

Overall Curricu	Ilum Goal & Inten	<u>t</u>		Key prior knowledge and sk	ills	
PE at Warneford the school. PE h activities. We al and general hea self-esteem thro	d is designed to sup elps develop skill, c so strive to ensure lth. At Warneford, bugh enjoyment and fair play and good s	port, contribute and complem ompetence and knowledge in pupils understand the importa we encourage pupils to develo d success in physical activities, portsmanship.	a wide range of physical ance of physical fitness op self-confidence and , also to develop an	 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 they 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. 		
	HRE	Athletics	Gymnastics and	Invasion games	Net games	Striking and fielding
	Health related exercise	Athletics.	dance Gymnastics and dance.	Basketball, Football, Hockey, Netball, Rugby, alternative activities.	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 <i>know</i> and <i>learn</i> ?	Intent – Pupils often have no health related exercise knowledge prior to joining secondary school.	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.	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	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	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	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



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	the school. PE helps develop skill, competence and knowledge in a wide range of physical				es in their previous schools.	
activities. We also strive to ensure pupils understand the importance of physical fitness				Where possible we try to bu	ild on this by asking pupils wh	hat they have done
activities. We als	so strive to ensure p	pupils understand the importa	ance of physical fitness	previously, but safety of our	pupils is paramount. We also	set our pupils in PE when
and general hea	Ith. At Warneford,	we encourage pupils to develo	op self-confidence and	they arrive to ensure that th	ey are getting the best possib	le experience from every
self-esteem thro	ough enjoyment and	d success in physical activities,	, also to develop an	lesson.		
appreciation of	fair play and good s	nortsmanshin		Year 8 builds upon the skills	taught in Year 7. Pupils will be	e expected to use more
		portsmanship.			to place the basic skills learnt	-
				situations. Year 9 pupils con	tinue to build on prior learnin	g looking at set plays and
					ome may also start to officiate	•
					edge of sport. This does depe	nd on the class and the
	1	1	1	retention of skills from prev		
	HRE	Athletics	Gymnastics and	Invasion games	Net games	Striking and fielding
			dance			
	To understand	To understand the	movements and	be a conditioned game for	be a conditioned game for	this may be a conditioned
Summary of	how exercise	technique and safety	choreographic devices	safety reasons.	safety reasons.	game for safety reasons.
<u>key</u>	effects the	points in relation to	that can help with	Again the experience and	Again the experience and	Again the experience and
knowledge &	body	throwing events. To	choreography. Such as	skill levels will be different	skill levels will be different	skill levels will be different
skills	immediately	understand the run up	canon and unison.	depending on pupils depending on pupils dependin	depending on pupils	
	and in the	and measuring process		experiences at primary	experiences at primary	experiences at primary
	short term.	for jumping events.	To know the basic	school and of course their	school and of course their	school and of course their
	Pupils	To understand how a	components that are	sporting participationsporting participationsporting participationoutside of school.outside of school.outside of school.		
	experience	race is started and which	needed to create a			
	cardiovascular	parts of the track they	routine in gymnastics	Pupil's will learn the basic	Pupil's will learn the basic	Pupil's will learn the basic
	and muscular	can use during their	and dance. To have	skills needed to play each	skills needed to play each	skills needed to play each
	endurance	race. Pupils will also get	confidence in	game. These skills will be	game. These skills will be	game. These skills will be
	activities and	an opportunity to time	performing these	placed into a slightly	placed into a slightly competitive game and	placed into a slightly competitive game and
	discuss why	races.	routines.	competitive game and		
	these are a			then hopefully into a full	then hopefully into a full	then hopefully into a full
	benefit to a			sided game by the end of	sided game by the end of	sided game by the end of
	range of			each module.	each module.	each module.
	sporting					
	activities.					



