

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



		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	19. Gymnastics Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; use of equipment. 20. Developing skills (invasion games) Develop tactics with teammates; lead others; cause problems for the opposition; use skills to maintain possession; activities to include football, tag rugby, netball		21. Dance Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; movements that convey ideas 22. Developing skills (striking and fielding) 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.		23. Swimming (all cycles) Develop water confidence through basic strokes such as breaststroke, front crawl and back stroke. 24. Athletics 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	25. Football Gaining possession; combining with team mates; concept of invasion; work alone / in team to win points 26. Basketball Gaining possession; combining with team mates; concept of invasion; work alone and with team to win points		27. Gymnastics Refine movements into sequences; move in clear and expressive manner; flight; transfer of weight and power in movements; balances and begin to analyse performance 28. Cricket Strike a bowled / volleyed ball; choose appropriate tactics in a game; fielding techniques		29. Athletics Running technique; pacing; jumping for height; jumping for distance; introduction of hurdles (mini); compete with others 30. Netball 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	31. Netball Combine techniques in game situations; anticipating play; defending and attacking, some positions and shooting 32. Rugby Combine techniques in game situations; anticipating play; defending and attacking		33. Table tennis Hit a ball over the net onto the table; use co-ordination with accuracy to successfully rally and compete against another player. 34. Dance Strength; stamina; gymnastics moves; expression; extension and tension; create sequences		35. Athletics Components of fitness; exercises and sports related to components of fitness; improving performance 36. Rounders 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	37. Netball Footwork, passing, catching, shooting, marking, positions		39. Dance Leaps, balances, turns and travelling, step patterns, aesthetics, balance and control		41. Rugby Handling & carrying, passing, tackling, playing the ball in contact, beating opponents, try scoring		43. Cricket/ rounders Stopping and throwing, catching, front foot drives, cut and pull, bowling action, bowling line and length	
		38. Football Dribbling, ball control, short & long passing, shooting, tackling, marking		40. Table Tennis Forehand serving, forehand push, forehand drive, forehand chop, basic rallying		42. Athletics 100m technique, long distance technique, long jump technique, shot technique, discus, javelin		44. Handball Two handed catching, dominant hand dribbling, passing, shooting, feinting, screening	
	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	Half term 1 47. Football Dribbling to beat opposition, chest & thigh control, non-dominant passing, volleying, jockeying, marking off the ball	Half term 3 49. Handball One handed catching, non-dominant dribbling, jump passing, jump shots, intercepting, screening with no ball	Half term 5 51. Athletics 200m technique, pacing, triple jump technique, slide technique, rotational throw, stepping technique
		Half term 2 48. Dance Advanced variations of basic skills, motifs & theme, repetition & climax	Half term 4 50. Table Tennis Backhand serving, serving with spin, backhand push, backhand drive, backhand chop, shot selection	Half term 6 52. Cricket/ Rounders 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	Half term 1 47. Netball Footwork, mid distance passing, catching on the move, shooting (stepping), shadowing, interception, positions	Half term 3 49. Dance Advanced variations of basic skills, motifs & theme, repetition & climax	Half term 5 51. Athletics 200m technique, pacing, triple jump technique, slide technique, rotational throw, stepping technique
		Half term 2 48. Table Tennis Backhand serving, serving with spin, backhand push, backhand drive, backhand chop, shot selection	Half term 4 50. Football Dribbling to beat opposition, chest & thigh control, non-dominant passing, volleying, jockeying, marking off the ball	Half term 6 52. Rounders/ Cricket 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)	Half term 1	53. Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles	Half term 3 55. Rugby When to run, when to pass, defensive tactics, crossing the gain line, attacking tactics, when to kick.	57. Table Tennis Second serve tactics, defensive strategies, shot selection, attacking strategies, outwitting opponents, attack / defence positions
		Half term 2 54. Basketball Dribbling, different types of pass, rules, different types of shot,	56. Athletics Rules and tactics of all track and field events	58. Cricket 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)	Half term 1	53. Netball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces	Half term 3 54. Table Tennis Second serve tactics, defensive strategies, shot selection, attacking strategies, outwitting opponents, attack / defence positions	Half term 5 Athletics / fitness Rules and tactics of all track and field events
		Half term 2 53. Dance Routine difficulty, routine choreography, responding to music, routine fluency, use of space, use of showmanship	Half term 4 Rugby When to run, when to pass, defensive tactics, crossing the gain line, attacking tactics, when to kick.	Half term 6 Cricket/ rounders 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
OCR GCSE PE	<p>Components of Fitness Names and descriptions of fitness tests, definitions and different examples of the main components of fitness</p> <p>Methods and Principles of Training Main training methods and examples, principles of training, creating a training programme.</p> <p>Skeletal System Names and locations of bones, functions of skeleton, types of joints, features of joints, types of movements</p> <p>Muscular System Names and locations of muscles, muscle roles in movements, muscle pairs, muscle agonists.</p>	<p>Movement Analysis Planes, levers, axis, mechanical advantage and sporting examples</p> <p>Cardiovascular System Types of blood vessels, pathway of blood, double circulatory system, cardiac output, heart rate, stroke volume</p> <p>Respiratory System Pathway of air, breathing rate, tidal volume, minute ventilation, aerobic and anaerobic exercise.</p>	<p>Effects of Exercise Short term and long term effects of exercise on the four main body systems</p> <p>Reducing Risks in Sport Warm up and cool down, types of risk and minimising risks in sport</p> <p>Principles of training 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>1A- Investigate the impact of sport and activity on the body systems Cardiorespiratory system, musculoskeletal system, physiological impact of activity on body systems</p>	<p>1B- Explore common injuries in sport and activity and methods of rehabilitation Common sporting injuries, causes of common sporting injuries, management and rehabilitation of sporting injuries.</p>	<p>1C- Understand the use of technology for sport and activity 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



