

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 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.

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 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, where as 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 engaged 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.

Further information

- All through curriculum overview
- Long term plan
- Schemes of work/ Practice booklet



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	Gymnastics: movements; balancing; jumping; hopping; walking	Games: throwing; catching and kicking; beanbags and balls; finding space	Dance: moving creatively to music individually	Athletics skills: running; jumping; hopping; balancing; throwing; sports day practice		
YEAR 1	Developing fundamental movements	New learning	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 when moving in small spaces	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 in small games	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	Developing fundamental movements	New learning	7. Fundamental movements (gymnastics) Copy and remember actions with control and awareness of space; show contrast (levels); stretch and curl to develop flexibility 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 of different objects; sending an object towards a target	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	Developing fluency in fundamental movements	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		
		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		



		Knowledge; skills and understanding to be gained at each stage*			
		Cycle 1	Cycle 2	Cycle 3	
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. Developing movements (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 Develop water confidence through basic strokes such as breaststroke, front crawl and back stroke. 24. Developing skills (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 Refining skills 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
		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



		Knowledge; skills and understanding to be gained at each stage*					
		Cycle 1		Cycle 2		Cycle 3	
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. Athletics 100m technique, long distance technique, long jump technique, shot technique, discus technique, javelin technique	43. Cricket Stopping and throwing, catching, front foot drives, cut and pull, bowling action, bowling line and length	45. Gymnastics rolls, balances, jumps, leaps, twists, cartwheel, round off, squat, straddle vault, handspring
		38. Football Dribbling, ball control, short & long passing, shooting, tackling, marking	40. Rugby Handling & carrying, passing, tackling, playing the ball in contact, beating opponents, try scoring	42. Table Tennis Forehand serving, forehand push, forehand drive, forehand chop, basic rallying	44. Handball Two handed catching, dominant hand dribbling, passing, shooting, feinting, screening with the ball	46. Rounders Stopping and throwing, catching, forehand batting, backhand batting, bowling action, bowling type	
	NCPE aims	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f	KS3a, KS3b, KS3e	KS3a, KS3e, KS3f	KS3b, KS3d, KS4f	
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)	New learning	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			



		Knowledge; skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
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 Handball Attacking tactics, when to dribble, when to pass, when to shoot, set pieces, defensive tactics
		KS3a, KS3e, KS3f	KS3a, KS3e, KS3f	KS3a, KS3e, KS3f
	OCR GCSE PE Components of Fitness Names and descriptions of fitness tests, definitions and different examples of the main components of fitness Methods and Principles of Training Main training methods and examples, principles of training, creating a training programme. Skeletal System Names and locations of bones, functions of skeleton, types of joints, features of joints, types of movements Muscular System Names and locations of muscles, muscle roles in movements, muscle pairs, muscle agonists.	Movement Analysis Planes, levers, axis, mechanical advantage and sporting examples Cardiovascular System Types of blood vessels, pathway of blood, double circulatory system, cardiac output, heart rate, stroke volume Respiratory System Pathway of air, breathing rate, tidal volume, minute ventilation, aerobic and anaerobic exercise.	Effects of Exercise Short term and long term effects of exercise on the four main body systems Reducing Risks in Sport Warm up and cool down, types of risk and minimising risks in sport Principles of training How principles of training relate to success within a training programme.	
	Interleaving Recall do now tasks, interleaved mini tests, application questions Recall of CS, RS and effects of exercise (EE) Recall of RS, EE and components of fitness (CF) Recall of skeletal system (SS) Recall of SS and muscular system (MS)	Recall do now tasks, interleaved mini tests, application questions Recall of SS, MS and movement analysis (MA) Recall of MS, MA and cardiovascular system (CS) Recall of MA, CS and the respiratory system (RS)	Recall do now tasks, interleaved mini tests, application questions Recall of EE, CF and methods and principles of training (MP)	
YEAR 9 Developing knowledge from the wider sporting context (examination)	BTEC Tech Award Sport. Preparing participants to take part in sport and physical activity.	1A: Explore types and provision of sport and physical activity for different types of participants. Types of sports, benefits of taking part in sport, outdoor activities, benefits of outdoor activities, fitness sessions, benefits of fitness sessions, types of provision.	1B- Examine equipment and technology required for participants to use when taking part in sport and physical activity. Different types of equipment and sporting clothing. The benefits and technological advances. The limitations of using technology in sport.	1C: Be able to prepare participants to take part in physical activity. Planning a warm up. Adapting a warm up for different categories of participants and different types of physical activities. Delivering a warm up to prepare participants for physical activity.
	Interleaving	Recall do now tasks, interleaved mini tests, application questions Cumulative learning objective tests following each teaching set	Recall do now tasks, interleaved mini tests, application questions Cumulative learning objective tests following each teaching set	Recall do now tasks, interleaved mini tests, application questions Cumulative learning objective tests following each teaching set
	CEAIG	Careers in physiotherapy	Careers in sport / data analysis /	Careers in coaching / personal training / education



