

Stone Hill School
Curriculum Plan 2020/2021
Physical Education Year 7

Intent:

The structure of our P.E curriculum is divided into three main components.

Performance and skill enables all children to copy, repeat and explore simple actions with basic control and coordination, linking all to skills and actions that best suit the activities.

Knowledge and analysis shows children can describe and comment on their own and peer's actions. They can show an understanding of how to exercise safely and describe their bodies feelings during activities.

Leadership and teamwork shows children can assist with setting out and removal of equipment safely and explain the effects of exercise on our bodies. They can work safely with others and in a pair on a set activity.

Term	Week/s	Topic/Theme Key vocabulary including Tier 3 subject specific words	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC Gatsby Benchmarks
Autumn 1	1 -3	Target activities / Tag game Key Vocabulary: Roll Kick Throw Catch Target Accuracy Control Pair Aim	<ul style="list-style-type: none"> To roll, kick or throw a ball at target with some accuracy and control. To show a simple underarm and overarm throw aiming at target. To catch a ball being thrown in a range of different ways by a partner or staff member. 	<p>Literacy – Reading: Look at pictures, reading with support and independently, ask and answer questions, listen to and give opinion and develop vocabulary. Writing: Write and support and independently, Write for a purpose e.g. taking scores and giving peer/self-feedback, Present work e.g. dance movements and act on feedback given. GPS/Spoken Language: Speak coherently, take part in discussions, use new vocabulary and act on feedback given.</p> <p>Numeracy – Problem solving skills: Working systematically, Visualisation, Trial and improvement. Functional skills/knowledge: Read analogue and digital clock, use a timetable of events. Geometry/Position and Direction Knowledge: Know compass points, Know positional and directional language (e.g. above, below, opposite, left, right). Measurement skills / Knowledge: Measure and Record length / time, sequence events and know facts for length /time measurements e.g. 100cm = 1m. Calculation skills: Addition / subtraction and use of concrete resources.</p> <p>SMSC – Enjoy learning about themselves and others, Use imagination, be creative, reflect on own success and achievements, recognise right and wrong skills and techniques, volunteer, cooperate with others, demonstrate mutual respect and participate in sport.</p>
	3-7	Tag Rugby / Tag Games Key Vocabulary: Spatial awareness Possession Defending Techniques Tackling Tactics Strategies Situation	<ul style="list-style-type: none"> To show some understanding of spatial awareness when moving in different directions. To show good possession and defending techniques of the ball / equipment. To show some tackling strategies towards oncoming attackers 1 vs 1 / small group defending game. 	
Autumn 2	8 - 11	Football / Team Sports Key Vocabulary: Hit Kick Throw Plan Communicate Track Receive Pair Copy Repeat Demonstrate	<ul style="list-style-type: none"> To be able to hit, kick or throw a round object. Describe what they did. Plan simple movements. To track and receive a ball from a partner with some accuracy and ball control. To be able to work with a partner for a set activity. To copy, repeat and demonstrate some actions for techniques such as: shooting, passing and tackling. 	

	12 -14	<p>Team Building</p> <p>Key Vocabulary: Observe Positive Feedback Self and peer review Cooperation Pair work Skills Teamwork</p>	<ul style="list-style-type: none"> To make a positive comment on their own and others' actions, effective self and peer-assessment. To be able to work in a pair and support each other with effective actions and use of some skills. To identify some teamwork skills when playing a small group game. <p>Gatsby Benchmark 7</p>
Spring 1		<p>Gymnastics / Dance / Movement</p> <p>Key Vocabulary: Freely Bodily movement Movement patterns in dance Balance Control Demonstrate Sequence Fluently Follow</p>	<ul style="list-style-type: none"> To move as freely as possible. To understand and demonstrate how our bodies can make a range of shapes. To experiment with different ways of moving. Contribute a four step sequence of movements to be linked fluently. To learn and follow a dance sequence to the best of their ability.
Spring 1		<p>Fitness</p> <p>Key Vocabulary: Fitness Flexibility Strength Measure Record Safely Heart monitor Healthy lifestyle</p>	<ul style="list-style-type: none"> To recognise a component of fitness with a suggested activity e.g., flexibility – touching your toes. To learn how to measure and record fitness levels with support. To recognise fitness testing equipment and learn how to use it safely. To understand and use a heart monitor to show the effects on your body. E.g. does your heart rate get faster or slower? <p>Gatsby Benchmark 8</p>
Spring 2		<p>Team Sports / Basketball</p> <p>Key Vocabulary: Passing Techniques Tactics Skill Demonstrate Shooting Passing Defender Applying Team work Cooperation Situation Spatial Awareness Competitive Sports Fairness and respect</p>	<ul style="list-style-type: none"> To learn and practise a range of passing techniques with support. To demonstrate a range of stances when passing, shooting and defending the ball. To understand the role of a defender and apply some techniques with support. To take part in team based game style situations with prompts throughout. To identify areas of space when recognise when to travel.
Summer 1		<p>Unihoc / Cricket</p>	<ul style="list-style-type: none"> To understand the correct equipment for each sport and how to use it safely. To learn and practise dribbling skills with a ball and stick for Unihoc.

		Key Vocabulary: Practice Demonstrate Dribbling (Uni Hoc) Accuracy Control Fielding Bowling Rules Situation Competitive Sport Fairness and respect	<ul style="list-style-type: none"> • To show some accuracy when batting / bowling and fielding with supported prompts. • To understand and try to follow the rules for a game style situation. • To learn the active role of a fielder or runner and to be prompted when demonstrating the role. 	
Summer 2		Athletics / Summer sports Key Vocabulary: Competitive sports Skills Practice Apply Techniques Cooperation	<ul style="list-style-type: none"> • To be able to recognise track and field events e.g., running – track, javelin – field. • To learn and practise specific skills for each athletic event e.g., the correct stance or position of body. • To apply learnt game skills and techniques to a range of summer sports. • To take part in an athletic event with some support through e.g., sports day/healthy lifestyles week. 	

Intended impact:
Pupils will show some understanding of actions with basic control and coordination, linking skills to best suit a specific activity. They will have gained greater knowledge about the body during exercise and be able to show good peer and self-assessment. Pupils will also work quite effectively in a pair or small group game, demonstrating team working skills.

