blocking, punching technique (jab, cross, hook, uppercut). HRF - Designing and implementing a training programme plan.	Handball - Basic attacking and defensive principles, and tactical understanding. Badminton - More advanced shot selection, application of basic attacking and defensive strategies, basic tactical awareness.	Tag Rugby - Basic attacking and defensive play, rules and regulations. Dodgeball - Basic attacking and defensive principles, and tactical understanding.		



Curriculum Overview - P.E. Phase 5



Year11 Developing physical, mental, social capacity in order to promote lifelong		Term 1		Term 2	
Half Term 1		Half Term 2		Half Term 3	
Content Introduced	<p>87. Football Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding.</p> <p>88. Netball Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding.</p> <p>89. Basketball Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding.</p>	<p>90. Boxing / HRF Attacking and defensive strategies and tactics (footwork, moving in and out/around, blocking, parrying, rolling, slipping, countering), combination of complex combinations on pads and bags.</p> <p>91. Tag Rugby Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding, shot selection.</p>	<p>92. Handball Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding.</p> <p>93. Badminton Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding , shot selection.</p>	<p>94. Ultimate Frisbee Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding.</p> <p>95. Dodgeball Sport Education - linked to sportsmanship, fair play, respect, integrity, game play, tactical and positional understanding.</p>	Half Term 4
	Content Revisited	<p>Invasion - Passing for accuracy over longer distances (switching play), advanced shooting, marking opponents, embedding team tactics effectively into competitive situations (avoiding transitions, zonal marking, man to man marking, counter attacking plays, playing out from the back, long ball, high defensive press).</p>	<p>Boxing - Basic attacking and defensive techniques/strategies.</p> <p>HRF - Components of fitness, fitness testing, training methods, designing training programme.</p> <p>Invasion - Passing for accuracy over longer distances (switching play), advanced shooting, marking opponents, embedding team tactics effectively into competitive situations (avoiding transitions, zonal marking, man to man marking, counter attacking plays, playing out from the back, long ball, high defensive press).</p>	<p>Handball - Passing for accuracy over longer distances (switching play), advanced shooting, marking opponents, embedding team tactics effectively into competitive situations (avoiding transitions, zonal marking, man to man marking, counter attacking plays, playing out from the back, long ball, high defensive press).</p> <p>Badminton - Advanced shot selection (playing shuttle into space), advanced attacking and defensive strategies, tactical understanding to overcome opponents.</p>	<p>Invasion - Passing for accuracy over longer distances (switching play), marking opponents, embedding team tactics effectively into competitive situations (avoiding transitions, zonal marking, man to man marking, counter attacking plays, high defensive press).</p> <p>Dodgeball - Advanced attacking and defensive strategies, tactical understanding.</p>