Knowledge; skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
Core PE	<p>Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p>Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p>Social Students will organise and lead their own tournaments across a range of activities</p>	<p>Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p>Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p>Social Students will organise and lead their own tournaments across a range of activities</p>	<p>Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p>Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p>Social 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.		
OCR GCSE PE	<p>Health and Fitness Health, fitness, wellbeing, physical benefits, social benefits, mental benefits, impacts of a sedentary lifestyle</p> <p>Diet and Nutrition Definition of a balanced diet, components of a balanced diet, effect of different diets on physical activity, effects of hydration.</p>	<p>Mental Preparation Imagery, mental rehearsal, selective attention, positive thinking, guidance, feedback and advantages and disadvantages of all</p> <p>Skilful Movements and Goals Types of movements, classifying movements, characteristics of movements, SMART goals and the psychological benefits of SMART goals</p>	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. Preparing participants to take part in sport and physical activity.	2A – Understand how different components of fitness are used in different physical activities. Components of fitness, components of skill related fitness,	2B – To be able to participate in sport and understand the roles and responsibilities of officials. Techniques, strategies and fitness required for different sports. Officials in sport Rules and regulations in sport.	2C- Demonstrate ways to improve participants sporting techniques. Planning drills and conditioned practices to develop participants’ sporting techniques. Drills to improve sporting performance.
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)
 Developing knowledge from the wider sporting context (examination)

Knowledge; skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
Core PE	<p>Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p>Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p>Social Students will organise and lead their own tournaments across a range of activities</p>	<p>Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y9)</p> <p>Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning</p> <p>Social 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	
OCR GCSE PE	<p>Analysing and evaluating performance (AEP) Testing the performer's components of fitness and identifying their physical strengths and weaknesses, analysing the chosen physical activity and assessing performer's strengths and weaknesses in relation to it, an overview of the key skills, analysing a specific skill or technique in your chosen activity, produce an action plan to improve an aspect of the performer's performance.</p> <p>Factors 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</p> <p>Ethics in Sport Sportsmanship, gamesmanship, deviance, drugs impact, drug effects, PEDs, violence, aggression</p>	<p>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</p>	
Interleaving	<p>Recall of RR SM and factors affecting participation (FP) Recall of FM, SP and ethics in sport (ES)</p>	<p>Recall do now tasks, interleaved mini tests, application questions Recall of all topics</p>	
BTEC Tech Award Sport. Preparing participants to take part in sport and physical activity.	<p>3A- Developing fitness to improve other participants performance in sport and physical activity. The importance of fitness. Fitness training principles. Exercise intensity Fitness testing.</p> <p>3B – Investigate fitness testing to determine fitness levels. Importance of fitness testing, fitness test methods for components of fitness, interpretation of fitness test results</p>	<p>3C – Investigate different fitness training methods Requirements for each of the fitness training methods, fitness training methods for the components of fitness, provision for taking part in the training methods, the effects of long term fitness training on the body systems,</p> <p>3D – Investigate fitness programming to improve fitness and sports performance Personal information to aid fitness programme design, fitness programme design, motivational techniques for fitness programming,</p>	



