

## Physical Education

### Curriculum Principles

**By the end of their all-through education, a student of PE at Dixons Trinity Chapeltown will:**

- have developed a secure foundation of fundamental movement skills which allow students to apply basic and core principles to a range of sports.
- have developed knowledge in a wide range of sports including physical, tactical and decision-making skills that can be applied successfully into a competitive situation.
- know the physical, mental and social benefits of lifelong participation in physical activity and have considered the negative impacts of following a sedentary lifestyle.
- have, if they continue their study to examination PE at key stage 4, developed their knowledge in a wide range of sporting contexts outside of performing including understanding how the body works and its response to exercise, sports psychology and diet.

**Our unifying 'sentence' is: "The PE department instils a love for lifelong participation of physical activity in all students ensuring they have and can apply knowledge on a healthy, active lifestyle".**

**In order to achieve a true understanding, PE topics have been intelligently sequenced based on the following rationale:**

- At Base Camp and Lower Peak, the activities in PE are not sport specific, but designed to create physically literate children who can explore, play and follow the rules of the activity. The same fundamental PE principles apply to all activities. From lower peak onwards, students will develop a gradually increasing depth of understanding of these principles: throwing, catching, dance, gymnastics, running and jumping.
- Throughout middle peak students will build on and apply these fundamental skills into sport specific practices. More complex tactical and regulation principles will be introduced in later stages of middle peak and all of these will be applied in a competitive environment. Middle peak students will develop the skill, knowledge and confidence to participate in accessible specific sport practices out of the classroom environment to develop their journey towards a healthy, active lifestyle.
- In middle peak and beyond every PE lesson will begin with a topic specific student lead Do Now that will ensure students are suitably warmed up ready for the lesson. In the first lesson of the week students are introduced to key underlying skills and principles through skills practices which will then be embedded into a competitive situation or conditioned practice or performance situation in the second lesson of the week. Rules, regulations, tactics and performance techniques will be developed throughout both lessons.
- At upper peak the activities are aimed to develop high quality athletes that can demonstrate and apply basic, core and advanced physical skills; a range of tactical proficiencies; a deep understanding of rules and regulation principles and an ability to apply all of these correctly in a range sport-specific competition. In upper peak and co-curricular a broader curriculum will ensure students can access all types of physical activity (e.g. using the gym) to enable them to apply this in their own healthy active lifestyle.
- technical proficiency of physical skills relies on regular practice over an extended period of time. Topics from lower peak-upper peak have been interleaved and structured to allow for ongoing development and practice of skill and in middle and upper peaks, sport specialisms.
- fundamentally, the curriculum has been sequenced to allow students to gradually build a depth of physical skill through the application of this procedural and substantive knowledge in a wide range of sporting contexts. These encompass western and non-western traditions from throughout history and will be explored through performance in lessons and extra-curricular opportunities such as the sports showcase, clubs and fixtures.
- in Y4 we teach all students to swim at a local swimming pool in order to give them the knowledge and confidence to engage in water based activities safely for the rest of their lives.

**The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- our curriculum is designed around the most disadvantaged learner in our community. We are careful not to assume any prior general knowledge or access to physical activity and sport. All students are taught a rigorous curriculum which extends beyond the expectations set by the national curriculum for PE. Although students are taught in groups, we have the same high expectations of all students and we do not narrow the curriculum based on prior attainment. In lower and middle peak, all students are taught from the same scheme so that everyone has access to the same powerful knowledge, but some activities may be supplemented or modelled as required for individual or small groups of students.
- disadvantaged students and those from identified underrepresented groups are prioritised by teachers when creating and implementing their intervention and prevention plans. Teachers will identify the gap instruction focus and then personalise highly tailored teaching methods such as targeted questioning, scaffolding or breakout groups for those students.



- communication and teamwork can be a key determining factor in a child's future social and professional success. Often, students from disadvantaged backgrounds do not always have the same level of social and cultural competencies as their non-disadvantaged peers. As a result, the PE curriculum strongly promotes and provides many opportunities for practice of communicating effectively with others to be successful in a team or deal with conflict. Teachers pre-plan groups prior to the lesson to ensure students are working with the most suitable peer to support their learning. Roles such as a Do Now leader/ equipment manager will also be given to targeted students who may benefit from experience with increased responsibility and leadership.
- students with special educational needs or disabilities are given extra support where identified on IP sheets. Students can be taught or re-taught in a small group setting so that their needs can be catered for. Students who are new to English will receive extra support with vocabulary and literacy in PE. Teachers will use suitable buddies and groupings to support learning of most vulnerable and SEND students.

