



<p>Year 7 Overall Curriculum Goal & Intent PE at Warneford is designed to support, contribute and complement the core values of the school. PE helps develop skill, competence and knowledge in a wide range of physical activities. We also strive to ensure pupils understand the importance of physical fitness and general health. At Warneford, we encourage pupils to develop self-confidence and self-esteem through enjoyment and success in physical activities, also to develop an appreciation of fair play and good sportsmanship.</p>				<p>Key prior knowledge and skills Year 7 Pupils arrive to Warneford with a variety of different skills & knowledge, depending on the experiences in their previous schools. Where possible we try to build on this by asking pupils what they have done previously, but safety of our pupils is paramount. WE also set our pupils in PE when they arrive to ensure that pupils are getting the best possible experience from every lesson. Year 8 builds upon the skills taught in Year 7. Pupils will be expected to use more sports specific language and to place the basic skills learnt with success into game situations. Year 9 pupils continue to build on prior learning looking at set plays and tactics where appropriate, some may also start to officiate sports within lessons to further increase their knowledge of sport. This does depend on the class and the retention of skills from previous years.</p>		
	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
	Health related exercise	Athletics.	Gymnastics and dance.	Basketball, Football, Hockey, Netball, Rugby.	Badminton and Tennis.	Rounders and Cricket.
Topic Focus	To learn how the body works and the effect certain activities have on the body.	To experience and learn about all track and field events.	To learn basic movements and to try basic choreography with guidance	To learn basic skills and to experience a full sided game.	To learn basic skills and to experience a full sided game.	To learn basic skills and to experience a full sided game.
Intent What do you want students to know and learn? Summary of key knowledge & skills	<p>Intent – Pupils often have no health related exercise knowledge prior to joining secondary school.</p> <p>To understand how exercise effects the body immediately and in the short term. Pupils experience cardiovascular and muscular endurance activities and discuss why these are a</p>	<p>Intent- pupils have often taken part in running and throwing races, but these are not fully recognised athletics events. We cover as many athletics events as possible to ensure pupils have a wide knowledge base of different athletics events and the rules that govern them.</p> <p>To understand the technique and safety points in relation to throwing events. To understand the run up and measuring process for jumping events.</p>	<p>Intent- To learn the basic movements of gymnastics safely, to be able to create short routines using the basic movements with the correct technique. To be able to experience performing as a group of individuals. To learn basic dance movements and choreographic devices that can help with choreography. Such as canon and unison.</p>	<p>Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets this may be a conditioned game for safety reasons. Again the experience and skill levels will be different depending on pupils experiences at primary school and of course their sporting participation outside of school.</p>	<p>Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets this may be a conditioned game for safety reasons. Again the experience and skill levels will be different depending on pupils experiences at primary school and of course their sporting participation outside of school.</p>	<p>Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets this may be a conditioned game for safety reasons. Again the experience and skill levels will be different depending on pupils experiences at primary school and of course their sporting participation outside of school.</p>



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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
What are the opportunities for repetition and over-learning?	benefit to a range of sporting activities.	To understand how a race is started and which parts of the track they can use during their race. Pupils will also get an opportunity to time races.	To know the basic components that are needed to create a routine in gymnastics and dance. To have confidence in performing these routines.	Pupil's will learn the basic skills needed to play each game. These skills will be placed into a slightly competitive game and then hopefully into a full sided game by the end of each module.	Pupil's will learn the basic skills needed to play each game. These skills will be placed into a slightly competitive game and then hopefully into a full sided game by the end of each module.	Pupil's will learn the basic skills needed to play each game. These skills will be placed into a slightly competitive game and then hopefully into a full sided game by the end of each module.
	<p>To know the definitions of cardiovascular fitness and muscular endurance as well as other components of fitness.</p> <p>To know how the body reacts to exercise.</p> <p>Throughout each lesson the basic knowledge will be added onto or repeated. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.</p>	<p>To know the basic techniques to successfully carry out each athletics event. To know the track lines and event rules.</p> <p>Throughout each lesson the basic skills will be added onto and more complex techniques will be taught and repeated; if not in isolation then in conditioned competition or fully competitive event. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.</p>	<p>Throughout each lesson the basic skills will be added onto and repeated; if not in isolation then in small routines. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.</p>	<p>To know the basic skills and techniques outside of a games situation.</p> <p>For most to be able to successfully put these basic skills within to a game context.</p> <p>Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.</p>	<p>To know the basic skills and techniques outside of a games situation.</p> <p>For most to be able to successfully put these basic skills within to a game context.</p> <p>Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.</p>	<p>To know the basic skills and techniques outside of a games situation.</p> <p>For most to be able to successfully put these basic skills within to a game context.</p> <p>Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.</p>



