

Intent:

The structure of our P.E curriculum is divided into three main components and provides community leisure based activities with the focus on pupil voice.

Performance and skill enables all pupils to select and use skills, actions, ideas appropriately by applying them with coordination and control. Pupils will show an understanding of tactics and composition by starting to vary how they respond.

Knowledge and analysis Analysis of their skills and techniques to show an understanding of how to improve their performance. Pupil voice is supported by pupils identifying sporting interests and making informed choices. Pupils will give reasons why warming up is important and give reasons why physical activity is good for health.

Leadership and teamwork shows pupils can set out and clear away equipment safely. Pupils will assist the teacher with simple warm ups and cool downs. Pupils will demonstrate familiar activities to a group of four pupils and demonstrate basic safety rules during an activity.

Term	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Yearly Coverage	<p>Key Vocabulary: Developing independence and promoting lifelong participation</p> <p>Changing:</p> <ul style="list-style-type: none"> - Male toilet/changing room - Female toilet/changing room - Locker - Cubical <p>Paying:</p> <ul style="list-style-type: none"> - Reception - Facility Staff - Receipt <p>Organising:</p> <ul style="list-style-type: none"> - Timetable - Planning - Transport - Leaflet <p>Facility use:</p> <ul style="list-style-type: none"> - Signpost - Facility - Entrance - Exit - Fire exit/escape <p>Leadership/teamwork:</p> <ul style="list-style-type: none"> - Leader - Officiate - Sportsmanship - Gamesmanship <p>Community Safety:</p> <ul style="list-style-type: none"> - Pelican crossing - Zebra crossing - Cycle lane - Footpath - Traffic lights <p>Behavioural Expectation:</p> <ul style="list-style-type: none"> - Facility rules - Guidance 	<p>Changing:</p> <ul style="list-style-type: none"> • To know how to access public changing rooms. • To get changed in a sensible and safe manner. • To follow the facility instructions and expectations when using a changing room. • To identify the visual presentations of changing room expectations at a range of facilities. <p>Paying:</p> <ul style="list-style-type: none"> • To research the cost for a specific sport at a facility. • To recognise the amount to pay per person and per specific age group. • To participate in role play and real life situations for attending a facility, communicating with staff and paying for a sporting session. <p>Organising:</p> <ul style="list-style-type: none"> • To research and plan the journey to and from a sporting facility. • To identify the correct clothing attire required for a range of specific sports. • To participate in the planning of a sporting event. • To assist in the organisation of a sporting day trip e.g., group size, medication, packed lunches. <p>Facility Use:</p> <ul style="list-style-type: none"> • To identify facility rules and recognise visuals placed in the facility. • To understand the facility's expectations of all public users. • To identify the correct sporting area to attend by following and reading signs. <p>Leadership/team work:</p>	<p>Literacy –</p> <p>Reading: Look at pictures, reading with support/independently, ask and answer questions, give and listen opinion, develop vocabulary and infer information.</p> <p>Writing: Write with support/ independently, write for a purpose e.g. recording/measuring scores, act on feedback.</p> <p>Spoken Language: Communicate, speak coherently, take part in discussion, use new vocabulary and act on feedback for spoken language.</p> <p>Maths –</p> <p>Problem Solving skills: Visualisation, Trail and improvement, Making connections and comparisons.</p> <p>Functional skills/knowledge: Read analogue clock, read digital clock and use a timetable of events.</p> <p>Geometry/Position and Direction Skills/ Knowledge: Read and plot coordinates, know compass points, know positional language and follow directional instructions.</p> <p>Measurement Skills/ Knowledge: Estimate/ measure/record length and time, sequence events and know facts for length / time.</p> <p>Calculation Skills/ Knowledge: Addition and subtraction</p> <p>Number skills / Knowledge (including FDP): Read and write numbers up to/ with decimals.</p> <p>Statistics Skills/ knowledge: Draw and interpret tally charts.</p> <p>SMSC – Enjoy learning about themselves and others, use imagination, be creative, reflect on own success, recognise right and wrong e.g. techniques and tactics, socialise with other pupils and other people, volunteer, cooperate with others, demonstrate mutual respect and participate positively in sport.</p> <p>Gatsby Benchmarks Throughout the year Gatsby Benchmarks 2,3,4 and 5 are being met.</p>