		Knowledge, skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
YEAR 10 BOYS	Developing, applying sport specific, tactical and decision-making skills	Football Non dominant foot work, timing of a tackle and shooting for accuracy.	Table tennis Counter-hit, defensive and attacking play, tactical awareness and position away from the table.	Athletics Rules and tactics of all track and field events	
		Basketball Non dominant hand dribbling / passing/ shooting, tactical play, zonal marking, timing of interceptions.	Fitness Designing our own circuit training, heart rate measurements, fitness testing.	Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, shot selection, bowling tactics, rules and regulations	
		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.		
YEAR 10 GIRLS	Developing, applying sport specific, tactical and decision-making skills (core)	Netball Passing on the move, width of court, shooting, split landings and zonal defending	Fitness Designing our own circuit training, heart rate measurements, fitness testing.	Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, shot selection, bowling tactics, rules and regulations	
		Football Non dominant foot work, timing of a tackle and shooting for accuracy.	Table tennis Counterhit, defensive and attacking play, tactical awareness and position away from the table.	Athletics Rules and tactics of all track and field events	
		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.		
YEAR 10	Developing knowledge from the wider sporting context (examination)	OCR GCSE PE	Health and Fitness Health, fitness, wellbeing, physical benefits, social benefits, mental benefits, impacts of a sedentary lifestyle Diet and Nutrition Definition of a balanced diet, components of a balanced diet, effect of different diets on physical activity, effects of hydration.	Mental Preparation Imagery, mental rehearsal, selective attention, positive thinking, guidance, feedback and advantages and disadvantages of all Skilful Movements and Goals Types of movements, classifying movements, characteristics of movements, SMART goals and the psychological benefits of SMART goals	J587/03 – Coursework 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	2A- Training to improve fitness for sport and activity Methods of training, Interpreting fitness data, principles of training, understanding a fitness training programme	2B – Nutrition for sport and activity Macronutrients, micronutrients, hydration and improving nutrition for sport and activity.	2C- The psychological influence that motivation, self-confidence and anxiety have on participation in sport and activity 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	