Knowledge; skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
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 **declarative 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							Expedition	Reinduction	DD & PD			
	Induction	Introduction games and PE routines	Throwing	Rolling	Bouncing	Running and Jumping Move at different speeds	Running and Jumping Changing direction/pathways	Running and Jumping Jump for height- jump and land safely	Running and Jumping Jump for distance	Running and Jumping 1-2 feet 1-1 foot	Running and Jumping Sequence of run and jump	Gymnastics Individual balances using different body parts	Gymnastics Pair balances 2 point contact
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	Gymnastics Jumping-using equipment safely	Gymnastics Jump and land	Gymnastics Travelling	Gymnastics Rolls	Dance	Dance	Dance	<i>Dance</i>	Dance	Throwing and catching- controlling the ball- individual	Throwing and catching- with a ball moving	Throwing and catching in pairs	Throwing and catching- Underarm throwing
Cycle 3		Reinduction					Reinduction						Data Day
	Throwing and catching- Overarm throwing	Throwing and catching- Target games Small games	Athletics Running Sprint	Athletics Jumping	Athletics Throwing	Invasion games	Invasion games	Invasion games	Cricket Fielding	<i>Cricket Underarm Bowling- target practice</i>	Cricket Batting	Cricket Games	

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							Expedition	Reinduction	DD & PD			
	Induction	Introduction games and PE routines	Throwing	Rolling	Bouncing	Bouncing	Basketball	Basketball	Basketball	Basketball	Basketball	Gymnastics Individual balances using different body parts	Gymnastics Pair balances 2 point contact
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	Gymnastics Jumping-using equipment safely	Gymnastics Jump and land	Gymnastics Travelling	Gymnastics Rolls	Netball	Netball	Netball	<i>Netball</i>	Netball	Throwing and catching-controlling the ball- individual	Throwing and catching- moving with a ball	Throwing and catching in pairs	Throwing and catching- Underarm throwing
Cycle 3	Reinduction						Reinduction						Data Day
	Throwing and catching- Overarm throwing	Throwing and catching- Target games Small games	Athletics Running Sprint	Athletics Jumping	Athletics Throwing	Invasion games	Invasion games	Invasion games	Cricket Fielding	<i>Cricket Underarm Bowling- target practice</i>	Cricket Batting	Cricket Games	

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							Expedition	Reinduction	DD & PD			
	Induction	Introduction games and PE routines	Throwing	Rolling	Bouncing	Running and Jumping Move at different speeds	Running and Jumping Changing direction/pathways	Running and Jumping Jump for height-jump and land safely	Running and Jumping Jump for distance	Running and Jumping 1-2 feet 1-1 foot	Running and Jumping Sequence of run and jump	Gymnastics Individual balances using different body parts	Gymnastics Pair balances 2 point contact
Cycle 2		Reinduction				Assessment Weeks		Reinduction		DD & PD			
	Gymnastics Jumping-using equipment safely	Gymnastics Jump and land	Gymnastics Travelling	Gymnastics Rolls	Basketball	Basketball	Basketball	<i>Basketball</i>	Basketball	Netball	Netball	Netball	Netball
Cycle 3	Reinduction						Reinduction						Data Day
	Netball	Netball	Athletics Running Sprint	Athletics Jumping	Athletics Throwing	Invasion games	Invasion games	Invasion games	Cricket Fielding	<i>Cricket Underarm Bowling- target practice</i>	Cricket Batting	Cricket Games	