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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
Main common assessments	Practical assessment at end of unit	Practical assessment at end of unit	Practical assessment at end of unit	Practical assessment at end of unit	Practical assessment at end of unit	Practical assessment at end of unit
Extended writing tasks						
Examples of opportunities for challenge	Health related exercise is a wonderful topic for pupils to challenge themselves of for staff to give pupils an appropriate challenge depending on fitness levels and mentality of each pupil.	Athletics again can be very individualised. Target can be given in relation to times and distances for each pupils or a group of pupils so they can work towards these.	Pupils attempt all skills taught in gymnastics and there are alternatives or extension tasks the teachers can give to extend able pupils. In dance the topics we choose are very different to what the pupils may experience outside of school and so we learn together. The use of choreography tasks helps those who are very good to show their experience and knowledge.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.



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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
Links to numeracy, literacy and other subjects	Numeracy – use of scoring systems, use of division when splitting into teams, measuring and timing in lessons. Literacy – Key words in lessons such as passing and receiving used frequently. PSHE – talks about hygiene and feminine care.					
Enrichment, clubs, trips and other extra-curricular activities	Netball, basketball for boys and girls, badminton, trampolining, rugby, football for boys and girls.					
<u>Opportunities for links to careers</u>				<u>Opportunities for links to SMSC, PSHE, ethos and values</u> PSHE – talks about hygiene and feminine care. SMSC – Working with other constantly in lessons, understanding others abilities and being sympathetic towards other.		
<u>How can parents support learning?</u>				<u>Other comments</u>		



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	Health related exercise	Athletics.	Gymnastics and dance.	Basketball, Football, Hockey, Netball, Rugby.	Badminton and Tennis.	Rounders and Cricket.
Topic Focus	To understand and explain the effects certain activities have on the body. To increase fitness levels. To learn new ways to exercise.	To develop running technique and pacing. To understand the fully competitive nature of throwing and jumping events. To start learning more complex techniques to improve time and distances.	To build on and embed basic movements in gymnastics. To try new styles of dance and new movements within the dance style chosen as well as use more choreographic techniques.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games.
Intent What do you want students to know and learn?	Intent – Pupils will be taught a range of different fitness activities and will understand how these improve their fitness levels, as well as how they relate to specific games and activities. To understand the different	Intent- pupils will start looking at the rules and regulations that govern each event in athletics. They will compete in a range of track and field events and embed as well as develop the techniques learnt previously. To understand the more complex techniques and tactics to do with each	Intent- To develop the basic movements of gymnastics safely, to be able to create short routines using the basic movements and a range of choreographic tools with the correct technique. To understand what makes a good routine. To be able to experience creating longer routines,	Intent- to progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will experience a full sided game – lower sets this may be a conditioned game for safety reasons. Again the experience and skill levels will be different	Intent- to progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will experience a full sided game – lower sets this may be a conditioned game for safety reasons. Again the experience and skill levels will be different	Intent- to progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will experience a full sided game – lower sets this may be a conditioned game for safety reasons. Again the experience and skill levels will be different



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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
Summary of key knowledge & skills	types of exercise and the different effects this can have on your body, health, fitness and wellbeing. Pupils will experience Hiit training, circuit training, cross country and other types of training and be able to discuss why these are a benefit to a range of sporting activities.	event. Still understanding safety points in relation to throwing events. To develop the run up and measuring process for jumping events. As well as understanding the three stages of flight. To understand how a race is started and which parts of the track they can use during their race. Pupils will also get an opportunity to start, officiate and time races.	with set movements and pupils own imagination. To do more performing as a group and as individuals. Also pupils will start to analyse others' performance and give feedback.	depending on pupil's progress through year 8. Pupils will embed and progress skills taught in isolation and in more competitive practices. Pupils will also be given an opportunity to evaluate their own performance as well as others. These skills and practices will be placed into a more competitive game and then hopefully into a full sided game by the end of each module. Where more tactics can be discussed.	depending on pupil's progress through year 8. Pupils will embed and progress skills taught in isolation and in more competitive practices. Pupils will also be given an opportunity to evaluate their own performance as well as others. These skills and practices will be placed into a more competitive game and then hopefully into a full sided game by the end of each module. Where more tactics can be discussed.	depending on pupil's progress through year 8. Pupils will embed and progress skills taught in isolation and in more competitive practices. Pupils will also be given an opportunity to evaluate their own performance as well as others. These skills and practices will be placed into a more competitive game and then hopefully into a full sided game by the end of each module. Where more tactics can be discussed.
What are the opportunities for repetition	To know the different types of fitness as well as have a wide knowledge of components of	Throughout each lesson the basic skills will be repeated and built upon so that more complex techniques will be taught and the use of tactics can start to be delivered. Some groups will	To know the basic components that are needed to create a routine in gymnastics and dance. To have confidence in performing these routines. To be able to	To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more	To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more	To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more