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 11 BOYS Developing physical, mental, social capacity in order to promote lifelong participation (core)	Core PE	Football Sport education lessons linked to game play, tactics and positional awareness.	Table tennis Sport education lessons linked to game play, tactics and shot selection.	
		Basketball Sport education lessons linked to game play, tactics and positional awareness.	Fitness Developing a healthy lifestyle out of school, different training methods.	
	NCPE aims	KS4a, KS4b, KS4c, KS4d, KS4e	KS4a, KS4b, KS4c, KS4d, KS4e	
YEAR 11 GIRLS Developing physical, mental, social capacity in order to promote lifelong participation (core)	Core PE	Netball Sport education lessons linked to game play, tactics and positional awareness.	Fitness Developing a healthy lifestyle out of school, different training methods.	
		Table tennis Sport education lessons linked to game play, tactics and shot selection.	Cricket Sport education lessons linked to game play, tactics and positional awareness.	
YEAR 11 Developing knowledge from the wider sporting context (examination)	OCR GCSE PE	Affecting Participation 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 Ethics in Sport 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	
YEAR 11 Developing knowledge from the wider sporting context (examination)	Interleaving	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	
	BTEC Tech Award Sport, Activity and Fitness	3A- Understand the fundamentals of sport and activity leadership Attributes of a leader, the benefits of participation in sport and activity sessions including physical long term and short term and psychological benefits.	3B/C- Planning delivering and reviewing sessions for target groups. Different types of target groups, types of sessions, Session plan, warm up, main component and cool down. Methods of delivery and methods of reviewing.	
	Interleaving	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 1 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	Induction	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Dance	Dance	Planning days	Y8 expedition	Dance	Dance
		Rolling	Bounce and catch	Passing to a target	Passing to a partner	Underarm throw	Overarm throw	Responding to a stimulus	Reacting to changes in the music	Dance Moving in high and low ways	Dance To sequence movements	To sequence movements in time with the music	To prepare performance skills
Cycle 2	Dance	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Cycle assessment weeks		Data input	Invasion games	Y7 expedition	Invasion games	Invasion games
	To perform dance to an audience	Balance	Narrow and high body positions	Wide and low body positions	Curled positions	Travel in different ways	Gymnastics Travel in different ways	Gymnastics Rolls	Invasion games Control and accuracy with equipment	Roll equipment to a partner	Invasion games To navigate space with equipment	To navigate space with equipment	To travel with equipment
Cycle 3	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Athletics	Athletics	Cycle assessment weeks		Y9 expedition	Athletics	Recognition
	To catch different objects accurately	Throwing to hit a target	Striking a ball	Stop a moving ball	To keep own score	To apply skills into a competitive environment	Moving at speed	Jumping for height	Athletics Jump for distance	Athletics Jumping in different ways	Athletics Jumping in different ways	Jumping on and off equipment	

Year 2 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	Induction	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Dance	Dance	Planning days	Y8 expedition	Dance	Dance
		Rolling	Bounce and catch	Passing to a target	Passing to a partner	Underarm throw	Overarm throw	Responding to a stimulus	Reacting to changes in the music	Dance Moving in high and low ways	Dance To sequence movements	To sequence movements in time with the music	To prepare performance skills
Cycle 2	Dance	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Cycle assessment weeks		Data input	Invasion games	Y7 expedition	Invasion games	Invasion games
	To perform dance to an audience	Balance	Narrow and high body positions	Wide and low body positions	Curled positions	Travel in different ways	Gymnastics Travel in different ways	Gymnastics Rolls	Invasion games Control and accuracy with equipment	Roll equipment to a partner	Invasion games To navigate space with equipment	To navigate space with equipment	To travel with equipment
Cycle 3	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Athletics	Athletics	Cycle assessment weeks		Y9 expedition	Athletics	Recognition
	To catch different objects accurately	Throwing to hit a target	Striking a ball	Stop a moving ball	To keep own score	To apply skills into a competitive environment	Moving speed at	Jumping for height	Athletics Jump for distance	Athletics Jumping in different ways	Athletics Jumping in different ways	Jumping on and off equipment	



Year 3 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	Induction	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Throwing and catching	Dance	Dance	Planning days	Y8 expedition	Dance	Dance
		Rolling	Bounce and catch	Passing to a target	Passing to a partner	Underarm throw	Overarm throw	Responding to a stimulus	Reacting to changes in the music	Dance Moving in high and low ways	Dance To sequence movements	To sequence movements in time with the music	To prepare performance skills
Cycle 2	Dance	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Cycle assessment weeks		Data input	Invasion games	Y7 expedition	Invasion games	Invasion games
	To perform dance to an audience	Balance	Narrow and high body positions	Wide and low body positions	Curled positions	Travel in different ways	Gymnastics Travel in different ways	Gymnastics Rolls	Invasion games Control and accuracy with equipment	Roll equipment to a partner	Invasion games To navigate space with equipment	To navigate space with equipment	To travel with equipment
Cycle 3	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Athletics	Athletics	Cycle assessment weeks		Y9 expedition	Athletics	Recognition
	To catch different objects accurately	Throwing to hit a target	Striking a ball	Stop a moving ball	To keep own score	To apply skills into a competitive environment	Moving at speed	Jumping for height	Athletics Jump for distance	Athletics Jumping in different ways	Athletics Jumping in different ways	Jumping on and off equipment	