**We fully believe PE can contribute to the personal development of students at DTC:**

- PE lessons are imperative for a student to develop their physical health and well-being, but also understand why being physically healthy is important so that they can thrive in a top job and have a great life. Students will engage in high levels of activity that have lasting impact on their cardiorespiratory and muscular systems when sustained. Students in upper peak, will study the impact of drugs, obesity and a sedentary lifestyle on people.
- the social development (social health) of our students is nurtured through the challenges that each individual sport or activity presents. All lessons will require students to communicate effectively with each other and, at times, work in teams or small groups to overcome barriers. Lessons have been designed to support students in being confident communicators taking lead where necessary and be comfortable with making mistakes or losing. During dance, students will work in pairs to create, perform and evaluate a routine with given success criteria.
- resilience, determination and self-esteem are just some of the many psychological factors that can be imperative to a person's mental health. It is well researched that exercise can have positive effects on a person's mental well-being and the PE curriculum has high expectations and challenging activities will push students out of their comfort zones and careful scaffolding of successes and next steps in every lesson will help students to improve their self-esteem. Fitness activities that focus on cardiovascular and muscular endurance will help instil that grit and determination to not give up when faced with difficulty.
- Throughout all peaks, students will be breaking down cultural barriers that exist within sport and society. Students will work together in mixed ability groups to understand and appreciate different backgrounds such as gender, religion and disability. For example, all students will take part in activities such as Bhangra, Netball and Rugby. At KS4 in GCSE PE, students will have time to discuss priority groups in sport and look at some of the barriers that they must overcome.

**At KS2, KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- the PE department explicitly teaches links to careers throughout upper peak providing students with the knowledge and understanding of what is required for the next steps of their career and development. Students are exposed to careers via the 'careers spotlight' in areas such as teaching, personal training, coaching, physiotherapy and sports scientists. Explicit links are made to other subjects with reference to how students can use the knowledge (and skills) learned in PE to underpin and support other career pathways.

**A true love of PE involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- many of the practical activities studied at Dixons Trinity Chapeltown, come from outside of the National Curriculum such as yoga and rounders. The activities transfer many of the skills acquired and needed to be successful at GCSE but offer students the opportunity to explore sports from different cultures across the world and find an activity to pursue into adulthood.
- the PE Department offers many extra-curricular clubs after school and are available to all students to develop their skill set, understanding of the game/activity and socialise with peers. As part of this, students are given multiple opportunities to represent the academy at competitions including the Dixons Cup and local competitions.
- students wishing to develop their knowledge beyond the curriculum can select sport, dance or rowing as their co-curricular elective. During a variety of games, students will engage in competitive team sports, whereas in rowing, students will work closely with coaches from the University of Leeds to develop their discipline and technique for rowing both in the fitness suite and out on the lake. Leeds Rhinos and Yorkshire Cricket are also regularly engaging with our students to provide them with external influences.
- at the end of each 13-week cycle, students who have participated in sport electives come together to compete in the sports showcase, contesting to earn the highly coveted house points. We also hold an academy all through sports day at the end of each academic year which will take place at the John Charles Sport Centre.



## Physical Education

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each phase from EYFS through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	<b>New learning</b>	<b>Movement and Expression</b> Setting routines for PE and following whistle commands; copy and remember movement and positions; communicating a narrative through movement <b>Gymnastics</b> Balancing using different body parts; travelling in a variety of ways; negotiating space	<b>Throwing and Catching</b> Learning to accurately throw and catch a large ball standing still and moving; throwing and catching with a friend; throwing at a target and developing aim <b>Dance</b> Copy moves and positions, moving in response to music, movement to communicate a mood;	<b>Balance</b> Safely balancing on a range of equipment; travelling across equipment at varying heights jumping and landing off equipment <b>Athletics</b> Throwing objects of different shapes and sizes; running distances; negotiating obstacles
	<b>Developing fundamental movements</b>	<b>1. Fundamental movements (gymnastics)</b> Safety with equipment; balancing; shapes of the body; forms of travel and climbing equipment <b>2. Fundamental skills (running and jumping)</b> Moving with coordination and control; move confidently in space; awareness of others when moving in small spaces	<b>3. Fundamental movements (dance)</b> Copy and remember moves and positions; communicate a mood; feeling; idea; move with control and coordination <b>4. Fundamental skills (throwing and catching)</b> Control of a ball; moving a ball around a space using different parts of the body; throwing and catching	<b>5. Fundamental skills (invasion games)</b> Individual and team games; directional invasion; space in a game <b>6. Fundamental skills (athletics)</b> Throwing objects of different shapes and sizes; running different distances; jumping different ways
YEAR 1	<b>NCPE aims</b>	KS1a	KS1a, KS1c	KS1a, KS1b
	<b>Interleaving</b>	EYFS	EYFS	Invasion games: 2, 4; Athletics: 2, 4
	<b>New learning</b>	<b>7. Fundamental movements (gymnastics)</b> Copy and remember actions with control and awareness of space; show contrast (levels) <b>8. Fundamental skills (throwing and catching)</b> Control of a ball; moving a ball around a space using different parts of the body; throwing and catching, bouncing; throwing; rolling; kicking and catching of different object.	<b>9. Fundamental movements (dance)</b> Copy and remember moves and positions; communicate a mood; feeling; idea; move with control and coordination <b>10. Fundamental skills (striking and fielding)</b> Sending an object towards a target; using different types of bat to send a ball towards a target; developing hitting and kicking skills	<b>11. Fundamental skills (athletics)</b> Moving with agility; balance and coordination through running; jumping; hopping and skipping <b>12. Fundamental skills (invasion games)</b> Using running; jumping and catching in combination; basic concepts of attack and defence; invading an area; using different sports
YEAR 2	<b>NCPE aims</b>	KS1a	KS1a, KS1a	KS1c, KS1b
	<b>Interleaving</b>	Gymnastics: 1 Throwing and catching: 4	Dance: 3 Striking and fielding: 4	Invasion games: 2, 4, 5, 8, 10 Athletics: 2, 4, 6
	<b>New learning</b>	<b>13. Developing movements (gymnastics)</b> Plan; perform and repeat sequences; alignment of body parts; move with fluency and expression; changes of speed; direction and level; travel <b>14. Developing skills (throwing and catching)</b> Tracking different sizes of balls, catching after multiple bounces, one bounce, exploring two handed throwing, one handed throwing	<b>15. Developing movements (dance)</b> Plan; perform and repeat sequences; alignment of body parts; move with fluency and expression; changes of speed; direction and level; travel <b>16. Developing skills (striking and fielding)</b> Returning a ball sent by an opponent; send and receive; using skills in combination; throwing and hitting with a degree of accuracy	<b>17. Developing skills (athletics)</b> Running and jumping skills in combination; range of throwing skills; competing with others; variety of jumps with balance and control <b>18. Developing skills (invasion games)</b> Maintain possession of the ball; invasion; compete with others; begin making decisions when in possession of the ball (team); game sports such tag rugby and netball
YEAR 3	<b>Developing fluency in fundamental movements</b>			