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<p>and over-learning?</p>	<p>fitness. Pupils should be able to tell you which fitness types would be appropriate for different sports.</p>	<p>need to revisit and stay on the basic techniques in isolation and conditioned competition so the mental health of individuals is cherished.</p>	<p>give feedback to other performance in respect of things done well and things that need to be improved.</p>	<p>successful when performing in a conditioned or fully competitive game.</p>	<p>successful when performing in a conditioned or fully competitive game.</p>	<p>successful when performing in a conditioned or fully competitive game.</p>
<p>Main common assessments</p>	<p>Throughout each lesson the basic knowledge will be embedded or developed. Pupils will be given a level for each activity. A good pupil in year 8 should be working at a level 4.</p>	<p>Pupils will be given a level for athletics as a whole unit. A good pupil in year 8 should be working at a level 4.</p>	<p>Throughout each lesson the basic skills will be added onto and repeated; if not in isolation then in small routines. Pupils will be given a level for each activity. A good pupil in year 8 should be working at a level 4.</p>	<p>Throughout each lessons the basic skills will be progressed ad tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 8 should be working at a level 4.</p>	<p>Throughout each lessons the basic skills will be progressed ad tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 8 should be working at a level 4.</p>	<p>Throughout each lessons the basic skills will be progressed ad tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 8 should be working at a level 4.</p>



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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
Extended writing tasks						
Examples of opportunities for challenge	Health related exercise is a wonderful topic for pupils to challenge themselves of for staff to give pupils an appropriate challenge depending on fitness levels and mentality of each pupil.	Athletics again can be very individualised. Target can be given in relation to times and distances for each pupils or a group of pupils so they can work towards these.	Pupils use all of the basic skills taught previously and progress the amount of skills learnt. Pupils attempt all skills taught in gymnastics and there are alternatives or extension tasks the teachers can give to extend able pupils. In dance the topics we choose are very different to what the pupils may experience outside of school and so we learn together. The use of choreography tasks helps those who are very good to show their experience and knowledge.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations. The use of tactics can be brought in by the teacher if the class is excelling or other pupils need a challenge.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations. The use of tactics can be brought in by the teacher if the class is excelling or other pupils need a challenge.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations. The use of tactics can be brought in by the teacher if the class is excelling or other pupils need a challenge.



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Links to numeracy, literacy and other subjects	Numeracy – use of scoring systems, use of division when splitting into teams, formations, measuring and timing in lessons. Literacy – Key words in lessons such as passing and receiving used frequently. PSHE – talks about hygiene and feminine care.					
Enrichment, clubs, trips and other extra-curricular activities	Netball, cheerleading, cross country, athletics, cricket, basketball for boys and girls, badminton, trampolining, rugby, football for boys and girls.					
<u>Opportunities for links to careers</u>			<u>Opportunities for links to SMSC, PSHE, ethos and values</u> PSHE – talks about hygiene and feminine care. SMSC – Working with other constantly in lessons, understanding others abilities and being sympathetic towards other.			
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	Health related exercise	Athletics.	Gymnastics and dance.	Basketball, Football, Hockey, Netball, Rugby.	Badminton and Tennis.	Rounders and Cricket.
Topic Focus	To learn how look after your body and maintain a healthy lifestyles	To focus on certain events in athletics and to be able to do a few events in a fully competitive situation.	To learn progress onto the large apparatus in gymnastics and to create a lindy hop routine.	To learn more complex skills and to build on set plays and tactics.	To learn more complex skills and to build on set plays and tactics.	To learn more complex skills and to build on set plays and tactics.
Intent What do you want students to know and learn?	Intent – Pupils will have a good knowledge of the components of fitness and how they are used in certain sports. Also there is a range of fitness types delivered to increase pupil participation inside and outside of school.	Intent- pupils will build on their knowledge and understanding from previous years. Pupils will have the opportunity to fill in gaps in their knowledge and to be placed into a fully competitive situation throughout the module.	Intent- To learn the basic movements on the large apparatus with all safety aspects covered. To be able to create short routines using the basic movements combined with more complex movement and specific movements taught on each part of the apparatus. To be able to experience performing as a group of individuals. To learn basic dance movements in the style of lindy hope and be creative with their choreography and the lift section.	Intent- to recap on the basic skills for each activity with the correct technique, the teacher will then recap more complex practice situations to consolidate knowledge. Teachers will also bring in thinking about tactical play and positions. For the more able pupils they may be asked to officiate or help to coach those who are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.	Intent- to recap on the basic skills for each activity with the correct technique, the teacher will then recap more complex practice situations to consolidate knowledge. Teachers will also bring in thinking about tactical play and positions. For the more able pupils they may be asked to officiate or help to coach those who are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.	Intent- to recap on the basic skills for each activity with the correct technique, the teacher will then recap more complex practice situations to consolidate knowledge. Teachers will also bring in thinking about tactical play and positions. For the more able pupils they may be asked to officiate or help to coach those who are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.