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	4/09	11/09	18/09	25/09	2/10	9/10	16/10 Expedition	6/11 Reinduction	13/11 Mock exams	20/11 Mock exams	27/11	4/12
	Induction	Rugby: Skill focus: Passing	Rugby: Skill focus: Tag games	Rugby: Skill focus: Tag games	Rugby: Skill focus: Tag games	Rugby: Skill focus: Tag games	Rugby: Skill focus: Tag games	Rugby: Skill focus: Tag games	Rugby: Skill focus: Tag games	Basketball: Skill focus: Passing	Basketball: Skill focus: Passing	Basketball: Skill focus: Dribbling	Basketball: Skill focus: Games based lesson
Cycle 2	11/12	18/12	8/01 Reinduction	15/01	22/01	29/01	05/02	19/02 Reinduction/ Mocks	26/02 Mock exams	4/03	11/03	18/03	25/03
	Basketball: Skill focus: Games based lesson	Gymnastics: Skill focus: Balances	Gymnastics: Skill focus: Balances	Gymnastics: Skill focus: Balances	Gymnastics: Skill focus: Balances	Gymnastics: Skill focus: Rolls and sequences	Gymnastics: Skill focus: 8 Movement sequence	<i>Football:</i> <i>Skill focus: Games based lesson</i>	Football: Skill focus: Games based lesson	Football: Skill focus: Games based lesson	Football: Skill focus: Games based lesson	Football: Skill focus: Games based lesson	Football: Skill focus: Games based lesson
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	Reinduction	3/06	10/06	17/06	24/06	1/07	8/07 Data Day
	Athletics Skill focus: Throwing: shotput	Athletics Skill focus: Throwing: mini javelins	Athletics Skill focus: Relay races	Rounders Skill focus: Throwing and catching	Rounders Skill focus: Long barrier and short barrier	Rounders Skill focus: Batting	Rounders Skill focus: Games	Rounders Skill focus: Games	Rounders Skill focus: Games	Cricket Skill focus: Throwing and catching	Cricket Skill focus: Bowling	Cricket Skill focus: Quick Cricket	Cricket Skill focus: Diamond Cricket

Year 5 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	4/09	11/09	18/09	25/09	2/10	9/10	16/10 Expedition	6/11 Reinduction	13/11 Mock exams	20/11 Mock exams	27/11	4/12
	Induction	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Football	Football	Football	Football	Football
Cycle 2	11/12	18/12	8/01 Reinduction	15/01	22/01	29/01	05/02	19/02 Reinduction/ Mocks	26/02 Mock exams	4/03	11/03	18/03	25/03
	Netball	Netball	Netball	Netball	Netball	Netball	Netball	Netball	Rugby	Rugby	Rugby	Rugby	Rugby
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	Reinduction	3/06	10/06	17/06	24/06	1/07	8/07 Data Day
	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Cricket	Cricket	Cricket	Athletics: Running	Athletics: Jumping	Athletics: Throwing	Athletics: Hurdles	Athletics: Relay	

Year 6 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	4/09	11/09	18/09	25/09	2/10	9/10	16/10 Expedition	6/11 Reinduction	13/11 Mock exams	20/11 Mock exams	27/11	4/12
	Induction	Netball Skill focus: Passing	Netball Skill focus: Moving into space	Netball: Skill focus: Footwork	Netball Skill focus: Games based lesson	Football: Skill focus: Passing	Football: Skill focus: Dribbling	Football: Skill focus: Shooting	Football: Skill focus: Games based lesson	Basketball: Skill focus: Passing	Basketball: Skill focus: Dribbling	Basketball: Skill focus: Games based lesson	Basketball: Skill focus: Games based lesson
Cycle 2	11/12	18/12	8/01 Reinduction	15/01	22/01	29/01	05/02	19/02 Reinduction/ Mocks	26/02 Mock exams	4/03	11/03	18/03	25/03
	Table tennis: Skill focus: Introduction	Table tennis: Skill focus: Serve	Table tennis: Skill focus: Returning a serve	Table tennis: Skill focus: rules in a game	Gymnastics: Skill focus: Balances	Gymnastics: Skill focus: Rolls and sequences	Gymnastics: Skill focus: 8 Movement sequence	Rugby: Skill focus: Passing	Rugby: Skill focus: Tag games	Rugby: Skill focus: Tag games	Athletics: Skill focus: Sprinting	Athletics Skill focus: Hurdles	Athletics: Skill focus: Long jump
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	Reinduction	3/06	10/06	17/06	24/06	1/07	8/07 Data Day
	Athletics Skill focus: Throwing: shotput	Athletics Skill focus: Throwing: mini javelins	Athletics Skill focus: Relay races	Rounders Skill focus: Throwing and catching	Rounders Skill focus: Long barrier and short barrier	Rounders Skill focus: Batting	Rounders Skill focus: Games	Rounders Skill focus: Games	Rounders Skill focus: Games	Cricket Skill focus: Throwing and catching	Cricket Skill focus: Bowling	Cricket Skill focus: Quick Cricket	Cricket Skill focus: Diamond Cricket