		Knowledge, skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
YEAR 3	NCPE aims	KS2c, KS2a	KS2d, KS2a, KS2b	KS2a, KS2b, KS2c	
	Interleaving	Gymnastics: 1, 7 Throwing and catching: 4, 8	Dance: 3, 9 Striking and fielding: 4, 10	Invasion games: 5, 8, 10, 12, 14, 16 Athletics: 2, 4, 6, 11	
YEAR 4 Developing fluency in fundamental movements	New learning	<b>19. Gymnastics</b> Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; use of equipment. <b>20. Developing skills (invasion games)</b> Develop tactics with teammates; lead others; cause problems for the opposition; use skills to maintain possession; activities to include football, tag rugby, netball	<b>21. Dance</b> Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; movements that convey ideas <b>22. Developing skills (striking and fielding)</b> Identify space in a field; work as a team to gain points; tactics for striking and fielding; consistently aim and hit targets; choose the appropriate skill, activities to include versions of rounders/cricket.	<b>23. Swimming (all cycles)</b> Develop water confidence through basic strokes such as breaststroke, front crawl and back stroke. <b>24. Athletics</b> Running for speed; running for stamina; combination of running and jumping; throwing techniques; compete with others	
	NCPE aims	KS2a, KS2b, KS2c	KS2a, KS2b, KS2d	KS2a, KS2b, KS2c	
	Interleaving	Gymnastics: 1, 7, 13 Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18	Dance: 3, 9, 15 Striking and fielding: 4, 10, 16	Athletics: 2, 4, 6, 11, 17 Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22	
YEAR 5 Refining and applying fundamental movements	New learning	<b>25. Football</b> Gaining possession; combining with team mates; concept of invasion; work alone / in team to win points <b>26. Basketball</b> Gaining possession; combining with team mates; concept of invasion; work alone and with team to win points	<b>27. Gymnastics</b> Refine movements into sequences; move in clear and expressive manner; flight; transfer of weight and power in movements; balances and begin to analyse performance <b>28. Cricket</b> Strike a bowled / volleyed ball; choose appropriate tactics in a game; fielding techniques	<b>29. Athletics</b> Running technique; pacing; jumping for height; jumping for distance; introduction of hurdles (mini); compete with others <b>30. Netball</b> Gaining possession; combining with team mates; concept of invasion; work alone and with team to win points, introduce positions	
	NCPE aims	KS2a, KS2b, KS2c, KS2f	KS2a, KS2b, KS2d, KS2f	KS2a, KS2b, KS2d, KS2f	
	Interleaving	Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23	Gymnastics: 1, 7, 13, 19 Striking and fielding: 4, 10, 16, 22	Athletics: 2, 4, 6, 11, 17, 24 Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26	
YEAR 6 Refining and applying fundamental movements	Application and extension of key skills	<b>31. Netball</b> Combine techniques in game situations; anticipating play; defending and attacking, some positions and shooting <b>32. Rugby</b> Combine techniques in game situations; anticipating play; defending and attacking	<b>33. Table tennis</b> Hit a ball over the net onto the table; use co-ordination with accuracy to successfully rally and compete against another player. <b>34. Dance</b> Strength; stamina; gymnastics moves; expression; extension and tension; create sequences	<b>35. Athletics</b> Components of fitness; exercises and sports related to components of fitness; improving performance <b>36. Rounders</b> Consistency when striking a ball; striking into space; appropriate tactics in a game	
	NCPE aims	KS2a, KS2b, KS2c, KS2f	KS2a, KS2b, KS2d, KS2f	KS2a, KS2b, KS2d, KS2f	
	Interleaving	Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26, 29	Dance: 3, 9, 15, 21, 27 Striking and fielding: 4, 10, 16, 22, 28	Athletics: 2, 4, 6, 11, 17, 24 Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26, 29, 32	
YEAR 7 Developing and applying core sport specific skills	New learning	<b>37. Netball</b> Footwork, passing, catching, shooting, marking, positions	<b>39. Dance</b> Leaps, balances, turns and travelling, step patterns, aesthetics, balance and control	<b>41. Rugby</b> Handling & carrying, passing, tackling, playing the ball in contact, beating opponents, try scoring	<b>43. Cricket/ rounders</b> Stopping and throwing, catching, front foot drives, cut and pull, bowling action, bowling line and length
		<b>38. Football</b> Dribbling, ball control, short & long passing, shooting, tackling, marking	<b>40. Table Tennis</b> Forehand serving, forehand push, forehand drive, forehand chop, basic rallying	<b>42. Athletics</b> 100m technique, long distance technique, long jump technique, shot technique, discus, javelin	<b>44. Handball</b> Two handed catching, dominant hand dribbling, passing, shooting, feinting, screening with the ball
	NCPE aims	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f	KS3a, KS3b, KS3e	KS3a, KS3e, KS3f