Sports and Leisure opportunities

Target activities / Tag game

- Aim
- Accuracy
- Precision

Tag Rugby

- Drop goal
- Drop kick
- Field goal
- Forward pass
- Foul
- Try

Football / Team Sports

- Foul
- Handball
- Offside
- Header
- Penalty
- Centre-backs
- Midfielders
- Strikers
- Free kick

Kayaking

- Craft
- Paddlesport
- Paddling
- Capsize
- Edging

Golf

- Tee Box
- Green
- Rough
- Putt

Bowling

- Power
- Pins
- Bowling Alley
- Spare
- Split
- Strike

Cooking

- Healthy lifestyle
- Budget
- Wellbeing

D of E

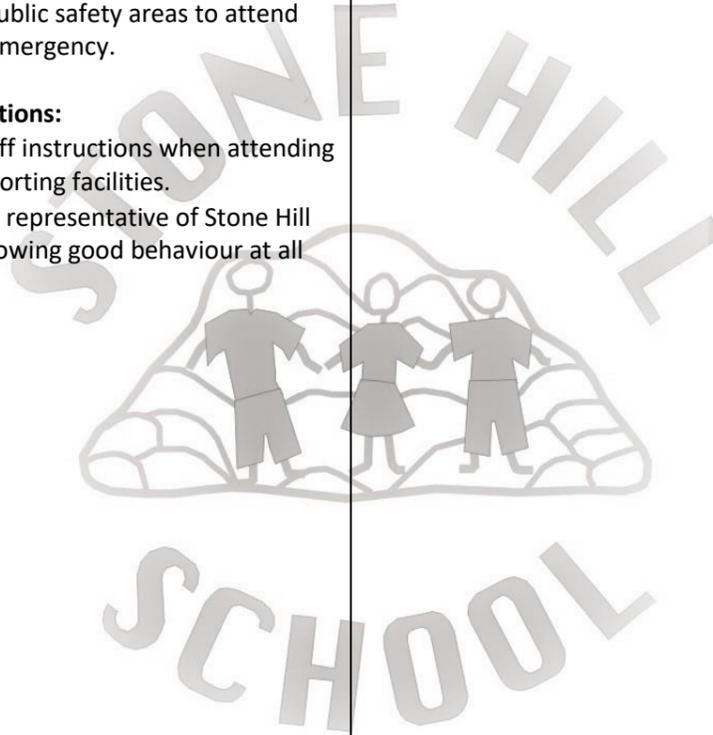
- To assist in the delivery of warm up and cool downs.
- To participate in team based sporting games.
- To be a school representative at sporting fixtures and tournaments.
- To show good sportsmanship when playing in team based sports.

Community Safety

- To recognise and state community safety expectations.
- To recognise visual presentations of community safety e.g. green and red man when crossing the road.
- To identify public safety areas to attend when in an emergency.

Behavioural Expectations:

- To follow staff instructions when attending a range of sporting facilities.
- To be a good representative of Stone Hill School by showing good behaviour at all times.



Ice Skating

- Marching
- Basic gliding
- Balanced support
- Ice Rink

Biking

- Helmet
- Trike
- Reflector
- Pedal
- Handlebars
- Cogs
- Brakes
- Saddle
- Spokes

Basketball

- Defence
- Back board
- Hoop
- Rim
- Centre
- Free throw
- Jump shot
- Rebound

Gymnastics

- Static balance
- Counter balance
- Tuck
- Arch
- Bridge
- Star
- Pencil
- Roll

Swimming

- Front crawl
- Breaststroke
- Backstroke
- Free style



Intended impact:
By the end of KS4 pupils will have a secure understanding of community sport safety and behavioural expectations. They will be able to confidently analyse their wider outdoor learning experience and give reasons for the importance of good active health. Pupils will gain the independence to safely prepare and use sports equipment whilst demonstrating leadership skills in tournaments and fixtures against other schools. Pupils will be able to make an informed choice on future leisure activities.