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### Key prior knowledge and skills

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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
	Health related exercise	Athletics and OAA	Gymnastics and dance.	Basketball, Football, Hockey, Netball, Rugby.	Badminton, volleyball and Tennis.	Rounders and Cricket.
<b>Topic Focus</b>	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.
<b>Intent</b>  <b>What do you want students to know and learn?</b>	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	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.	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	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	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



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<b>Summary of key knowledge &amp; skills</b>	<p>increase pupil participation inside and outside of school.</p> <p>To understand how different exercises and types of exercise can affect the body in a positive way. To understand the positive effects</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. To understand how a fully competitive competition is organised</p>	<p>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.</p> <p>To know the basic components that are needed to create a routine in gymnastics and dance. To have confidence in performing these routines.</p>	<p>are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.</p> <p>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</p>	<p>are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.</p> <p>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</p>	<p>are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.</p> <p>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</p>



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<b>What are the opportunities for repetition and over-learning?</b>	<p>of exercise on the body and mind.</p> <p>To revisit and understand how different components of fitness are improved and how to implement improvements.</p>	<p>and will have experience of this.</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 upon the apparatus will be taught and the repetition of the basic movements and more complex movements will be recapped. In dance the basic choreographic devices will be added onto and repeated; if not in isolation then in small routines.</p>	<p>to create competitive small sided games if necessary.</p> <p>To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situations.</p>	<p>to create competitive small sided games if necessary.</p> <p>To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situations.</p>	<p>to create competitive small sided games if necessary.</p> <p>To know all of the basic skills and techniques. To be able to show they can perform these in more complex practice situations.</p>



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<b>Main common assessments</b>	A good pupil in year 7 should be working at a level 5.	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 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.	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.	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.	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.



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<b>Extended writing tasks (at least two</b>	Research a sport of your choice. Find out six rules and six regulations explaining why these are important within your chosen sport. Include references to where you found out the information.					



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<b>per long term)</b>	Choose an activity you have covered in your PE lessons so far this year. Analyse your performance within your chosen activity, stating two skills that have been performed well and two that will need improvement (make sure you explain, evaluate and analyse).  Watch ten minutes of live sport on TV or the internet and then choose a player. Write an analysis of their performance including three skills they have carried out well and three that need to be improved.					
<b>Examples of opportunities for challenge</b>	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 dependent on the individual. 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	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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			helps those who are very good to show their experience and knowledge.			
<b>Links to numeracy, literacy and other subjects</b>	Numeracy – Key skills used in lessons such as the use of scoring systems, use of division when splitting into teams, and measuring and timing in lessons. Literacy – Key words in lessons such as passing and receiving used frequently. PSHE – talks about hygiene and feminine care.					
<b>Enrichment, clubs, trips and other extra-curricular activities</b>	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.					
<b><u>Opportunities for links to careers</u></b>				<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>		
				PSHE – talks about hygiene and feminine care.		



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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				PSHE – talks about hygiene and feminine care. SMSC – Working with other constantly in lessons, understanding others abilities and being sympathetic towards other. Values – learning values of sport such as: perseverance and discipline. 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.		
<b><u>How can parents support learning?</u></b> Look at games/ activities as a whole. Look at complex skills. Look at tactics. Any repetition of these would be useful to performers.				<b><u>Other comments</u></b>		