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 8 BOYS Developing and applying advanced sport specific skills	New learning	<b>Half term 1</b> <b>47. Football</b> Dribbling to beat opposition, chest & thigh control, non-dominant passing, volleying, jockeying, marking off the ball	<b>Half term 3</b> <b>49. Handball</b> One handed catching, non-dominant dribbling, jump passing, jump shots, intercepting, screening with no ball	<b>Half term 5</b> <b>51. Athletics</b> 200m technique, pacing, triple jump technique, slide technique, rotational throw, stepping technique
		<b>Half term 2</b> <b>48. Dance</b> Advanced variations of basic skills, motifs & theme, repetition & climax	<b>Half term 4</b> <b>50. Table Tennis</b> Backhand serving, serving with spin, backhand push, backhand drive, backhand chop, shot selection	<b>Half term 6</b> <b>52. Cricket/ Rounders</b> Run outs, wicket keeping, back foot drives, hook and sweep, bowling variations, varying line and length
	NCPE aims	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f	KS3a, KS3b, KS3e
YEAR 8 GIRLS Developing and applying advanced sport specific skills	New learning	<b>Half term 1</b> <b>47. Netball</b> Footwork, mid distance passing, catching on the move, shooting (stepping), shadowing, interception, positions	<b>Half term 3</b> <b>49. Dance</b> Advanced variations of basic skills, motifs & theme, repetition & climax	<b>Half term 5</b> <b>51. Athletics</b> 200m technique, pacing, triple jump technique, slide technique, rotational throw, stepping technique
		<b>Half term 2</b> <b>48. Table Tennis</b> Backhand serving, serving with spin, backhand push, backhand drive, backhand chop, shot selection	<b>Half term 4</b> <b>50. Football</b> Dribbling to beat opposition, chest & thigh control, non-dominant passing, volleying, jockeying, marking off the ball	<b>Half term 6</b> <b>52. Rounders/ Cricket</b> Run outs, backstop, batting direction, batting flight, bowling variations, varying line and length
	NCPE aims	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f	KS3a, KS3b, KS3e
YEAR 9 BOYS Developing, applying sport specific, tactical and decision-making skills (core)		<b>Half term 1</b> <b>53. Football</b> When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles	<b>Half term 3</b> <b>55. Rugby</b> When to run, when to pass, defensive tactics, crossing the gain line, attacking tactics, when to kick.	<b>57. Table Tennis</b> Second serve tactics, defensive strategies, shot selection, attacking strategies, outwitting opponents, attack / defence positions
		<b>Half term 2</b> <b>54. Basketball</b> Dribbling, different types of pass, rules, different types of shot,	<b>56. Athletics</b> Rules and tactics of all track and field events	<b>58. Cricket</b> Attacking fielding tactics, defensive fielding tactics, shot selection, shot selection, bowling tactics, rules and regulations
	NCPE aims	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f
YEAR 9 GIRLS Developing, applying sport specific, tactical and decision-making skills (core)		<b>Half term 1</b> <b>53. Netball</b> When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces	<b>Half term 3</b> <b>54. Table Tennis</b> Second serve tactics, defensive strategies, shot selection, attacking strategies, outwitting opponents, attack / defence positions	<b>Half term 5</b> <b>Athletics / fitness</b> Rules and tactics of all track and field events
		<b>Half term 2</b> <b>53. Dance</b> Routine difficulty, routine choreography, responding to music, routine fluency, use of space, use of showmanship	<b>Half term 4</b> <b>Rugby</b> When to run, when to pass, defensive tactics, crossing the gain line, attacking tactics, when to kick.	<b>Half term 6</b> <b>Cricket/ rounders</b> Attacking tactics, when to run, where to hit the ball, where to throw the ball.
	NCPE aims	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 9 Developing knowledge from the wider sporting context (examination)	OCR GCSE PE	<p><b>Components of Fitness</b> Names and descriptions of fitness tests, definitions and different examples of the main components of fitness</p> <p><b>Methods and Principles of Training</b> Main training methods and examples, principles of training, creating a training programme.</p> <p><b>Skeletal System</b> Names and locations of bones, functions of skeleton, types of joints, features of joints, types of movements</p> <p><b>Muscular System</b> Names and locations of muscles, muscle roles in movements, muscle pairs, muscle agonists.</p>	<p><b>Movement Analysis</b> Planes, levers, axis, mechanical advantage and sporting examples</p> <p><b>Cardiovascular System</b> Types of blood vessels, pathway of blood, double circulatory system, cardiac output, heart rate, stroke volume</p> <p><b>Respiratory System</b> Pathway of air, breathing rate, tidal volume, minute ventilation, aerobic and anaerobic exercise.</p>	<p><b>Effects of Exercise</b> Short term and long term effects of exercise on the four main body systems</p> <p><b>Reducing Risks in Sport</b> Warm up and cool down, types of risk and minimising risks in sport</p> <p><b>Principles of training</b> How principles of training relate to success within a training programme.</p>
	Interleaving	<p>Recall do now tasks, interleaved mini tests, application questions</p> <p>Recall of CS, RS and effects of exercise (EE)</p> <p>Recall of RS, EE and components of fitness (CF)</p> <p>Recall of skeletal system (SS)</p> <p>Recall of SS and muscular system (MS)</p>	<p>Recall do now tasks, interleaved mini tests, application questions</p> <p>Recall of SS, MS and movement analysis (MA)</p> <p>Recall of MS, MA and cardiovascular system (CS)</p> <p>Recall of MA, CS and the respiratory system (RS)</p>	<p>Recall do now tasks, interleaved mini tests, application questions</p> <p>Recall of EE, CF and methods and principles of training (MP)</p>
	BTEC Tech Award Sport, Activity and Fitness	<p><b>1A- Investigate the impact of sport and activity on the body systems</b> Cardiorespiratory system, musculoskeletal system, physiological impact of activity on body systems</p>	<p><b>1B- Explore common injuries in sport and activity and methods of rehabilitation</b> Common sporting injuries, causes of common sporting injuries, management and rehabilitation of sporting injuries.</p>	<p><b>1C- Understand the use of technology for sport and activity</b> Different types of technology in sport and activity, the benefits of technology on improving body systems for sport and activity and the limitations of technology to sport and activity.</p>
	Interleaving	<p>Recall do now tasks, interleaved mini tests, application questions</p> <p>Cumulative learning objective tests following each teaching set</p>	<p>Recall do now tasks, interleaved mini tests, application questions</p> <p>Cumulative learning objective tests following each teaching set</p>	<p>Recall do now tasks, interleaved mini tests, application questions</p> <p>Cumulative learning objective tests following each teaching set</p>
	CEAIG	Careers in physiotherapy	Careers in cardiology	Careers in personal training
YEAR 10 Developing physical, mental, social capacity in order to promote lifelong participation (core)	Core PE	<p><b>Physical</b> Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p><b>Mental</b> Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p><b>Social</b> Students will organise and lead their own tournaments across a range of activities</p>	<p><b>Physical</b> Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p><b>Mental</b> Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p><b>Social</b> Students will organise and lead their own tournaments across a range of activities</p>	<p><b>Physical</b> Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p><b>Mental</b> Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p><b>Social</b> Students will organise and lead their own tournaments across a range of activities</p>
	NCPE aims	KS4a, KS4b, KS4c, KS4d, KS4e	KS4a, KS4b, KS4c, KS4d, KS4e	KS4a, KS4b, KS4c, KS4d, KS4e
	Interleaving	Students draw on the knowledge, skills and understanding they have gained in KS1-KS3 in order to be able to effectively select and apply the knowledge and skills they required to be successful in a breadth of activities.		