Year 9 BTEC Tech Sport Component 1

	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	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	02/10	09/10	16/10 Expedition	W/C 06/11 Reinduction	13/11 DD & PD	20/11	27/11	04/12
	Induction	1A: Types of sports	Benefits of taking part in sport	Outdoor activities	Benefits of taking part in outdoor activities	Physical fitness activities	Benefits of taking part in physical fitness activities	Provision of sport and physical activity	Physical activity needs of participants	Types of participants	Participants with different disabilities	Participants with long term health conditions	Barriers to participation in sport
Cycle 2	11/12	18/12	08/01 Reinduction	15/01	22/01	29/01 Assessment Weeks 05/02		19/02 Reinduction	26/02	04/03 DD & PD	11/03	18/03	25/03
	1B: Different types of sports clothing and footwear	Different types of sports clothing and footwear benefits	Sports specific and safety equipment	Sports specific and safety equipment benefits	Modified equipment and facilities	Modified equipment and facilities benefits	Officiating equipment and performance analysis	Officiating equipment and performance analysis benefits	The limitations of using technology in sport and physical activity	Assignment Preparation Practice scenarios	Assignment Preparation Practice scenarios	Assignment preparation Practice scenarios	Assignment preparation Practice scenarios
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	03/06 Reinduction	10/06	17/06	24/06	01/07	08/07	15/07 Data Day
	1C: Planning a warm up. Warm Up Cool Down	Pulse raiser	Cardiorespiratory system	Musculoskeletal system	Preparation stretches	Planning warmup	Adapting warmup for different participants	Delivering warmup	Practical delivery of warm up	Practical delivery of warm up	Practical delivery of warm up	Practical delivery of warm up	

Year 10 BTEC Sport Component 1 Long Term Plan

PSA 01/09/23- 15/12/23

	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	4/09	11/09	18/09	25/09	2/10	9/10	16/10 Expedition	6/11 Reinduction	13/11 Mock exams	20/11 Mock exams	27/11	4/12
	Induction Pearson assignment set released.	1A: Types of sports Benefits of taking part in sport	Outdoor activities Benefits of taking part in outdoor activities	Physical fitness activities Benefits of physical fitness activities Provision	Complete task 1 of Pearson assignment 2 hours.	1B: Different types of sports clothing and footwear Benefits and limitations	Sports specific and safety equipment Benefits and limitations	Modified equipment and facilities Benefits and limitations	Officiating equipment and performance analysis Benefits and limitations	Complete task 2 of Pearson set assignment 1 hour.	1C: Planning a warm up Warm Up Cool Down Pulse raiser, preparation stretches.	Complete task 3 of Pearson set assignment. 2 hours.	Complete task 3 of Pearson set assignment. 2 hours.
Cycle 2	11/12	18/12	8/01 Reinduction	15/01	22/01	29/01	05/02	19/02 Reinduction/ Mocks	26/02 Mock exams	4/03	11/03	18/03	25/03
	Component 1 Pearson set assignment deadline.	2A: Components of fitness	Components of fitness	Components of skill related fitness	Components of skill related fitness	Components of fitness scenarios	Practical	Practical	2B: Techniques, strategies and fitness required for different sports.	Officials in sport	Key officials and their roles in sports.	Responsibilities of the officials	Rules and regulations in sports
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	Reinduction						Data Day
	Rules and regulations in sports	2C: Planning drills and conditioned practices.	Sporting drills	Conditioned practices	Demonstrations	Teaching points	Drills to improve sporting performance	Organization	Supporting participant taking part in practical drills	Feedback			