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	c	ompetence and knowledge in		depending on the experiences in their previous schools.			
					ild on this by asking pupils wh	-	
		pupils understand the importa			pupils is paramount. We also		
and general hea	Ith. At Warneford,	we encourage pupils to develo	op self-confidence and	they arrive to ensure that th	ey are getting the best possib	le experience from every	
self-esteem thro	ough enjoyment and	d success in physical activities,	, also to develop an	lesson.			
appreciation of	fair play and good s	portsmanship.		-	taught in Year 7. Pupils will be	-	
					to place the basic skills learnt	0	
					tinue to build on prior learnin		
					ome may also start to officiate	•	
					edge of sport. This does dependent	nd on the class and the	
		A+61-+*	Cumma chier and	retention of skills from prev	· ·	Chaileing and fielding	
	HRE	Athletics	Gymnastics and	Invasion games	Net games	Striking and fielding	
	To know the	To know the basic	dance	To know the basic skills	To know the basic skills	To know the basic skills	
What are the	definitions of						
What are the		techniques to		and techniques outside of	and techniques outside of	and techniques outside of	
opportunities	cardiovascular fitness and	successfully carry out each athletics event. To		a games situation. For most to be able to	a games situation. For most to be able to	a games situation. For most to be able to	
for repetition and over-	muscular	know the track lines and		successfully put these			
learning?	endurance as	event rules.		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	basic skills within to a		
learning ?	well as other	event rules.		game context.	game context.	game context.	
	components of			game context.	game context.	game context.	
	fitness.						
	To know how						
	the body						
	reacts to						
	exercise.						
	excreise.						
	Throughout	Throughout each lesson	Throughout each	Throughout each lessons	Throughout each lessons	Throughout each lessons	
Main	each lesson the	the basic skills will be	lesson the basic skills	the basic skills will be	the basic skills will be	the basic skills will be	
common	basic	added onto and more	will be added onto	added onto and repeated	added onto and repeated	added onto and repeated	
assessments	knowledge will	complex techniques will	and repeated; if not in	if not in isolation then in	if not in isolation then in	if not in isolation then in	
	be added onto	be taught and repeated;	isolation then in small	conditioned games or full	conditioned games or full	conditioned games or full	
	or repeated.	if not in isolation then in	routines. Pupils will be	sided game. Pupils will be	sided game. Pupils will be	sided game. Pupils will be	
	Pupils will be	conditioned competition	given a level for each	given a level for each	given a level for each	given a level for each	
	given a level	or fully competitive	activity. A good pupil	activity. A good pupil in	activity. A good pupil in	activity. A good pupil in	



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HR	RE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
act puj sho wo	r each tivity. A good pil in year 7 ould be orking at a /el 3.	event. Pupils will be given a level for each activity. A good pupil in year 7 should be working at a level 3.	in year 7 should be working at a level 3.	year 7 should be working at a level 3.	year 7 should be working at a level 3.	year 7 should be working at a level 3.



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activities. We also strive to ensure pupils understand the importance of physical fitness					pupils is paramount. We also		
		we encourage pupils to develo			ley are getting the best possib	• •	
-		success in physical activities	-	lesson.	ley are getting the best possib	ie experience nom every	
	• • •	• •			taught in Year 7. Pupils will be	e expected to use more	
appreciation of t	fair play and good s	portsmansnip.		sports specific language and	to place the basic skills learnt	with success into game	
					tinue to build on prior learnin		
					ome may also start to officiate		
				further increase their knowledge of sport. This does depend on the class and the retention of skills from previous years.			
HRE Athletics Gymnastics and				Invasion games	Net games	Striking and fielding	
		Atmetics	dance	invasion games	Net Balles		
Extended	Create a mini lea	flet that summarises the ru	les and scoring systems for	or either football, netball, tabl	e tennis or badminton.		
-	Choose an activit	v vou have covered in vour	PF lessons so far this yea	r Explain two skills that you h	ave been successful with and	how this has affected your	
•	ong game positively. Explain two things that you need to work on when revisiting this activity in Year 8.						
,		ons of and give a sporting ex	ample for the following c	omponents of fitness.			
		scular endurance					
Extended writing tasks (at least two per long term)	Choose an activit game positively. Find the definitio - Muscular	ry you have covered in your Explain two things that you ons of and give a sporting ex r endurance scular endurance	PE lessons so far this yea need to work on when re	r. Explain two skills that you h evisiting this activity in Year 8.	ave been successful with and	how this has affected you	