		Knowledge, skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
YEAR 10	Developing knowledge from the wider sporting context (examination)	OCR GCSE PE	<b>Health and Fitness</b> Health, fitness, wellbeing, physical benefits, social benefits, mental benefits, impacts of a sedentary lifestyle <b>Diet and Nutrition</b> Definition of a balanced diet, components of a balanced diet, effect of different diets on physical activity, effects of hydration.	<b>Mental Preparation</b> Imagery, mental rehearsal, selective attention, positive thinking, guidance, feedback and advantages and disadvantages of all <b>Skilful Movements and Goals</b> Types of movements, classifying movements, characteristics of movements, SMART goals and the psychological benefits of SMART goals	<b>J587/03 – Coursework</b> Overview of fitness test results, analysis and evaluation of current levels of fitness, analysis and overview of skill requirements of the sport, movement analysis, health and safety considerations, skill classification, six-week progressive action plan with SMART goals
		Interleaving	Recall do now tasks, interleaved mini tests, application questions Recall of SP, ES and mental preparation (MP) Recall of ES, MP and health and fitness (HF) Recall do now tasks, interleaved mini tests, application questions	Recall do now tasks, interleaved mini tests, application questions Recall of CF, MP and reducing risks in sport (RR) Recall of MP, RR and skilful movements and goals (SM)	Recall do now tasks, interleaved mini tests, application questions Recall of topic 1-9
		BTEC Tech Award Sport, Activity and Fitness	<b>2A- Training to improve fitness for sport and activity</b> Methods of training, Interpreting fitness data, principles of training, understanding a fitness training programme	<b>2B – Nutrition for sport and activity</b> Macronutrients, micronutrients, hydration and improving nutrition for sport and activity.	<b>2C- The psychological influence that motivation, self-confidence and anxiety have on participation in sport and activity</b> The impact motivation, self confidence and anxiety can have on participation in sport a and activity.
		Interleaving	Recall do now tasks, interleaved mini tests, application questions	Recall do now tasks, interleaved mini tests, application questions Recall of factors affecting injury (FAI), cumulative mini-test	Recall do now tasks, interleaved mini tests, application questions Recall of FAI and Warm Ups (WU) 2, cumulative mini-test
		CEAIG	Careers in sports coaching	Careers in sports development	
YEAR 11	Developing physical, mental, social capacity in order to promote lifelong participation (core)	Core PE	<b>Physical</b> Health and fitness Students will engage in activities from across the curriculum (Y7-Y9) <b>Mental</b> Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning <b>Social</b> Students will organise and lead their own tournaments across a range of activities	<b>Physical</b> Health and fitness Students will engage in activities from across the curriculum (Y7-Y9) <b>Mental</b> Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning <b>Social</b> Students will organise and lead their own tournaments across a range of activities	
		NCPE aims	KS4a, KS4b, KS4c, KS4d, KS4e	KS4a, KS4b, KS4c, KS4d, KS4e	
YEAR 11	Developing knowledge from the wider sporting context (examination)	OCR GCSE PE	<b>Affecting Participation</b> Factors that affect participation including age, gender, culture and religion, trending in physical activity, influence of sport, influence of sponsorship, influence of media, golden triangle, strategies to improve participation <b>Ethics in Sport</b> Sportsmanship, gamesmanship, deviance, drugs impact, drug effects, PEDs, violence, aggression	Review and revision of all GCSE topics with a particular focus on content recall from throughout the three years and a focus on applying a range of examples to all aspects of the specification to support flexible application of the retained knowledge	