Year 10 GCSE PE 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	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	02/10	09/10	16/10 Expedition	W/C 06/11 Reinduction	13/11 DD & PD	20/11	27/11	04/12
	Induction	<i>Methods of training and Principles of training</i>	<i>Warm up and cool downs</i>	<i>Prevention of Injuries</i>	<i>Lever and Mechanical Advantage</i>	<i>YR10 cycle Assessment Planes and Axes</i>	<i>YR10 Cycle assessments</i>	Assessment Feedback and Reteach	<i>Health, fitness, and wellbeing</i>	Sedentary lifestyle	Diet and Nutrition	Ethics in sport: Sportsmanship	<i>Gamesmanship</i>
Cycle 2	11/12	18/12	08/01 Reinduction	15/01	22/01	29/01 Assessment Weeks 05/02		19/02 Reinduction	26/02	04/03 DD & PD	11/03	18/03	25/03
	Deviance and violence in sport	Performance enhancing drugs	Performance enhancing drugs	Participation trends in sport	Data collection	Factors affecting participation	Strategies to increase participation	Reduced funding / sponsorship	Commercialisation of sport	Media	Sponsorship	Sponsorship Exam questions	Classification of skill
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	03/06 Reinduction	10/06	17/06	24/06	01/07	08/07	15/07 Data Day
	Skill continuum	Skill continuum	Goal setting	SMART targets	Mental preparation	Mental rehearsal	Selective attention	Positive thinking	Types of guidance	<i>YR10 Cycle Assessment</i>	Assessment Feedback and Reteach		

Year 11 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	4/09	11/09	18/09	25/09	2/10	9/10	16/10 Expedition	6/11 Reinduction	13/11 Mock exams	20/11 Mock exams	27/11	4/12
	Induction	Netball	Netball	Netball	Netball	Netball	Netball	Netball	Netball			Netball	Netball
Cycle 2	11/12	18/12	8/01 Reinduction	15/01	22/01	29/01	05/02	19/02 Reinduction/ Mocks	26/02 Mock exams	4/03	11/03	18/03	25/03
	Netball	Netball	Netball	Netball	Netball	Netball	Netball			Netball	Netball	Netball	Netball
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	Reinduction						Data Day
	Netball	Netball	Netball	Netball	Netball	Netball							

Year 11 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	4/09	11/09	18/09	25/09	2/10	9/10	16/10 Expedition	6/11 Reinduction	13/11 Mock exams	20/11 Mock exams	27/11	4/12
	Induction	Football	Football	Football	Football	Football	Football	Football	Football			Football	Football
Cycle 2	11/12	18/12	8/01 Reinduction	15/01	22/01	29/01	05/02	19/02 Reinduction/ Mocks	26/02 Mock exams	4/03	11/03	18/03	25/03
	Football	Football	Football	Football	Football	Football	Football			Football	Football	Football	Football
Cycle 3	15/04 Reinduction	22/04	29/04	06/05	13/05	20/05	Reinduction						Data Day
	Football	Football	Football	Football	Football	Football	Football						

Year 11 GCSE PE Long Term Plan

AEP: Analysing and Evaluating Performance + Revision for 2024 Summer Exam

	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	4/09	11/09	18/09	25/09	2/10	9/10	16/10 Expedition	6/11 Reinduction	13/11 Mock exams	20/11 Mock exams	27/11	4/12
	Induction	Evaluating and Analysing Components of Fitness	Evaluating and Analysing Components of Fitness	Evaluating and Analysing Components of Fitness	Strengths	weaknesses	Scaffold	Term 2 Section 2 Assessing skills	Scaffold	Mock exams	Mock exams	3 strengths	3 Weaknesses
Cycle 2	11/12	18/12	8/01 Reinduction	15/01	22/01	29/01	05/02	19/02 Reinduction/ Mocks	26/02 Mock exams	4/03	11/03	18/03	25/03
	Movement analysis	Movement analysis	Skill continuum	Skill continuum	SMART Goals	Task 3 Warm Up, Cool down, Risk	Action Plan	Action Plan	Revision	Revision	Revision	Revision	Revision
Cycle 3	15/04 Reinduction	22/04	29/04	06/05									
	Revision	Revision	Revision	Revision	Revision	Revision	Revision	Revision					