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annreciation of	fair play and good s	sportsmanshin		Year 8 builds upon the skills	taught in Year 7. Pupils will be	e expected to use more	
				sports specific language and	to place the basic skills learnt	with success into game	
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				tactics where appropriate, s	ome may also start to officiate	e sports within lessons to	
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				retention of skills from previ			
	HRE	Athletics	Gymnastics and	Invasion games	Net games	Striking and fielding	
			dance				
Examples of	Health related	Athletics again can be	Pupils attempt all	The basic skills are taught	The basic skills are taught	The basic skills are taught	
opportunities	exercise is a	very indivualised. Target	skills taught in	with slight extensions if	with slight extensions if	with slight extensions if	
for challenge	wonderful	can be given in relation	gymnastics and there	the class or an individual is	the class or an individual is	the class or an individual is	
	topic for pupils	to times and distances	are alternatives or	able. How quickly the class	able. How quickly the class	able. How quickly the class	
	to challenge	for each pupils or a	extension tasks the	progress is an indication as	progress is an indication as	progress is an indication as	
	themselves of	group of pupils so they	teachers can give to	to the skill level of the	to the skill level of the	to the skill level of the	
	for staff to give	can work towards these.	extend able pupils. In	group. Again extension	group. Again extension	group. Again extension	
	pupils an		dance the topics we	tasks can be given and for	tasks can be given and for	tasks can be given and for	
	appropriate		choose are very	those very able; teachers	those very able; teachers	those very able; teachers	
	challenge		different to what the	can progress skills to a	can progress skills to a	can progress skills to a	
	depending on		pupils may experience	more game like situation	more game like situation	more game like situation	
	fitness levels		outside of school and	bringing in more complex	bringing in more complex	bringing in more complex	
	and mentality		so we learn together.	rules and regulations.	rules and regulations.	rules and regulations.	
	of each pupil.		The use of				
			choreography tasks				
			helps those who are				
			very good to show				
			their experience and				
			knowledge.				
	l						
Links to		(
numeracy,	Numeracy – use	e of scoring systems, use of a	division when splitting int	o teams, measuring and timin	g in lessons.		



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	HRE Athletics Gymnastics and Invasion games Net games S						
literacy and other subjects Enrichment, clubs, trips and other extra- curricular activities	dance Literacy – Key words in lessons such as passing and receiving used frequently. PSHE – Talks about hygiene and feminine care. Numeracy – Key skills used in lessons such as dividing the class into smaller groups and scoring in a game. Sports clubs for netball, basketball, football, badminton, trampolining, cheerleading, cricket, rounders, dodgeball and volleyball for boys and girls. Opportunities to compete in sports matches against other schools in netball, basketball, football, cricket, rounders, dodgeball, bench ball, cheerleading, athletics and cross country for boys and girls.						
	<mark>or links to careers</mark> iso Science – such	_	vranist	Opportunities for links to SMSC, PSHE, ethos and values PSHE – talks about hygiene and feminine care.			
Sport and Exercise Science – such as: nutritionist or physiotherapist Sport Business & Leisure Management – such as: sports marketing or arena manager Sports Development – such as: PE teacher or sport official Fitness Instruction – such as: personal trainer or strength and conditioning coach Outdoor Education – such as: adventure coach or outdoor instructor Performance & Excellence – such as: elite performer or elite performer coach				 SMSC – Working with others constantly in lessons, understanding others abilities and being sympathetic towards other. Values – learning values of sport such as: teambuilding, fairness, respect, inclusion and equality. Ethos – Sportsmanship is developed in PE as individuals show consideration for other pupils and understand how fairness should be promoted in sport and other areas. 			
	s support learnin different fitness			Other comments			



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HRE Athletics Gymnastics and dance			Invasion games	Net games	Striking and fielding	
To help practice the basic movements/ skills taught in lessons. Both of these things will help consolidate knowledge.				1		