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
<b>YEAR 10</b> Developing knowledge from the wider sporting context (examination)	<b>Interleaving</b>	Recall of RR SM and factors affecting participation (FP) Recall of FM, SP and ethics in sport (ES)	Recall do now tasks, interleaved mini tests, application questions Recall of all topics	
	<b>BTEC Tech Award Sport, Activity and Fitness</b>	<b>3A- Understand the fundamentals of sport and activity leadership</b> Attributes of a leader, the benefits of participation in sport and activity sessions including physical long term and short term and psychological benefits.	<b>3B/C- Planning delivering and reviewing sessions for target groups.</b> Different types of target groups, types of sessions, Session plan, warm up, main component and cool down. Methods of delivery and methods of reviewing.	
	<b>Interleaving</b>	Recall do now tasks, interleaved mini tests, application questions Recall of topic FAI, WU and responding to injuries (RI), cumulative mini-test	Recall do now tasks, interleaved mini tests, application questions Recall of all topics, cumulative mini-test	

\*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

## Appendix A – Summary of secondary interleaving codes

- Prior learning in gymnastics (1, 7, 13, 19, 25, 31) will be expressed as “A”
- Prior learning in dance (3, 9, 15, 21, 27, 33) will be expressed as “B”
- Prior learning in invasion games (2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26, 29, 32, 26) will be expressed as “C”
- Prior learning in striking and fielding (4, 10, 16, 22, 28, 34) will be expressed as “D”
- Prior learning in the fundamentals of fitness (35) will be represented as “E”
- Prior learning in athletics (2, 4, 6, 11, 17, 24, 30) will be represented as “F”



## Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<b>W/C 24/08</b>	<b>W/C 31/08</b>	<b>W/C 07/09</b>	<b>W/C 14/09</b>	<b>W/C 21/09</b>	<b>W/C 28/09</b>	<b>W/C 05/10</b>	<b>W/C 12/10</b>	<b>W/C 02/11</b>	<b>W/C 09/11</b>	<b>W/C 16/11</b>	<b>W/C 23/11</b>	<b>W/C 30/11</b>
	Term 1	<i>School closed 31/08 and 1/09</i>		Netball	Netball	Netball	Netball	Football	Football	Football	Football	Dance	Dance
	<b>Induction</b>	<b>Induction</b>	<b>Induction</b>	Passing and receiving	Footwork	Outwitting your opponent	Defending / marking	Passing and receiving	Dribbling	Attacking	Defending	Bhangra-movement motif	Bhangra gestures
Cycle 2	<b>W/C 07/12</b>	<b>W/C 14/12</b>	<b>W/C 04/01</b>	<b>W/C 11/01</b>	<b>W/C 18/01</b>	<b>W/C 25/01</b>	<b>W/C 01/02</b>	<b>W/C 08/02</b>	<b>W/C 22/02</b>	<b>W/C 01/03</b>	<b>W/C 08/03</b>	<b>W/C 15/03</b>	<b>W/C 22/03</b>
	Dance	Dance	Table Tennis	Table Tennis	Table Tennis	Table Tennis	Rugby	Rugby	Rugby	Rugby	Athletics	Athletics	Athletics
	Bhangra timing	Bhangra performance skills	Body position and hitting the ball after a bounce	Backhand push	Forehand push	Serve	Grip of the ball	Passing and receiving	Scoring a try	Tackling	200m and long jump	800m and shot put	100m and triple jump
Cycle 3	<b>W/C 29/03</b>	<b>W/C 19/04</b>	<b>W/C 26/04</b>	<b>W/C 03/05</b>	<b>W/C 10/05</b>	<b>W/C 17/05</b>	<b>W/C 24/05</b>	<b>W/C 07/06</b>	<b>W/C 14/06</b>	<b>W/C 21/06</b>	<b>W/C 28/06</b>	<b>W/C 05/07</b>	<b>W/C 12/07</b>
	Athletics	Cricket	Cricket	<i>School Cricket closed 3/05</i>	Rounders	Rounders	Rounders	Handball	Handball	Handball	Handball	Handball	<i>Data Day 15/07</i>
	Relay and discus	Fielding	Batting	Bowling	Outwitting opponents	Accuracy of batting	Bowling and backstop	Passing and receiving	Dribbling	Shooting including jump shot	Blocking and defending	Game play	<b>End of Year Celebration</b>