Year 4 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	Induction									Planning days	Y8 expedition		
		Netball W grip and catching	Netball Chest pass	Netball Overhead pass	Netball Bounce pass	Netball Marking the ball (1m away)	Netball Pivoting	Dance Movement motif to a topic	Dance Gestures	Dance Timing	Dance Choreography - partner	Dance Choreography - group	Dance Performance skills
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Dance Teamwork and performance skills	Gymnastics Balances	Gymnastics Partner / group balances	Gymnastics Jumps and turns	Gymnastics Jumps and turns with equipment	Gymnastics Travel and rolls	Gymnastics Sequences	Gymnastics Sequences	Football Kick a ball	Football Stop a moving ball	Football Finding space	Football Ball control	Football Accuracy of passing/ shooting
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Cricket Underarm bowl and catch	Cricket Moving towards a moving ball and throwing the ball back	Cricket Bat grip with 2 hands	Rounders Throwing to a target and catching	Rounders Bat grip one hand	Rounders Game tactics	Athletics Running technique	Athletics Sprinting	Athletics Long distance	Athletics Throwing events	Athletics Jumping events	Athletics Mini Olympics/ sports day practice	



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	Induction	Induction	Induction							Planning days	Y8 expedition		
				Netball Passing and receiving	Netball Footwork	Netball Outwitting your opponent	Netball Defending / marking	Football Passing and receiving	Football Dribbling	Football Attacking	Football Defending	Basketball Passing	Basketball Dribbling
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Basketball	Basketball	Basketball	Dance	Dance	Dance	Dance	Table Tennis	Table Tennis	Table Tennis	Table Tennis	Rugby	Rugby
	Set shot	Jump shot/ lay up	Man on man marking	Movement motif	Gestures	Timing	Performance skills	Body position and hitting the ball after a bounce	Backhand push	Forehand push	Serve	Grip of the ball	Passing and receiving
Cycle 3	Rugby	Rugby	Athletics	Athletics	Athletics				Cycle assessment weeks		Y9 expedition		Recognition
	Scoring a try	Tackling	200m and long jump	800m and shot put	100m and triple jump	Athletics	Cricket	Cricket	Cricket	Rounders	Rounders	Rounders	End of Year Celebration

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	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	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	Table tennis	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Cricket	Cricket	Cricket	Rounders	Rounders	<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	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	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 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	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	Football	Athletics	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	End of Year Celebration



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	Term 1	<i>School closed 31/08 and 1/09</i>		Football	Football	Football	Football	Football	Basketball	Basketball	Basketball	Basketball	Basketball
	Induction	Induction	Induction	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	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	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	End of Year Celebration



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	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	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	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	End of Year Celebration

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	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	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	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 GCSE PE Long Term Plan (theory)

	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	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	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	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

Year 9 GCSE PE Long term plan (practical)

	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	Induction	Fitness tests	Methods of training	Methods of training	Methods of training	Methods of training	Methods of training	Methods of training					
Cycle 2	Table tennis	Table tennis	Table tennis	Table tennis	Table tennis	Table tennis	Badminton	Badminton	Badminton	Badminton	Badminton	Badminton	Badminton
Cycle 3	Netball	Netball	Netball	Netball	Netball	Netball	Netball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball

Year 10 Girls 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	Induction	Netball	Netball	Netball	Netball	Netball	Netball	Table tennis	Table tennis	Planning days	Y8 expedition	Table tennis	Table tennis
		Passing on the move	Using the width of the court	Zonal defending	Shooting	Centre pass / throw in tactics	Holding space	Table tennis Serving; high toss/ corkscrew	Table tennis Loop and defending shots	Counterhit	Table tennis Tactical awareness in game play	Movement and body position	Accuracy of attacking shot
Cycle 2	Table tennis	Fitness	Fitness	Fitness	Fitness	Fitness	Cycle assessment weeks		Data input	Football	Y7 expedition	Football	Football
	Tournament	Circuit training/ fitness tests	Design your own circuit training	Circuit training	Circuit training	Circuit training	Fitness tests to see improvements of training	Ball contro	Dominant foot passing over long distance/ dribbling past a defender	Non - dominant foot passing over long distance/ dribbling past a defender	Timing of a tackle	Shooting	Marking a player without the ball
Cycle 3	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Athletics	Athletics	Cycle assessment weeks		Y9 expedition	Athletics	Recognition
	Pick up and throw the ball on the run	Batting technique: Hook/ back foot defence	Batting technique: Off/ on drive	Selecting the appropriate shot	Decision making between the wickets	Wicket keeper stumping	Pacing for long distance (800M)	Sprint start: body position over first 30m	Shotput technique	Long jump technique	Triple jump technique	Discus technique	