<p><u>Year 9 Overall Curriculum Goal & Intent</u> PE at Warneford is designed to support, contribute and complement the core values of the school. PE helps develop skill, competence and knowledge in a wide range of physical activities. We also strive to ensure pupils understand the importance of physical fitness and general health. At Warneford, we encourage pupils to develop self-confidence and self-esteem through enjoyment and success in physical activities, also to develop an appreciation of fair play and good sportsmanship.</p>				<p><u>Key prior knowledge and skills</u> Year 7 Pupils arrive to Warneford with a variety of different skills & knowledge, depending on the experiences in their previous schools. Where possible we try to build on this by asking pupils what they have done previously, but safety of our pupils is paramount. WE also set our pupils in PE when they arrive to ensure that pupils are getting the best possible experience from every lesson. Year 8 builds upon the skills taught in Year 7. Pupils will be expected to use more sports specific language and to place the basic skills learnt with success into game situations. Year 9 pupils continue to build on prior learning looking at set plays and tactics where appropriate, some may also start to officiate sports within lessons to further increase their knowledge of sport. This does depend on the class and the retention of skills from previous years.</p>		
	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
Summary of key knowledge & skills	To understand how different exercises and types of exercise can affect the body in a positive way. To understand the positive effects of exercise on the body and mind.	To understand the technique and safety points in relation to throwing events. To understand the run up and measuring process for jumping events. To understand how a fully competitive competition is organised and will have experience of this.	To know the basic components that are needed to create a routine in gymnastics and dance. To have confidence in performing these routines. Throughout each lesson the basic skills upon the apparatus will be taught and the repetition of the basic movements and more complex movements will be recapped.	Pupils will recap the basic skills needed to play each game. These skills will be placed into competitive games. Tactics and positions will need to be learnt to progress their skill level further. The more complex skills learnt in year 8 will also be used to create competitive small sided games if necessary.	Pupils will recap the basic skills needed to play each game. These skills will be placed into competitive games. Tactics and positions will need to be learnt to progress their skill level further. The more complex skills learnt in year 8 will also be used to create competitive small sided games if necessary.	Pupils will recap the basic skills needed to play each game. These skills will be placed into competitive games. Tactics and positions will need to be learnt to progress their skill level further. The more complex skills learnt in year 8 will also be used to create competitive small sided games if necessary.
What are the opportunities for repetition and over-learning?	To revisit and understand how different components of fitness are improved and how to implement improvements.	To know the basic techniques to successfully carry out each athletics event. To know the track lines and event rules. Throughout each lesson the basic skills will be added onto and more complex techniques will be taught and repeated; if not in isolation then in conditioned competition or fully competitive event.	In dance the basic chorographic devices will be added onto and repeated; if not in isolation then in small routines. Pupils will be given a level for each activity. A good pupil in year 9 should be working at a level 5.	To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's. Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 9 should be working at a level 5.	To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's. Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 9 should be working at a level 5.	To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situation's. Throughout each lessons the basic skills will be added onto and repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in year 9 should be working at a level 5.
Main common assessments	A good pupil in year 9 should be working at a level 5..	Pupils will be given a level for each activity. A good pupil in year 9 should be working at a level 5.				



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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
Extended writing tasks						
Examples of opportunities for challenge	Health related exercise is a wonderful topic for pupils to challenge themselves of for staff to give pupils an appropriate challenge depending on fitness levels and mentality of each pupil.	Athletics again can be very individualised. Target can be given in relation to times and distances for each pupils or a group of pupils so they can work towards these.	Pupils attempt all skills taught in gymnastics and there are alternatives or extension tasks the teachers can give to extend able pupils. In dance the topics we choose are very different to what the pupils may experience outside of school and so we learn together. The use of choreography tasks helps those who are very good to show their experience and knowledge.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations.
Links to numeracy, literacy and other subjects	Numeracy – use of scoring systems, use of division when splitting into teams, measuring and timing in lessons. Literacy – Key words in lessons such as passing and receiving used frequently. PSHE – talks about hygiene and feminine care.					



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Enrichment, clubs, trips and other extra-curricular activities	Netball, basketball for boys and girls, badminton, trampolining, rugby, football for boys and girls.					
<u>Opportunities for links to careers</u>				<u>Opportunities for links to SMSC, PSHE, ethos and values</u> PSHE – talks about hygiene and feminine care. SMSC – Working with other constantly in lessons, understanding others abilities and being sympathetic towards other.		
<u>How can parents support learning?</u>				<u>Other comments</u>		