### Year 8 Long Term Plan (Boys)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	<i>School closed 31/08 and 1/09</i>		Football	Football	Football	Football	Football	Basketball	Basketball	Basketball	Basketball	Basketball
	Induction	Induction	Induction	Passing and receiving with non dominant foot, including long distance passing.	Dribbling with both feet	Defending including tackling	Attacking including shooting	Game play and tactics	Passing and receiving including overhead pass	Dribbling with both hands	Interception	Outwitting opponents including fake and drive	Attacking including set shot
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
	Basketball	Basketball	Dance	Dance	Dance	Dance	Dance	Dance	Table tennis	Table tennis	Table tennis	Table tennis	Table tennis
	Defending including shielding	Game play and tactics	Contemporary dance- movement motif	Contemporary dance- gestures	Contemporary dance- timing	Contemporary dance- formation	Contemporary dance- group choreography	Contemporary dance- performance skills	Body position, forehand and backhand	Backspin serve (forehand and backhand)	Forehand topspin	Backhand topspin	Outwitting opponent through accuracy and precision
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
	Table tennis	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Cricket	Cricket	Cricket	Rounders	Rounders	Data Day 15/07
	Game play and tactics.	Sprinting technique	Jumping technique	Throwing technique	Long distance running technique	Sports day practice	Sports day	Fielding skills	Batting skills	Bowling skills	Game play and tactics	Outwitting opponents	End of Year Celebration

## Year 8 Long Term Plan (Girls)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	<i>School closed 31/08 and 1/09</i>		Netball	Netball	Netball	Netball	Netball	Table tennis	Table tennis	Table tennis	Table tennis	Table tennis
	<b>Induction</b>	<b>Induction</b>	<b>Induction</b>	Passing and receiving including overhead passes and knowing when to make the correct pass in a competitive situation.	Dodging and driving into space	Attacking including shooting	Footwork and movement	Defending	Body position, forehand and backhand	Backspin serve (forehand and backhand)	Forehand topspin	Backhand topspin	Outwitting opponent through accuracy and precision
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
	Table tennis	Table tennis	Dance	Dance	Dance	Dance	Dance	Dance	Football	Football	Football	Football	Football
	Game play and tactics.	Doubles game play and tactics	Contemporary dance- movement motif	Contemporary dance- gestures	Contemporary dance- timing	Contemporary dance- formation	Contemporary dance- group choreography	Contemporary dance- performance skills	Passing and receiving with non-dominant foot, including long distance passing.	Dribbling with both feet	Defending including tackling	Attacking including shooting	Outwitting opponents
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
	Football	<b>Athletics</b>	Athletics	Athletics	Athletics	Athletics	Athletics	Cricket	Cricket	Cricket 2	Cricket	Cricket	<i>Data Day 15/07</i>
	Game play and tactics	Sprinting technique	Jumping technique	Throwing technique	Long distance running technique	Sports day practice	Sports day	Fielding skills	Batting skills	Bowling skills	Game play and tactics	Outwitting opponents	<b>End of Year Celebration</b>

### Year 9 Long Term Plan (Boys)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	<b>W/C 24/08</b>	<b>W/C 31/08</b>	<b>W/C 07/09</b>	<b>W/C 14/09</b>	<b>W/C 21/09</b>	<b>W/C 28/09</b>	<b>W/C 05/10</b>	<b>W/C 12/10</b>	<b>W/C 02/11</b>	<b>W/C 09/11</b>	<b>W/C 16/11</b>	<b>W/C 23/11</b>	<b>W/C 30/11</b>
	Term 1	<i>School closed 31/08 and 1/09</i>		<i>Football</i>	<i>Football</i>	<i>Football</i>	<i>Football</i>	<i>Football</i>	Basketball	Basketball	Basketball	Basketball	Basketball
	<b>Induction</b>	<b>Induction</b>	<b>Induction</b>	Movement and ball retention	Switching play	Finishing and wing play	Defensive unit	Game play and tactics	Passing and receiving	Dribbling including non-dominant hand	Pivoting including jab step and triple threat position	Attacking including set shot and jump shot	Attacking including lay ups and hook shot
Cycle 2	<b>W/C 07/12</b>	<b>W/C 14/12</b>	<b>W/C 04/01</b>	<b>W/C 11/01</b>	<b>W/C 18/01</b>	<b>W/C 25/01</b>	<b>W/C 01/02</b>	<b>W/C 08/02</b>	<b>W/C 22/02</b>	<b>W/C 01/03</b>	<b>W/C 08/03</b>	<b>W/C 15/03</b>	<b>W/C 22/03</b>
	Basketball	Basketball	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	Table tennis	Table tennis	Table tennis	Table tennis	Table tennis
	Attacking- screening/ fake and drive/ Cross over steps	Defending- the ball handler/ denying the pass (interception)	Circuit training	Weight training	Plyometric training	Continuous training	HIIT and flexibility training	Fartlek training	Principles of attacking and defending	Serving including topspin serve	Serving including sidespin and corkscrew serve	Loop shot	Game play and tactics- singles
Cycle 3	<b>W/C 29/03</b>	<b>W/C 19/04</b>	<b>W/C 26/04</b>	<b>W/C 03/05</b>	<b>W/C 10/05</b>	<b>W/C 17/05</b>	<b>W/C 24/05</b>	<b>W/C 07/06</b>	<b>W/C 14/06</b>	<b>W/C 21/06</b>	<b>W/C 28/06</b>	<b>W/C 05/07</b>	<b>W/C 12/07</b>
	Table tennis	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Cricket	Cricket	Cricket	Rounders	Rounders	<i>Data Day 15/07</i>
	Game play and tactics- doubles	Long distance running technique	Throwing technique	Jumping technique	Sprinting technique	Sports day practice	Sports day	Fielding skills	Batting skills	Bowling skills	Game play and tactics	Outwitting opponents	<b>End of Year Celebration</b>