Year 10 Boys 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	Induction	Football	Football	Football	Football	Football	Football	Basketball	Basketball	Planning days	Y8 expedition	Basketball	Basketball
		Ball control	Dominant foot passing over long distance/ dribbling past a defender	Non - dominant foot passing over long distance/ dribbling past a defender	Timing of a tackle	Shooting	Marking a player without the ball	Dominant hand dribbling / passing	Non- dominant hand dribbling/ passing	Shooting	Interceptions and timing play	Fake and drive	Full/ half court press
Cycle 2	Basketball	Table tennis	Table tennis	Table tennis	Table tennis	Table tennis	Cycle assessment weeks		Data input	Fitness	Y7 expedition	Fitness	Fitness
	Zonal marking	Serving; high toss/ corkscrew	Loop and defending shots	Counter hit	Tactical awareness in game play	Movement and body position	Accuracy of attacking shot	Circuit training/ fitness tests	Design your own circuit training	Circuit training	Circuit training	Circuit training	Fitness tests to see improvements of training
Cycle 3	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Cricket	Cricket	Cycle assessment weeks		Y9 expedition	Cricket	Recognition
	Pacing for long distance (800M)	Sprint start: body position over first 30m	Shotput technique	Long jump technique	Triple jump technique	Discus technique	Pick up and throw the ball on the run	Batting technique: Hook/ back foot defence	Batting technique: Off/ on drive	Selecting the appropriate shot	Decision making between the wickets	Wicket keeper stumping	



Year 10 BTEC Sport 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	Induction									Planning days	Y8 expedition		
		Different types of technology	Different types of technology	Benefits of technology in sport and activity	Benefits of technology in sport and activity	Limitations of technology in sport	Limitations of technology in sport	Components of fitness	Fitness tests	Interpreting fitness results	Fitness results and target groups	Methods of training	FITT/ SPORPT
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Fitness programmes	Assessment	2B: Macro nutrients	2B: Micro nutrients	2B: Hydration	2B: Improving nutrition for sport and activity	Assessment	DIRT	2C: motivation	2C: Self confidence	2C: Anxiety	Exam practice and revision	Exam practice and revision
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Exam practice and revision	Exam practice and revision	Exam practice and revision	Exam practice and revision	Exam practice and revision	Exam practice and revision	Component 2 exam	Component 2 exam	3A: Attributes of a leader: skills	3A: Attributes of a leader: qualities	3A: Short term benefits of participation	3A: Long term benefits of participation	Dream Team



Year 10 GCSE PE Long Term Plan (theory)

	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	Induction									Planning days	Y8 expedition		
		Health fitness and wellbeing	Sedentary lifestyle	Exam 1: Cardiovascular system	Exam 1: Levers	Diet and nutrition	Diet and nutrition	Ethics in sport: Sportsmanship/gamesmanship	Deviance and violence in Sport	Exam 1: planes and axes	Performing enhancing drugs	Performing enhancing drugs	Participation trends
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Exam 1: Skeletal system	Factors affecting participation	Factors affecting participation (6 mark exam question)	Exam 1: Risks and hazards	Exam 1: The respiratory system	Commercialisation: The golden triangle	Assessment	Sponsorship: Advantages/disadvantaged (6 mark question = holiday homework)	Exam 1: Long term effects of exercise	Exam 1: Double circulatory system	Classification of skill	Exam 1: Methods of training	Goal setting: performance / outcome SMART
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Mental preparation: Imagery/ Mental rehearsal	Mental preparation: Selective attention/ Positive thinking	Exam 1: Components of fitness	Types of guidance	Types of feedback	Assessment (6 mark question holiday homework)	Coursework	Coursework	Assessment Mock Practical moderation with another school	Coursework	Coursework	Coursework	Dream Team