### Year 9 Long Term Plan (Girls)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	<i>School closed 31/08 and 1/09</i>		Netball	Netball	Netball	Netball	Netball	Table tennis	Table tennis	Table tennis	Table tennis	Table tennis
	Induction	Induction	Induction	Passing and receiving on the move	Court space and linking	Attacking principles including centre pass plays and shooting	Defending principles including man marking and zone defending	Game tactics and application of rules	Principles of attacking and defending	Backspin and counter shots	Serving including topspin serve	Serving including sidespin and corkscrew serve	Loop shot
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
	Table tennis	Table tennis	Dance	Dance	Dance	Dance	Dance	Dance	Rugby	Rugby	Rugby	Rugby	Rugby
	Game play and tactics- singles	Game play and tactics- doubles	Musical theatre movement motif	Musical theatre gestures	Musical theatre timing	Musical theatre formation	Musical theatre group choreography	Musical theatre performance skills	Passing and receiving	Playing the ball including positions	Tackling and offloading before contact	Attack line movement	Defending line movement
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
	Rugby	Athletics	Athletics	<i>Athletics</i>	Fitness	Fitness	Fitness	Term 6 Cricket	Cricket	Cricket	Rounders	Rounders	<i>Data Day 15/07</i>
	Game play and tactics	Long distance running technique	Throwing technique	Jumping technique	Sprinting technique	Sports day practice	Sports day	Fielding skills	Batting skills	Bowling skills	Game play and tactics	Outwitting opponents	<b>End of Year Celebration</b>



**Year 9 Long Term Plan (BTEC)**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09	Student induction	1A: Structure of the skeletal system	1A: Function of the skeletal system	1A: Effects of exercise on the skeletal system	1A: Structure of the muscular system	1A: Antagonistic muscle pairs	Term 2 1A: Effects of exercise on the muscular system	1A: The structure of the cardiovascular system	1A: The double circulatory system and blood vessels	1A: Functions of the cardiovascular system	1A: Blood pressure, short and long term effects of exercise on the cardiovascular system
Cycle 2	W/C 07/12	W/C 14/12	Term 3 W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
	1A: The structure of the respiratory system	1A: The function of the respiratory system	1A: Long and short term effects of exercise on the respiratory system	Coursework (M/D)	Coursework (M/D)	1B: Warm ups , cool downs and preventing injury	1B: Basic injuries	1B: Complex injuries	1B: Physiological causes and coaching related causes	1B Environmental causes and psychological causes	1B: Equipment and People related causes	1B : SALTAPS, PRICE	1B: physiological and psychological rehabilitation
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
	1B: Technology rehabilitation	Coursework (M/D)	Coursework (M/D)	1C: Equipment	1C: Clothing and footwear	1C; Facilities	1C; Software	Term 6 1C: Cameras	1C: Limitations and benefits to performer	1C: Limitations and benefits to coach	1C: Limitations and benefits to official	Coursework	Data Day 15/07
								Assessment	Assessment feedback and reteach				End of Year Celebration

**Year 9 Long Term Plan (GCSE)**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09		Components of fitness	Components of fitness	Fitness tests	Validity and reliability	Assessment	Term 2 Assessment feedback and reteach	Structure of the skeletal system	Function of the skeletal system	Joints types and components	Joint movements
Cycle 2	W/C 07/12	W/C 14/12	Term 3 W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
	Structure of the muscular system	Antagonistic muscle pairs	Long and short effects of exercise on the muscular system	Assessment	Assessment feedback and reteach	Levers	Mechanical Advantage	Planes and Axes	The structure of the cardiovascular system	The double circulatory system and blood vessels	Functions of the cardiovascular system	Blood pressure, short and long term effects of exercise on the cardiovascular system	Assessment
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
	Assessment feedback and reteach	The structure of the respiratory system Term 5	The function of the respiratory system	Aerobic and Anaerobic respiration	Long and short term effects of exercise on the respiratory system	Methods of training	Principles of training	Term 6		Warm up and cool downs	Prevention of Injuries	Prevention of injuries	Data Day 15/07
								Assessment	Assessment feedback and reteach				End of Year Celebration